

**PROJECT STRENGTHEN PANCASILA STUDENT PROFILE (P5)  
DIMENSION IN *THE ICE AGE ADVENTURES OF BUCK*  
WILD MOVIE DIRECTED BY JOHN C. DONKIN**

**THESIS**



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STATE ISLAMIC INSTITUTE OF PONOROGO**

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PONOROGO**

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DIMENSION IN *THE ICE AGE ADVENTURES OF BUCK  
WILD* MOVIE DIRECTED BY JOHN C. DONKIN**

**THESIS**

Presented to  
State Islamic Institute of Ponorogo  
In Partial Fulfillment of the Requirement for  
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## ABSTRACT

**Rahayu, Indah Muji.** 2024. *Project Strengthen Pancasila Student Profiles (P5) Dimension in The Ice Age Adventures of Buck Wild Movie*. Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Wiwin Widyawati, S.S., M. Hum.

**Keywords :** P5, Dimensions and elements of P5, Characters, Animation movie

The development of the education system in Indonesia was partly due to the Covid-19 incident where students carried out their learning activities independently and the teacher's position was only as a supervisor in this situation. So, in 2021, the Ministry of Education and Culture created a prototype curriculum which was finally formalized as the Merdeka Curriculum. Merdeka Curriculum is a learning system aims to observe and solve problems around us through five main aspects carried out of value in Pancasila which include character education, collaborative, critical, communicative, and creative those aspects carried out through Project Strengthen Pancasila Student Profile as called P5. It has 6 dimensions, including: Having faith and fear to God and having good character; Global diversity; Collaborative; Independent; Critical Thinking; and Creative. The project-based in P5 program means that learning activities are not only carried out in class, but are also carried out outside the classroom, interacting with the environment around the learning place in accordance with P5. This is also used in English language learning. English language is a challenge from global diversity dimension that requires students should to have global level knowledge. Having and learn various knowledge is needed to live in diverse world cultures by taking advantage of media developments. One media that can used is movie. Movies can be used as a medium to improve student English language and soft skills such as having good character or get to critical thinking by analyzing the characters contained in the movie. Students must have critical thinking abilities which are part of P5 dimension. One of the appropriate movie is *The Ice Age Adventures of Buck Wild* which is included in the category of animated movie with the theme of adventure in nature.

The aims of this research are (1) To find out kinds of P5 elements presented in *The Ice Age Adventures of Buck Wild* movie; (2) To find out the prominent existence of P5 dimensions to the characters in *The Ice Age Adventures of Buck Wild* movie.

This research applied type of qualitative descriptive approach. Researcher used observation and documentation to collect data. The data that analyze from figure the characters and utterance came from the dialogue in the movie. Meanwhile, in analyzing data the researcher using Miles and Huberman model through data reduction, data display, and conclusion.

The results of this research are: (1) There are 14 elements of 20 elements P5 that found in the movie. The elements that found are personal moral, moral to people, moral to nature, national characters, knowing and appreciating culture, intercultural communication and interaction, collaboration, sympathy, sharing, self understanding in the situation at hand, self regulation, analyze and evaluate thinking, generate original ideas, and produce original works and action. There are 6 elements are not found includes religious moral, reflection responsibility for the experience the diversity, social justice, obtaining and processing information and ideas, reflect and evaluate their own thinking, have the flexibility to think in finding alternative solution problem. (2) The prominent existence is having high respect and tolerance in the diversity making each characters have good relationship between animal in the lost world. This value is apart from second dimension in P5, it also influences the attitudes and behavior of each character.

## ACKNOWLEDGEMENT

In the name of Allah, the compassionate and the merciful. Lord of the world who has blessed all of the creatures. Shalawat and Salam for our prophet, Muhammad SAW, who has given life to be a mercy to the universe.

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3. Dr. Esti Yuli Widayanti, M.Pd as the Head of English Department of Tarbiyah and Teacher Training Faculty State Islamic Institute of Ponorogo.
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Finally, the researcher expect that this thesis will be useful for the readers. Any criticisms and valuable suggestions would be appreciated.

Ponorogo, October 24<sup>th</sup>,2024

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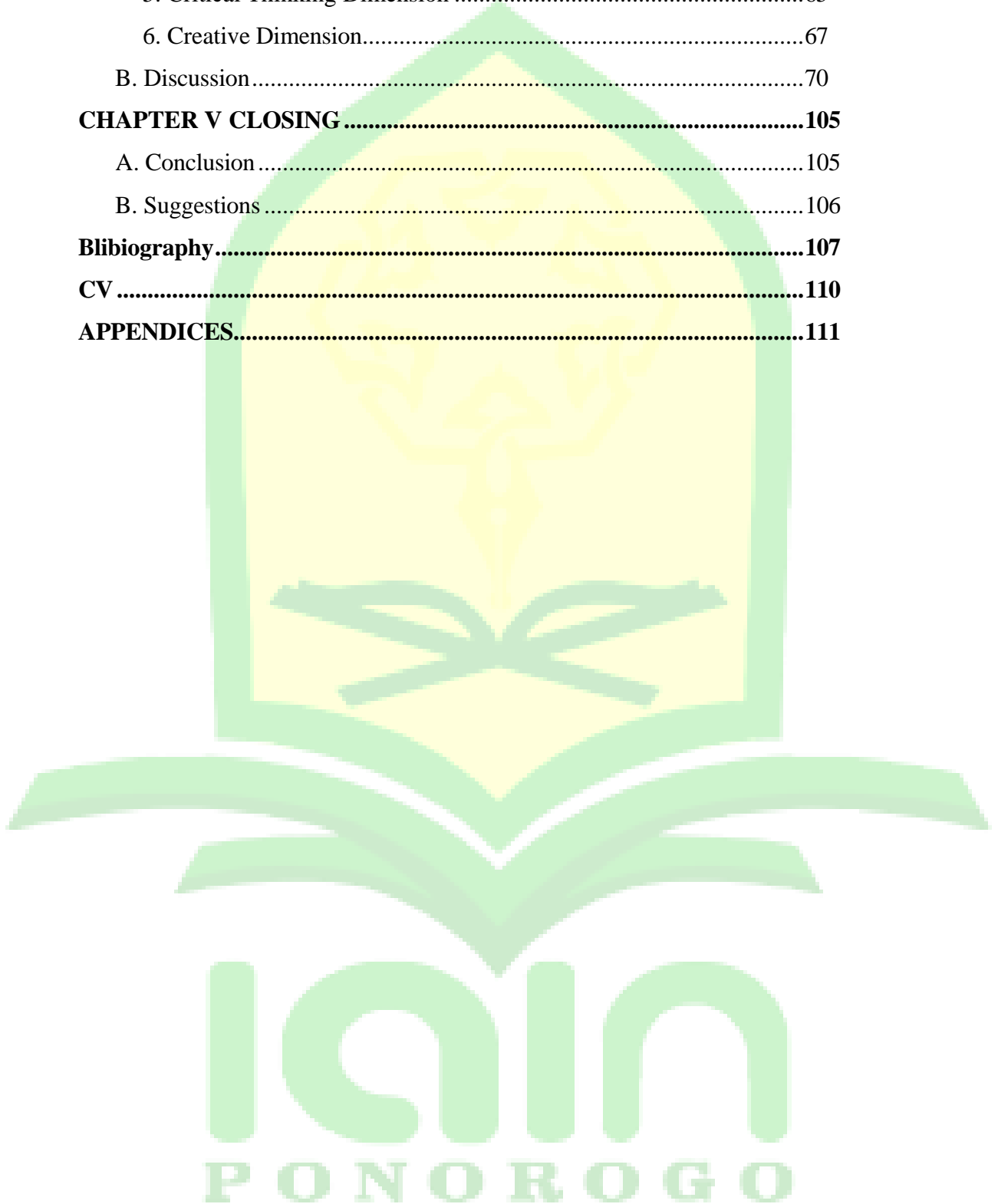


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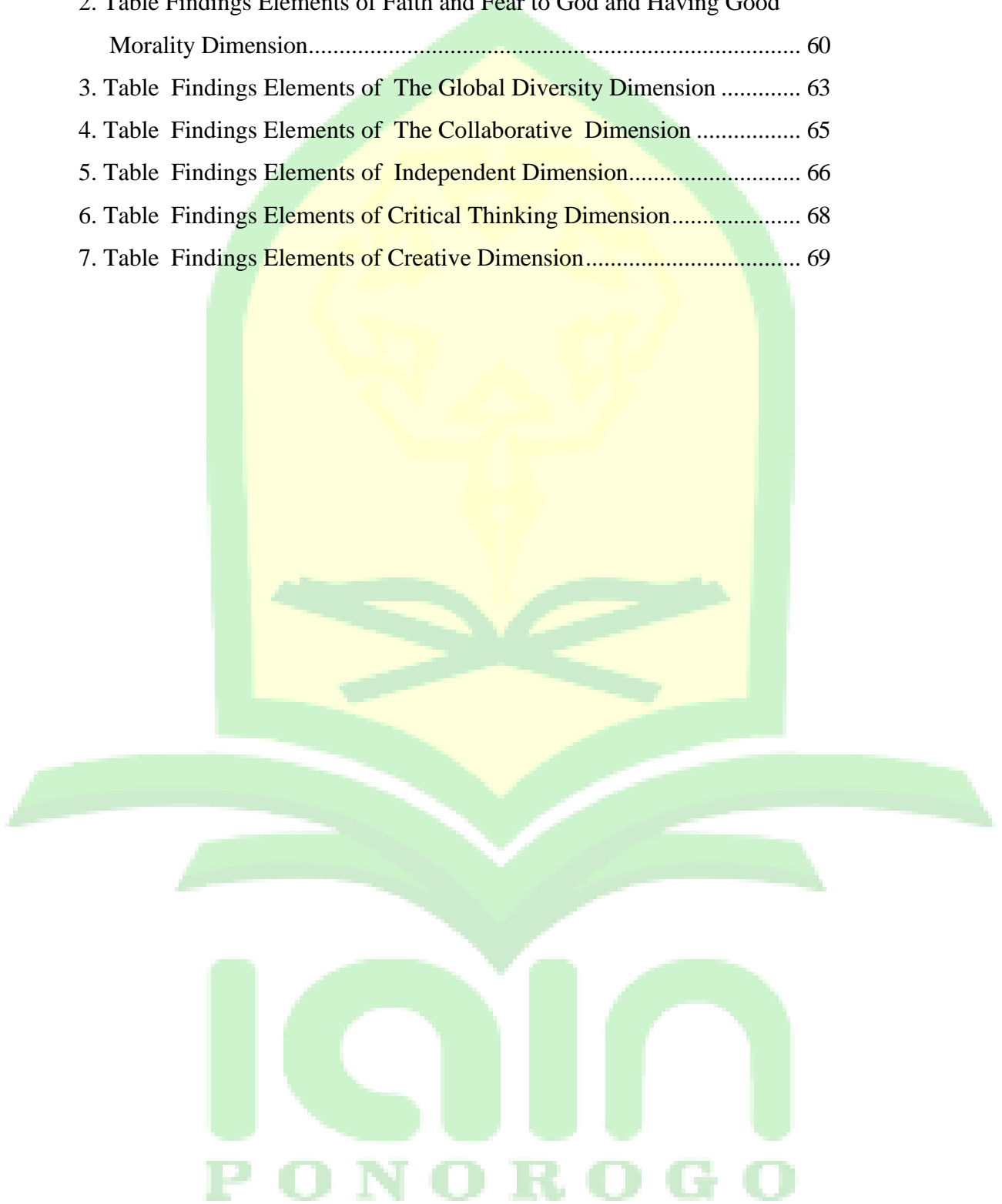
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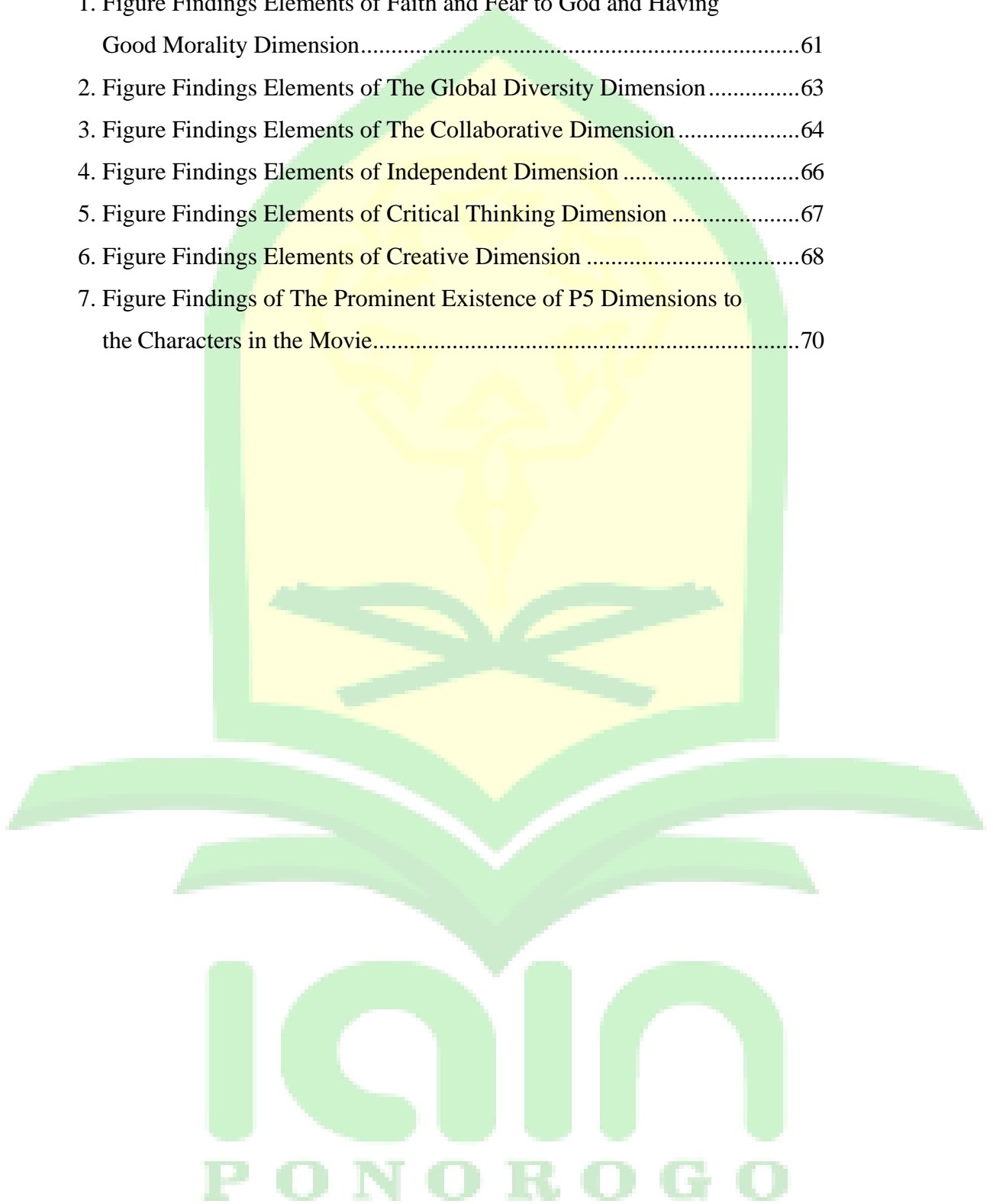
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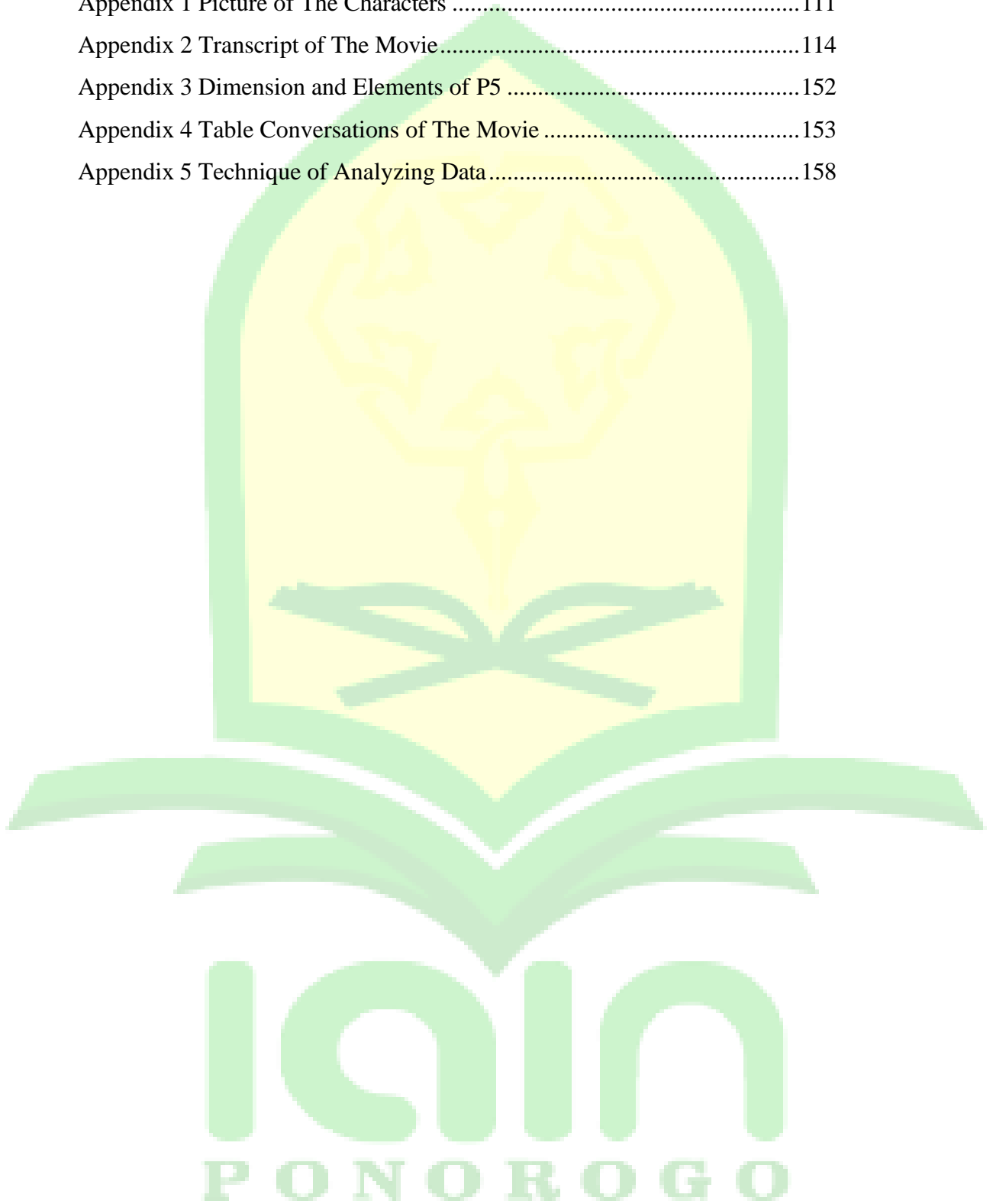
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The development of the education system in Indonesia was partly due to the Covid-19 incident where students carried out their learning activities independently and the teacher's position was only as a supervisor in this situation. So that in 2021, the Ministry of Education and Culture created a prototype curriculum which was finally formalized as the Merdeka Curriculum by bringing the concept of freedom of learning to students. <sup>2</sup>

The concept of freedom learning in Merdeka Curriculum is also an effort to face of the development of education that occurs in the 21<sup>st</sup> century that was increasingly experiencing progress that reaches the global level. <sup>3</sup> The last two decades have seen a global movement calling for new learning models for the 21st century. There is currently a large body of literature that focuses primarily on three topics; the motivation for new learning models, the specific competencies and skills required to function effectively in the 21st century, and the pedagogy required to stimulate these abilities.

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<sup>2</sup>Maharani, Annisa Intan, Istiharoh Istiharoh, and Pramasheila Arinda Putri. *Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya*. (Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora 1, no. 2, 2023), 177.

<sup>3</sup>Satria, R., Adiprima, P., Wulan, K. S., & Harjatanaya, T. Y. *Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila*. (Projek Penguatan, 2022), 1.

Various sources have identified a variety of competencies and skills that require consideration, many of which are present from current learning processes. Rising concerns about potential future economic and global crises have many questioning whether today's students have the combination of critical thinking, creativity, and collaborative and communication skills, necessary to navigate the unexpected developments they will face. <sup>4</sup>

Although it is generally accepted that formal education must change to enable the new forms of learning needed to address the complex global challenges of the future. Where education in Indonesia can also reach the world level. So education in Indonesia also requires development to face global educational and technological developments, this development includes various internal abilities of students such as knowledge of thinking and external abilities such as language skills, one of that is English as a global language. Which English is part of world-class culture.

World-class culture also needs to be developed and improved as a form of facing the development industrial in the 4.0 era. <sup>5</sup> Therefore, studying the creative industry is studying a combination of industrial and policy phenomena which are always under pressure to develop and adapt to economic, political and technological conditions and forces, as well as in education.

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<sup>4</sup>Luna Scott, Cynthia. *The Futures Of Learning 2: What Kind Of Learning For The 21st Century?*.(2015), 1.

<sup>5</sup>Cowen, T. *Creative Destruction: How Globalization is Changing the World's Cultures*. (Princeton University Press, 2002), 5.

Indonesian education is prepared as best as possible so that it becomes education of good quality, just like the education that has been implemented in other countries. For example, the educational in Finland that was earned a reputation as one of the best education systems in the world.<sup>6</sup> The education system in Finland starts from pre- school at the age of 6 years and requires 9 years of compulsory education (elementary and middle school) then high school as an optional level which has 2 choices; general and vocational. These choices will lead to the college. In Finland, education costs are borne by the public. Then the curriculum in Finland is designed to systematically integrate teaching practices in theoretical and methodological studies, which are divided into three phases: basic practice, advanced practice, and final practice. During each phase, students observe lessons by experienced teachers and then apply them into practice. So, students understand the theories contained in the learning through practice or projects.<sup>7</sup>

Through producing projects during studying as a form of understanding material in the lesson, it is also one of the concepts introduced in Merdeka Curriculum. In Merdeka Curriculum, teachers can also design their own learning that is appropriate and easy for students. This is done by teacher observing ability and characteristics which's having on each student. The teacher more familiar with the characteristic of student and what kind of learning is interested for

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<sup>6</sup>Morgan, Hani. *The Education System in Finland*. 2014, 453.

<sup>7</sup>Sahlberg, Pasi. *The Most Wanted: Teachers And Teacher Education In Finland*. (In *Teacher education around the world*, pp. 1-21. Routledge, 2013), 43.



students to designed in Merdeka Curriculum.<sup>8</sup>

Merdeka Curriculum is a curriculum with a learning process that has various internal and external contents so that the delivery of learning becomes better. Students have sufficient time in explore a concept accompanied by strengthening competence. In Merdeka Curriculum, the center of the learning approach is in the students by training students' independent attitudes and directing them to meaningful and enjoyable learning.

In Merdeka Curriculum there are differences in terms of objectives and learning outcomes with the previous curriculum, namely 2013 Curriculum. The previous 2013 curriculum used complex methods and materials that required understanding through in complex explanation.<sup>9</sup>

There are differences in Merdeka Curriculum and 2013 Curriculum that implemented in schools, the differences are in the characteristics and learning methods. In 2013 curriculum, students predominantly only understand learning through explanations of complicated and it needs more times. Meanwhile, Merdeka Curriculum on a project basis requires students to put the learning material they have learned into a project related to their surrounding environment.

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<sup>8</sup>Alindra, Afridha Laily, Ashtiyani Kholida, Nevi Septiani, Reina Farhanah Miftah, Rina Rohimah, and Septiani Panca Wardani. *Analisis Penerapan Metode Pendidikan Finlandia di SD Plus Mutiara Insani*. (Jurnal Pendidikan Tambusai 7, no. 3, 2023), 29787.

<sup>9</sup>Afgany, Dea Marwah, Yustika Nur Fajriah, Hafidatun Nursalam, and Mohammad Soni. *The Differences Between The 2013 Curriculum And The Merdeka Curriculum: Teacher's Understanding*. (English Education and Applied Linguistics Journal (EEAL Journal) 6, no. 3, 2023), 168.

Through the shortcomings contained in the 2013 curriculum, the changes in Merdeka Curriculum are to give teachers the freedom to teach subjects according to the characteristics of students and focus on teaching important material, so that they have more time to facilitate students to acquire basic competencies requirements such as literacy and numeracy.

The government claims the Merdeka Curriculum is simpler, deeper, flexible, contextual and easily adaptable. Every student in the Merdeka Curriculum is encouraged to study more actively according to the required methods and to translate learning outcomes into projects that can be found in it.<sup>10</sup>

Merdeka Curriculum is a learning system that aims to observe and solve problems around us through five main aspects, includes: self-potential, self-empowerment, self-improvement, self-understanding, and social role. One of the steps to realize those characters is carried out through Project Strengthen Pancasila Student Profiles (P5), is cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in P5.

P5 are the five main points in the Independent Curriculum which include creative, critical, communicative, collaborative and character education.<sup>11</sup> From these 5 points, each point contains the

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<sup>10</sup>Subkhan, Edi. *Vocationalizing Education: The Dangers of Link-And-Match Paradigm for the Students' Future. In Education in Indonesia: Critical Perspectives on Equity and Social Justice.* (Singapore: Springer Nature Singapore, 2023), 88.

<sup>11</sup>Maharani, Annisa Intan, Istiharoh Istiharoh, and Pramasheila Arinda Putri. *Program P5*

most important value that is character value, which includes the formation of positive moral, ethical and behavioral values for students' lives. Thus, the P5 Project is a project with the aim of strengthening the profile of students who have strong character based on Pancasila values. This is done through various activities and strategies, such as introducing Pancasila values in daily life, developing a culture of tolerance and diversity, as well as active participation in social activities and community service activities.

P5 has a competency formulation that complements the focus in achieving graduate competency standards at each level of educational unit in terms of cultivating character in accordance with Pancasila values. The competencies contained in the Project Strengthen Pancasila Student Profiles are internally related to the identity, ideology and ideals of the Indonesian nation, while externally they relate to the daily lives of students who are prepared for the challenges of the Indonesian nation in the future.

The project-based P5 program means that learning activities are not only carried out in class, but are also carried out outside the classroom, interacting with the environment around the learning place in accordance with the 6 dimensions in P5, including: (1) Having faith and fear to God and having good character; (2) Global diversity; (3) Collaborative; (4) Independent; (5) Critical Thinking; and (6) Creative.<sup>12</sup>

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*sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya*, 177.

<sup>12</sup>Dewantara, J. A., & Nurgiansah, T. H. *Building Tolerance Attitudes Of PPKN Students*

English language is a challenge of global diversity dimension that requires students should to have global level knowledge even in different language domains such as English. Studying English gives students the opportunity to communicate with world citizens from different cultural backgrounds. Through mastering English, students will have greater opportunities to interact using various texts. From that, the gain and learn various knowledge is needed to live in diverse world cultures. Therefore P5 in English learning must also be applied. The dimensions contained in P5 must also be included in English learning activities at school

In implementing English language learning activities that are in accordance with the concepts contained in P5, currently they are not only obtained in the classroom, but can also be obtained through intracurricular and extracurricular activities at school.<sup>13</sup> Based from that, P5 as a project embodiment of the Independent Curriculum has various kinds of project activities which aim to instill values from each dimension in P5. There are various kinds of projects that can be used in English activities, one of which is movie.

Movie has great enthusiast in the scope, so it is considered capable of successfully conveying the message and other things in the movie to the audience. Movie is an entertainment medium, apart from being entertaining, it is also very effective for conveying messages that can influence attitudes, mindsets, and insights for those who is seeing

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*Through Multicultural Education Courses.* (Jurnal Etika Demokrasi, 6, 1, 2021), 103–115.

<sup>13</sup>Satria, R., Adiprima, P., Wulan, K. S., & Harjatanaya, T. Y. *Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila*, 5.

it, which are in harmony with the values on society. <sup>14</sup>

Movie as known as film has a different theme, such as animal life, the world of children, friendships to domestic life. Each theme always has a different message. Movie has several types such as fictional movie, non-fictional movie, a mix of both. In others, there are several movies that combine two or more types, such as action movie, adventure movie, animated movie, comedies, dramas, tragedies, horror, romance, thrillers, cartoon, and so on. <sup>15</sup>

Movies can be used as a medium to improve students English skills, both listening, speaking and vocabulary. But, studying English through movie also can trained students' to have soft skills such as English language skill that get from the conversation in the movie and critical thinking by analyzing the characters contained in the movie. Students must have critical thinking abilities which are part of the fifth P5 dimension. <sup>16</sup> When students watching a movie, they certainly capture the conversation that occur between the characters and also values conveyed in the movie. By distinguishing between good and bad values in movie, students have trained their ability to critical thinking.

So, before choosing the kinds of movies as a medium for learning English, It's need to observe whether the values contained in

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<sup>14</sup>Arif Pujo Suroko, and Widodo Muktiyo. *Film as A Communication Strategy in the Learning Process of Children Character Strengthening in the Digital Era*. (The 2nd International Conference On Child-Friendly Education (ICCE) 2018, 2018), 123.

<sup>15</sup>Sena Mahendra, Pusumakeja. *An Analysis of Moral Value Teaching In "The Fate of The Furious" Movie. Based on Its Main Characters*. (IAIN Metro, 2017), 4.

<sup>16</sup>Satria, R., Adiprima, P., Wulan, K. S., & Harjatanaya, T. Y. *Panduan Pengembangan*

the movie is in accordance with the dimensions in P5 (Pancasila Student Profile Strengthening Project). Accordance to P5, it has basic guideline to analyzed the movie through dimension in P5. Which has been formulated as well as possible. The values contained in P5 are able to filter negative things all in it. Movies can be used as a Project Strengthen Pancasila Student Profiles to increase their critical knowledge and character value through watching movies.

In this study, the researcher choose *Ice Age Adventures of Buck Wild* type of animated movie as the object of her research because it rare for people to do reseach on it even though has been frequently shown on Indonesia television for several seasons. This movie contains a funny live animated fantasy adventure. It contains a lot of action and comedy. The movie has a strong moral viewpoint that encourages viewers to stay close to friends and its family. This movie also emphasizes the spirit of courage and has a conservative message about fighting oppressive evil and defending the truth. The content and conversation contained in this movie are suitable for children.<sup>17</sup>

*Ice Age Adventures Of Buck Wild* which was produced by Disney and John C. Donkin as a director for this movie. The film category is present for children.<sup>18</sup> So that, make a children interested in this movie and in the seasons have been released before. Thus, the researcher wants to analyzed P5 elements contained in it, seeing that one of the function of movie is a medium of education to it's viewer.

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<sup>17</sup> <https://www.movieguide.org/reviews/the-ice-age-adventures-of-buck-wild.html> accessed on April 30<sup>th</sup> 2024.

<sup>18</sup> Into Film : Resources of movie <https://www.intofilm.org/resources/1852>

## **B. Research Focus and Limitation of The Study**

This research focused in *The Ice Age Adventures of Buck Wild* movie which's analyzed about P5 dimension that include on it.

## **C. Statements of The Problem**

Based on the background study above, the problems of the research are follow:

1. What kinds of P5 elements by each dimension are presented in *The Ice Age Adventures of Buck Wild* movie?
2. What prominent existence of P5 dimensions are found in the characters of *The Ice Age Adventures of Buck Wild* movie?

## **D. Objectives of The Study**

Based on the statements of the problem, the objectives of this study are to :

1. To find out the kinds of P5 elements by each dimension presented in *The Ice Age Adventures of Buck Wild* movie.
2. To find out the prominent existence of P5 dimensions of the characters in *The Ice Age Adventures of Buck Wild* movie.

## **E. Significances of The Study**

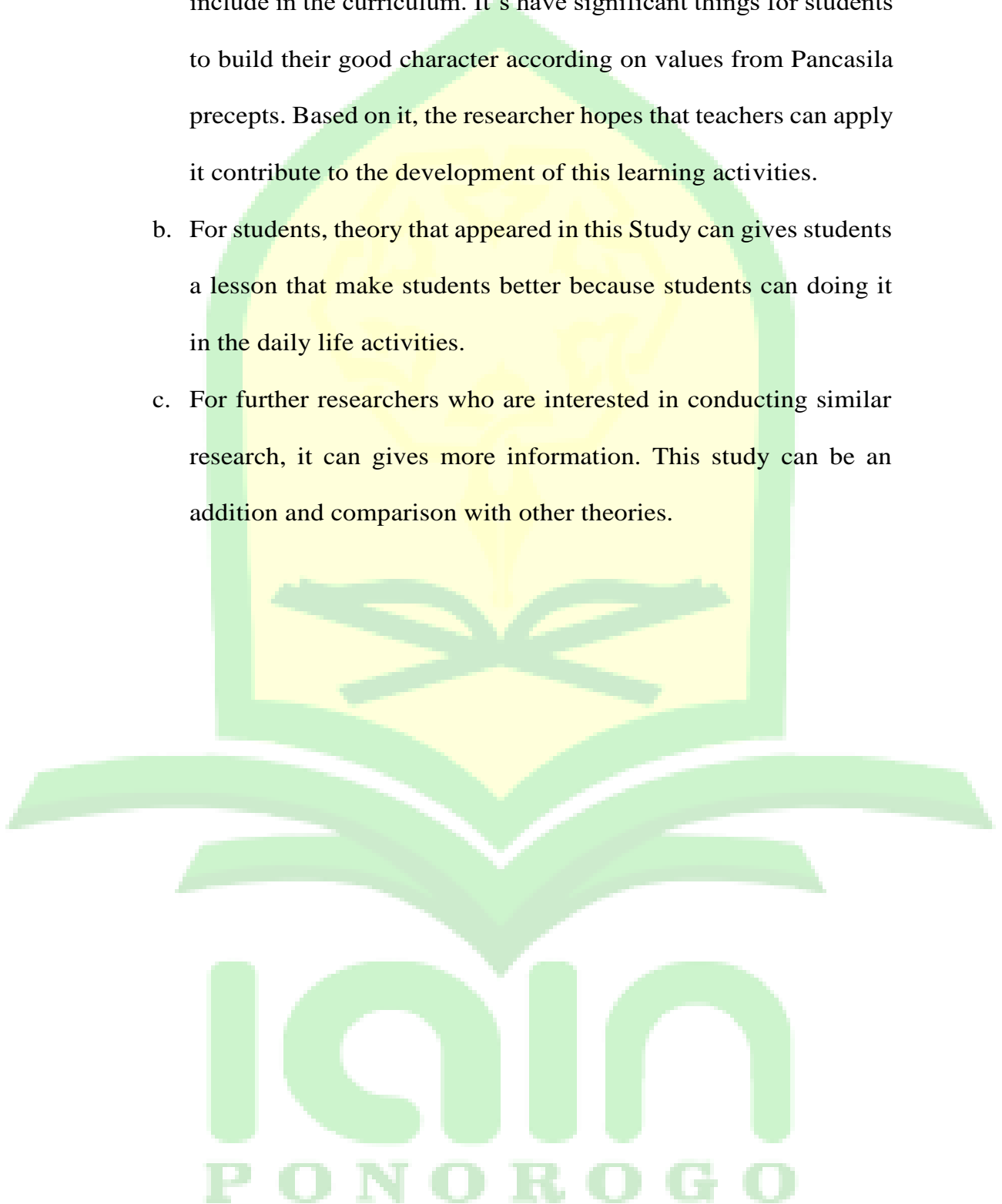
The results of this study are expected to be useful theoretically and practical.

1. Theoretically

This research hopes can provide information for readers in learning P5 through was found in *The Ice Age Adventures of Buck Wild* Movie and give a fresh knowledge especially about P5 elements and movie as medium of studies.

## 2. Practical

- a. For teachers, P5 learning is a new type of learning method that include in the curriculum. It's have significant things for students to build their good character according on values from Pancasila precepts. Based on it, the researcher hopes that teachers can apply it contribute to the development of this learning activities.
- b. For students, theory that appeared in this Study can gives students a lesson that make students better because students can doing it in the daily life activities.
- c. For further researchers who are interested in conducting similar research, it can gives more information. This study can be an addition and comparison with other theories.





## ORGANIZATION OF THE THESIS

Organization of thesis is given to make the readers understand the content of thesis.

It consists of five chapters:

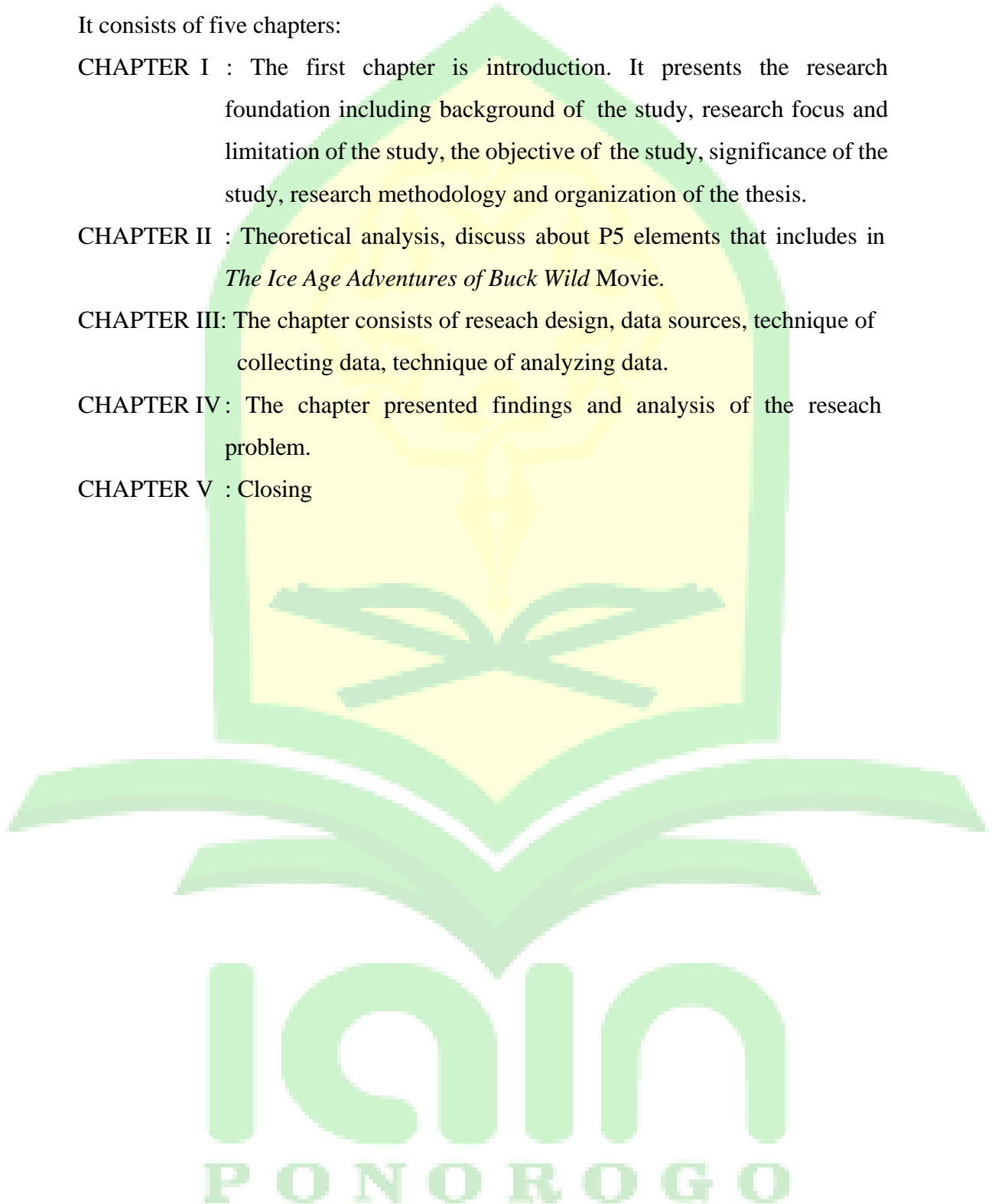
CHAPTER I : The first chapter is introduction. It presents the research foundation including background of the study, research focus and limitation of the study, the objective of the study, significance of the study, research methodology and organization of the thesis.

CHAPTER II : Theoretical analysis, discuss about P5 elements that includes in *The Ice Age Adventures of Buck Wild* Movie.

CHAPTER III: The chapter consists of reseach design, data sources, technique of collecting data, technique of analyzing data.

CHAPTER IV: The chapter presented findings and analysis of the reseach problem.

CHAPTER V : Closing



## CHAPTER II

### THEORETICAL BACKGROUND

#### A. Review Related Literature

##### 1. Merdeka Curriculum

Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies.<sup>19</sup> In the learning process, teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. The Merdeka Curriculum was launched by the Minister of Education, Culture, Research, and Technology Nadiem Makarim as a form of evaluation of the Curriculum. Previously, this curriculum was also referred to as the Prototype Curriculum which is one part of the government's efforts to produce a more competent next generation in various fields.

Merdeka Curriculum is one of the programs initiated by the Minister of Education and Culture Mr. Nadiem Makarim who wants to create a fun learning atmosphere. The purpose of Merdeka Belajar is to explore the greatest potential of teachers and students, and improve the quality of learning by giving teachers the freedom to choose how to deliver the curriculum or teaching methods that are in accordance with the competencies of their students.

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<sup>19</sup><https://laman.litbang.kemdikbud.go.id>

<sup>20</sup>Makarim, Nadiem A. *Kepmendikbudristek No. 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran*. (Jakarta : Kemdikbud, 2022), 4.

Merdeka Curriculum is a curriculum with diverse learning. The Merdeka Curriculum is applied to practice independence in thinking. The concept is determined by each individual in it. It's a form of freedom for school, teachers, and students. to think and innovate in independent, creative, and responsible learning in a pleasant atmosphere.

## **2. Project Strengthen Pancasila Student Profiles (P5)**

### **2.1. Definition**

The Project to Strengthen Pancasila Student Profile is cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in P5.

Based on the Ministry of Education and Culture No.56/M/2022, the project to strengthen the Pancasila student profile is a project-based co-curricular activity designed to strengthen efforts to achieve competency and character in accordance with P5.<sup>21</sup>

Which are prepared based on Graduate Competency Standards. The implementation of the project to strengthen the profile of Pancasila students is carried out flexibly in terms of content, activities and implementation time. This project is designed separately from intracurricular activities. The objectives, content and learning activities of the project do not have to be linked to the objectives and material of the extracurricular lesson. Educational units can involve the community and/or the world of work to design and implement them.

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<sup>21</sup>Satria, R., Adiprima, P., Wulan, K. S., & Harjatanaya, T. Y. *Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila*, 12.

The project to strengthen of Pancasila students profile will be carried out optimally if students, educators and the educational unit environment as the main components of learning can mutually optimize their roles. Students act as learning subjects who are expected to be actively involved in the entire series of activities, educators play the role learning facilitators who are expected to help students optimize their learning process, while the educational unit environment plays a role as a supporter of the implementation of activities which are expected to sponsor the provision of facilities and a conducive learning environment.

## **2.2. The Reason For The Creation of P5**

P5 or the Project for strengthening the Pancasila student profile is a goal to be achieved by the Indonesian education system. This relates to two important things, both are competence and character to become democratic Indonesian citizens, and to become superior and productive human beings in the 21st century, where they can participate in the progress of the nation as well as sustainable global development in the development of industry 4.0, as well as being resilient in facing complex, unstable, ambiguous and uncertain changes.<sup>22</sup>

The Pancasila Student Profile was formulated through literature studies and focused discussions involving experts in the fields of Pancasila, inter-religious relations, educational policy, educational and developmental psychology, as well as educational stakeholders. The

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<sup>22</sup>Suprayitno, Totok, Maman Fathurrohman, Yogi Anggraena, Susanti Sufyadi, Rizki Maisura, Itje Chodidjah, and Bagus Takwin. *Kajian Pengembangan Profil Pelajar Pancasila.* "Dalam Profil Pelajar Pancasila, Disunting Oleh Doni Koesoema Dan Muhammad Sabri 1 (2020),5.

literature review was carried out by analyzing various references, including the educational vision built by Ki Hadjar Dewantara, the values of Pancasila, and the educational mandate in the 1945 Constitution and its derivatives, namely policies related to educational achievement standards and character education. In the studying how 21st Century competencies are formulated in the curriculum, researchers also analyzed various international references and curriculum frameworks from various countries which reflect the competencies, characters, attitudes, values and dispositions that are important to build and develop.

### **2.3. Values In P5 Apart of Values In Pancasila**

#### **a. Definition of Pancasila**

Definition of Pancasila by etymologically in Sutoyo Pancasila comes from *Sanskrit*, namely *Panca* and *Syila* which means five foundations or five bases or five joints. It can also be interpreted as the five rules of good conduct.<sup>23</sup>

Meanwhile, the five rules that includes in Pancasila is decided from values that was having in Indonesian people in their daily life and it formation in the opening four paragraph of the 1945 Constitution or *UUD 1945* which's the five base of Pancasila formulation officially as ideological of Indonesia. Pancasila as the ideological country have an important base for Indonesia in continuity the government that have many functions.

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<sup>23</sup>Anita Trisiana Sutoyo, M. Pd and S. H. Siti Supeni. *Pendidikan Nilai Moral Berbasis Pancasila*. (Unisri Press, 2020), 1.

One of functions of Pancasila as guide of life for Indonesian people. The guidance is include all aspects of life. Which's should to obeyed by Indonesia residents. It also must be known by every people who want to stand firm and knowing clearly the direction which goal to achieve in the life. Outlook on life is comprehensive insight into the life that it consists of a unified set of noble values. Views of life people serves as a frame of reference for organizing personal life, managing human relations with society, managing human relations with the natural environment. The people's view of life is crystallization and institutionalization of values owned by a nation, believed to be true, raises the determination to make it happen. It's embodied in the form of attitude, behavior and actions.<sup>24</sup>

In a view of life contained the basic conception of a good life which is aspired to life. Which is considered of a good things. People need to have views that are in accordance with good moral values on Pancasila. So that's education departement at this time places great emphasis on instilling Pancasila values in each student with a program called P5 (Project of Strengthening Pancasila Student Profiles).

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<sup>24</sup> Anita Trisiana Sutoyo, M. Pd and S. H. Siti Supeni. *Pendidikan Moral Berbasis Pancasila*, 11.

## b. Five values in Pancasila

Pancasila precepts have a meaning as general meaning that's universal. The contents of that is unchanging, and will remain attached on the survival of the nation and state of Indonesia. Each Pancasila precept has its own meaning.<sup>25</sup>

*The First Precept, "Ketuhanan Yang Maha Esa"* Based on the general abstract understanding of universal is conformity the characteristics and circumstances of the state with the essence of God. Essence God is only one and forever there or eternal, absolute, perfect, powerful, unlimited and unchanging, creator, ruler and regulator of the universe, and must be obeyed.

*The second precept, "Kemanusiaan Yang Adil dan Beradab"* The point is about suitability the characteristics and circumstances of the state with human nature. As for human nature, it is a human creature monopluralist which consists of the monodual nature of the soul and body, monodual nature of individuals and social beings and the position of independent and personal monodualist nature God's creatures.

*The third precept, "Persatuan Indonesia"* this is the compatibility of the properties and the state of the state with the essence of one. As for the essence of one is absolutely indivisible, absolutely separate from anything else, is a personal self, a whole apart from other thing.

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<sup>25</sup> Anita Trisiana Sutoyo, *Pendidikan Moral Berbasis Pancasila*, 11.

*The fourth precept* “Kerakyatan yang Dipimpin oleh Hikmat Kebijaksanaan dan Permusyawaratan” based on the general abstract understanding of universal is conformity the characteristics and circumstances of the state with the nature of the people. As for the nature of the people is the total number of people within environment of a certain area or country, everything covering all citizens and for the benefit of all citizens, every citizen has human rights and human obligations.

*The fifth precept* “Keadilan Sosial Bagi Seluruh Rakyat Indonesia” for the last sila is the suitability between the nature and condition of the state with fair nature. As for the essence of justice, it is fulfilled as obligatory everything that is a right in the relationship human life, prioritizing fulfillment obligations rather than demanding the fulfillment of rights.

#### **2.4. Dimensions and Elements of P5**

P5 consists of six dimensions, which the six dimensions are subdivided into several elements that are structured to create lifelong students who are competent, have character, and be hold to Pancasila values.<sup>26</sup> There are six dimensions of P5:

##### **2.4.1. Faith and fear to God and Having Good Morality Dimension**

Students who understand the dimension of having faith in God and having good morals will apply it in their daily life. Which there are five elements consisting of religious moral, personal

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<sup>26</sup> Anindito, Aditomo. *Keputusan Kepala BSKAP No. 009/KR Tentang Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka*. (Jakarta : Kemdikbud, 2022),2. <https://laman.litbang.kemdikbud.go.id>



moral, moral to people, moral towards nature, and national characters:<sup>27</sup>

**a. Religious moral**

Pancasila students know the attributes of God and live that essence of his attributes are love and compassion. He also realized that he was are creatures that get a mandate from God as leaders on earth who have a responsibility and care for himself, fellow human beings and nature, as well carry out orders and stay away from His prohibitions.

**b. Personal moral**

Noble morals are manifested in the affection and attention of students to himself. Like love, care, respect, and self respect is manifested in an attitude of integrity, such as perform actions that are consistent with what was said and thought. For keeping his honor, Pancasila Student be honest, fair, humble, behave and behave with respectful. He always seeks to develop and introspect myself to be a better person every day.

**c. Moral to people**

As human beings we must prioritize equality and humanity above differences and respect differences with other people. Pancasila students identify equality and make it as a unifier when there is debate ot conflict. He also listens carefully to different opinions from his opinion, appreciate it, and analyze it

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<sup>27</sup>Anindito, Aditomo. *Dimensi P5*, 9.

critically without imposing his own opinion. Apart from that, always empathetic, caring, generous and compassionate to others, especially those who are weak or oppressed.

**d. Moral towards nature**

Pancasila students realize that himself is one among the parts of the earth's ecosystem which influence each other. He also realized that as a human, he takes on the task of protecting and preserving nature as creation of God. This made him realize its importance caring for the surrounding environment so that he keeps nature decent inhabited by all living things today and generations future.

**e. National character**

Pancasila students understand and fulfill their rights and obligations as good citizens and aware of their role as citizens country. It places humanity, unity, interests, and safety of the nation and state as the common interest above personal interests.

**2.4.2. The Global Diversity Dimension**

Indonesian students maintain a noble culture, locality and identity, but keep an open mind in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a new culture that is positive and not contrary to the noble culture of the nation. While the key elements of global diversity includes:

**P O N O R O G O**

**a. Knowing and appreciate culture**

Pancasila students recognize, identify, and describe various kinds of groups based on behavior, gender, manner communication, and culture, and describes the formation identity and group. Besides also analyzing how to be members of social groups at the local, regional, national, and global levels.

**b. Intercultural communication and interaction**

Pancasila students communicate with different cultures from himself equally by noticing, understanding, accepting existence, and respecting the uniqueness of each culture as of perspective so as to build mutual understanding and empathy towards each other.

**c. Reflection on and responsibility for the experience of diversity**

Pancasila students reflectively utilize awareness and diversity experience to avoid prejudice and stereotypes against different cultures, including bullying, intolerance and violence, by studying cultural diversity and gaining experience in diversity. This makes it align cultural differences in order to create an equal and harmonious life between people.

**d. Social Justice**

Pancasila students care and actively participate in making it happen social justice at the local, regional, national and global levels. He believes of his strength and potential as capital to strengthen democracy, to actively-participatively build a society

that peaceful and inclusive, socially just, and oriented towards sustainable development.

### **2.4.3. The Collaborative Dimension**

Indonesian students have the ability to work together, that is the ability to do activities together with likes willing so that the activities carried out can run smoothly, easily and lightly. The elements of gotong royong are collaboration, caring, and share.

#### **a. Collaboration**

Pancasila students have the ability to collaborate, namely the ability to work together with others with a feeling of pleasure when you are with other people and show a positive attitude towards others. He is able to cooperate and perform coordination to achieve common goals. As well as capable formulate common goals, review the goals that have been formulated, and evaluate goals during the process of working together.

#### **b. Sympaty**

Pancasila students pay attention to and act proactively conditions in the physical and social environment. It responds to conditions exist in the environment and society to produce conditions that better. He feels and understands what others feel.

#### **c. Share**

Pancasila students have the ability to share, namely giving and accept all that is essential to personal and social life, and willing and able to live a life together prioritizing the shared

use of existing resources and space in society in a healthy manner. Through the ability to share, it is able and willing to give and receive things that are considered valuable to/from peers, people in the surrounding environment, and the environment wider.

#### **2.4.4. Independent Dimension**

Indonesian students are independent students, namely students who responsible for the process and learning outcomes. Key elements of Independence consists of awareness of oneself and the situation one is facing self regulation.

##### **a. Self-understanding and the situation at hand**

Independent Pancasila students always reflect his condition and the situation at hand includes reflection on his own condition, both his strengths and limitations,as well as the development situation and demands faced. It will make it recognize and realize the need for development himself in accordance with the changes and developments that happen.

##### **b. Self regulation**

Pancasila students who are independent are able to regulate their thoughts, feelings, and behavior itself to achieve learning goals and self-development both in the academic and non-academic fields academic. When encountering problems in learning, he does not give up easily and will try to find a strategy or method more appropriate to support successful achievement the goal.

#### 2.4.5. Critical Thinking Dimension

Students who reason critically are able to objectively process information both qualitative and quantitative, establish linkages between share information, analyze information, evaluate and sum it up. Following are the elements of critical reasoning:

##### a. Obtaining and processing information and ideas

Students process ideas and information they get, also have a sense of curiosity large, ask relevant questions, identify and clarify ideas and information obtained, as well as process that information. He is also able to distinguish between the contents of the information or ideas from the sender. So that students can make decisions based on information from various sources that are relevant and accurate.

##### b. Analyze and evaluate thinking

Students use their reasoning according to the rules of science and logic in decision making and action with perform analysis and evaluation of ideas and information that he get. He can prove his reasoning with various deep arguments draw a conclusion or decision.

##### c. Reflect and evaluate their own thinking

Students reflect and evaluate own thinking (metacognition) and thinking about how the course of the thought process so that he arrived at something conclusion. This made him realize that he was can continue to develop his capacity.

#### 2.4.6. Creative Dimension

Creative students are able to modify and produce something creative original, meaningful, useful, and impactful. Key elements of creative as follows:

##### a. Generate original ideas

Creative students produce original ideas or ideas. These ideas are formed from the simplest such as expressions of thought and/or feelings to complex ideas. Creative students have the ability think creatively, by clarifying and questioning a lot things, seeing things from a different perspective, connecting existing ideas, applying new ideas accordingly the context to solve the problem, and bring up various alternative solution.

##### b. Produce original works and actions

Creative students produce original works and actions in the form of complex representations, drawings, designs, appearances, outward appearances digital, virtual reality, and so on. He produces works and take action driven by interest and liking in something things, the emotions he felt, to consider impact on the surrounding environment. In addition, students who creative tend to dare to take risks in producing works and action.

##### c. Have the flexibility to think in finding alternative solutions

##### problem

Creative students have the flexibility of thinking in finding alternatives solution to the problems he faces. He is able to

make choices when faced with several possible alternatives solve problems. He is also able to identify and compare their creative ideas, and find solutions an alternative when the approach he or she takes doesn't work.

## 2.5. The Important P5 In Education

The project to strengthen the profile of Pancasila students as called P5 is deep interdisciplinary learning observing and thinking of solutions to environmental problems for strengthening various competencies in the Profile Pancasila students. The Ministry of Education and Culture No.56/M/2022 in the guidebook defines P5 is a co-curricular activity project based designed for strengthen efforts to achieve competence and character according to the profile of Pancasila students prepared based on Competency Standards Graduate.<sup>28</sup>

Implementation of profile strengthening projects Pancasila students are carried out flexibly from terms of content, activities, and execution time. Project to strengthen the profile of Pancasila students designed separately from intracurricular. Objective, content, and project learning activities does not have to be associated with goals and materials intracurricular lessons. Education units can involve the community and/or the world work to design and implement project to strengthen the profile of Pancasila students.

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<sup>28</sup>Anita Trisiana Sutoyo, M. Pd and S. H. Siti Supeni. *Pendidikan Nilai Moral Berbasis Pancasila*, 17.



### 3. Movie

#### 3.1. Definition of Movie

Movie is simply short for motion pictures. It's a part of art in the form of moving images that serves to entertain the masses and for delivering message that contain in movie.<sup>29</sup>

Historically, Movie is a relatively new medium. Other works of art such as painting, literature, dance and theater have existed for thousands of years before, while cinema or movie was only discovered more or less a century ago. Even though the emergence of films that are classified as newcomers has provided a more complete form and has advantages that are different from the others. Principles and film techniques have power in presenting stories, expressing emotions, and conveying ideas. However, film depends on complex technologies. Without the machine, the film would not move.<sup>30</sup>

In the other hand, Movie is a recording of moving images that tells a story and people watch on a screen or television. Story adapted from novels, books, and many other literary texts and shaped into the scenario and rewritten into a film script or film script. Therefore, films are related to literary works because a film is made from one of literary works.<sup>31</sup>

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<sup>29</sup>Richard Barsam and Dave Monahan. *Looking at movies: An introduction to film*. (New York: W.W Norton Company, 2016),3.

<sup>30</sup> Bordwell, David, Kristin Thompson, and Jeff Smith. *Film Art : An Introduction, Eleventh Edition*. (McGraw-Hill Education : New York, 2018), 2.

<sup>31</sup>Yuliana, Wulandari. *The Analysis Of Moral Values On " Front Of The Class" Movie And Its Implication On Education*. (PhD diss., IAIN Ponorogo, 2021), 30.

### 3.2. Kinds of Movie

The type of movie in this discussion is based on how movies are making, functions, and goals to be achieved in movies. There are three main types of films based on the things above, as follows: <sup>32</sup>

#### a. Documenter movie

Documentary movie is movie that present a factual information about the world. The information presented can be through several ways. In general, when making this movie, you can record events according to what happened. Even so, documentaries can also present information without recording events that are currently happening, but in other ways through charts, maps, or other visual aids, and can even use animation. Documentaries cannot be used to manipulate the events being presented. So, what is presented in the documentary is in accordance with the actual conditions.

Like fiction films, documentary filmmakers face choices about genre. One common documentary genre is the *compilation film*, which is produced by assembling images from archival sources. Another common type is *nature documentaries* such as *Winged Migration*, which uses an in-flight camera to fly and soar with birds. Portrait documentaries center on interesting aspects of a person's life. Very often a documentary chases several options of this genre at once. A film can combine archival footage, interviews, and recorded.

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<sup>32</sup> David Bordwell. *An intro to a film 11<sup>th</sup> edition*, p.325.

## b. Experimental movie

Experimental is the most difficult of all film types to define precisely, partly because experimental filmmakers actively seek to defy the categorizations and conventions that exist in film in general. In another terms, It's called *avant-garde*, the term originally used for this approach to filmmaking came from *French* phrases used to describe scouts and pathfinders exploring in more advanced directions. It is according to the innovative spirit of media-related filmmaking, unbound by established traditions, and dedicated to exploring possibilities. The term Experimental film is used to identify this film and is often used in general.

These filmmakers work independently of commercial production, distribution, and exhibitions, and often they work alone. Experimental films are made for many reasons. Filmmakers may want to express personal experiences or points of view in a way that seems eccentric in a mainstream context. Filmmakers may be trying to convey a mood or physical quality.

Filmmakers may also want to explore some of the possibilities of the medium themselves. Experimental filmmakers have weak cinema in many ways. They have presented cosmic allegories. They can create experimental films through improvisation, or mathematical plans, or let nature take its course. Experimental filmmakers may not be telling stories, creating poetic daydreams or pulsating visual collages. Although filmmakers can create fictional

stories, but they are likely to challenge audiences.

### c. Animation movie

Most fictional films and documentaries shoot people and objects in full size and in three dimensions. Whereas in animated films an animator creates a series of images by shooting one frame at a time. Between exposures of each frame, the animator changes the subject being photographed. Thus, an animated film is a film that films a series of images. When projected, the image creates an illusion of movement comparable to shooting a live-action film. Anything in the world can be animated through two-dimensional, three-dimensional images or information stored in the software. Animation movie is the opposite of live action, any film that can be shot live can be made using animation. Animation provides an easy way to show things that aren't normally seen, such as the internal workings of a machine or the very slow changing geological formations.<sup>33</sup>

The types of animated films are divided into two, *Traditional Animated Films* and *Computer Animated Films*. Traditional animated film is the oldest form of motion picture animation. In the process of making traditional animated films using traditional techniques or manually. The animated objects fall into three categories: clay, models, and pixelation. Meanwhile, computer- animated films have revolutionized animation. The software can quickly generate thousands of slightly altered images which will give

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<sup>33</sup>David Bordwell. *An intro to a film 11<sup>th</sup> edition*, p.387.

the illusion of movement. On a creative level, software can be designed that allows filmmakers to create images of things that cannot be filmed in the real world. Even so, it does not mean that computer animation makers just click the mouse and the computer can then produce films. However, by scanning from a three-dimensional model or drawing it first on a digital tablet. Although usually animated films is often for children. Animated film is a medium and can express various genres. The main goal as a medium for delivering messages and education in it.

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### 3.3. Elements of Movie

Movies dominate our senses to create an atmosphere, feeling, or to bring out special emotions. Which in the movie there are several elements that used to compose a good Movie. There are several elements that include in the movie:<sup>35</sup>

#### a. Theme

Theme is the main idea that gives an important point of the story in the movie's content. Themes can also be represented as the general subject of the story revolves. It is universal and relevant to the story. Theme is the main abstract ideas contained in a literary work that is repeatedly raised within explicitly or implicitly through repetition of motives in a movie.

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<sup>34</sup>David Bordwell. *An intro to a film 11th edition*, 388.

<sup>35</sup> Carol Dwankowski and Tone Hesjedal. *How to Analyze a Film*. (NDLA. 2021) <http://ndla.no/en/node/10649?fag=42>

## **b. Genre**

The word genre is originally *French*, and it simply means “kind” or “type.” When we speak of film genres, we’re indicating certain types of movies. *The science fiction film, the action picture, the comedy, the musical, the Western* - these are some genres of fictional storytelling cinema.

## **c. Setting**

In the movie, setting becomes the place for the events that occur in the movie and even the setting can dynamically enter into the narrative action within the movie. This makes the setting

more important than the actor's presence in the movie because the actor's role can be replaced by the setting. Like the example of a passing train, an open door, a tree in the wind, etc. Thus, filmmakers must choose the right location for each action in the movie. To make it more interesting.

#### **d. Plot**

The story in a film can be presented in various directions or plot. Stories can use linear time flashbacks, or decide to organize the story around one character rather than another, or if we make other choices about presentation, these are some different form of plot. Based on the plot presented in

the film, it certainly has a different effect on the audience. When the filmmaker can determine the plot to build the story in the film meanwhile the audience can understand the story through the plot in the movie being watched.



### e. Conflict

Conflict or tension is usually the core of the film related to the main character. The creation of conflict in the story is inseparable from the role of the main character, which is caused by internal or external factors. Which's conflict from an internal aspect of character suffer internally or are caused by oneself. While conflict that occurs externally is caused by the surrounding environment or the environment of the main character.

### f. Character and Characterization

Characters are the people involved in the story and characterization deals with how the characters are described. In the story there are *protagonist* and *antagonist* characters. Usually, the main character in the story is often the protagonist. The protagonist is a good person. Audience can see it depending on information about the character's appearance, behavior, and speech. Meanwhile, villain or antagonist is a bad person or character. It will be the enemy of the main character or the enemy of the protagonist.<sup>36</sup>

## 3.4. Movie As One Media Project In Learning P5

Many literary works are found in everyday life both in the entertainment and education fields. When viewed from the type of literary work, it seems that it is only present for entertainment purposes or to entertain people. However, on the other hand, literary works are often used as learning media that support some of the skills of both

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<sup>36</sup>Abrams, Meyer Howard, and Geoffrey Harpham. *A Glossary Of Literary Terms*.43.

children and the audience. Another benefit is being able to provide educational messages for the audience. One the form of literature is movie which have most people interest on it than other form of literatures. It's reason of movie has more complex components. Watching movies makes it easier for us to capture meaning throughthe imagination shown in the movie which is then captured by our minds compared to the characters in the book are passive so that the brain will have a little difficulty processing the imagination that is obtained. <sup>37</sup>

The function of the movie is not only as entertainment. Movie can add to our insight through it. In addition, choosing movies that are watched correctly and carefully can provide good viewing quality. Every form of movie delivers impact and insight on the audience. <sup>38</sup> The current presentation of movies that are increasingly sophisticated and interesting does not escape us having to continue to consider and examine the content or message conveyed in the movie. Packaging of movie that are increasingly attractive can entertain those who see them, but on the other hand, movies carry messages to be conveyed to the audience. The message conveyed requires selection, not all.

The content in the movie is inseparable from the attention of the audience who uses the emotions of the audience. The presentation of the movie is a form of embodiment of emotions that alternates through the projection of the displayed moving images. In one movie, the audience will be treated to a variety of emotions ranging from feelings

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<sup>37</sup> Maulidia Humaira. *An Analysis of Moral Value in 'Zootopia' Movie*. (Aceh: Universitas Darussalam 1, 2018), 16.

<sup>38</sup> Yuliana, Wulandari. *Moral Values On " Front Of The Class" Movie*, 36.

of joy, sadness, anger, fear, etc. In line with Barsam and Monahan state that the content of the movie cannot be separated from the emotions of the audience later displayed through moving images presented on the screen.

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Through the interactions and actions of the characters that occur in the movie that the message contained in the film is conveyed.<sup>40</sup> This shows that film can be a medium in conveying messages, especially moral messages to the general public. Through the representation of interactions and images, it makes it easier for the message to be conveyed to the audience.

Movies are one of the choices used by many people as entertainment because it's easy when conveyed the story in the more model complex stories. So that it can provide opportunities to use movie as a learning medium to conveys moral values to children and viewers. Movie can present a story to the audience through clear pictures. Most of the audience is emotionally involved in the message shown in the movie. One of messages that can be received in the movies are about moral values.<sup>41</sup>

So it's not surprising that movie is a literary work that has a lot of enthusiasts which is used as material for consumption every day among many people, especially children. Children really like movies, especially cartoons or animated movies with cheerful nuances.

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<sup>39</sup> Richard Barsam and Dave Monahan. *Looking at movies: An introduction to film*, 2.

<sup>40</sup> Sena Mahendra, Pusumakeja. *Moral Value Teaching In "The Fate of The Furious"*, 4.

<sup>41</sup> Yousuf, M. S & Dadabhoy, K. *The Use Of Film For Teaching Social Values In English Classes At Elementary Level*. (Journal of Elementary Education (23).1, 2013), 41-52.

Because often these movies support their imagination and they easily remember every detail that happens in the movie. So, it's not impossible if the messages contained in the movies are quickly absorbed by children, both good and bad messages. In line with Rohani statements that “movie is one of the visual audio media that can build up attitudes, actions, evokes emotions, and develop problems”.<sup>42</sup>

#### **4. Ice Age Adventures Of Buck Wild Movie**

##### **4.1. Sinopsys of the Movie**

According to the article about resources movie explained that this movie (*Ice Age Adventures of Buck Wild* movie) was made in partnership with Disney. That category of this movie is animated movie. Which's aimed to students aged 6-11 giving them an adventure in nature through science, English/literacy, and art. This story is inspired by the adventures of the author's favorite sub-zero hero. The learning program contained in this movie is designed to encourage learning involvement, teamwork, and develop discussions about the increasing importance of environmental sustainability.<sup>43</sup>

Briefly this movie tells an adventure that continues from the chaos that occurred during prehistoric times when the possum brothers, Crash and Eddie, found themselves trapped in the Lost World. They are rescued by their one-eyed friend, adventure-loving Buck Wild, who teams up with them on a mission to save the Lost World.

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<sup>42</sup> Rohani, Ahmad. *Media Instruksional Edukatif*. (Jakarta: Rineka Cipta, 2014), 98.

<sup>43</sup>Into Film : Resources of movie <https://www.intofilm.org/resources/1852> accessed on November 20, 2022.

## 4.2. Biography of Director

John C. Donkin as director earned an Academy Award nomination in 2003 as the producer of "Gone Nutty" from category an animated short film created at Blue Sky Studios featuring the popular Scrat character from the "Ice Age" films.<sup>44</sup>

Donkin continue his work on additional project in "Ice Age" titles, including "Ice Age: Continental Drift" and "Ice Age: Dawn of the Dinosaurs." Additional film credits include "Rio" and "Rio 2," both of which he produced. Donkin came to Blue Sky Studios in 1998 as a technical director; one of his first projects was to help complete the company's Academy Award-winning short film "Bunny." He developed the production pipeline for Blue 8 1/10/22 Disney+ Sky's first animated feature film project, "Ice Age,"

Before becoming the film's associate producer, managing the production and its 160 person production crew. Since then, Donkin has produced several other Blue Sky Studios projects, including "Robots," directed by Chris Wedge; Blue Sky's Academy Award-nominated short film "No Time for Nuts" (produced with Lori Forte); "Aunt Fanny's Tour of Booty" and "Surviving Sid."

Donkin began his computer animation career in 1983 when he joined the world-renowned CCRG (Computer Graphics Research Group) at Ohio State University. Shortly thereafter, he began working as a senior animator at Cranston/Csuri Productions. He directed animation for the

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<sup>44</sup>Lumiere-a.akamaihd.net. Production Information, 2022, 8. <https://lumiere-a.akamaihd.net> accessed on November 20, 2022.

IMAX film "Antarctica" and was part of the development team for the visualization software toolkit apE, also at Ohio State University.

Donkin holds a bachelor of fine arts degree in cinematography and a master's of art degree in computer animation and art education from Ohio State University. JIM HECHT (Co-Screenwriter) is a writer, producer and director. Best known for his work on the "Ice Age" movies, particularly "Ice Age: The Meltdown," he started out as part of the late- '90s Nickelodeon heyday, working on projects like "All That," "Keenan & Kel," "Guts" and "Fairly Odd Parents." Along with Max Borenstein, he is a creator of Adam McKay's HBO series, the Untitled Lakers Project, starring Adrien Brody, Sally Field, John C. Reilly, Jason Segal and Jason Clark. Based on the Jeff Pearlman book, Showtime, the series chronicles the drama of the 1980's Showtime Lakers of Magic Johnson, Kareem Abdul-Jabar, Pat Riley and Jerry Buss.

Since graduating from Tisch School of the Arts at New York University with a degree in film and television, RAY DELAURENTIS (Co-Screenwriter) has worked steadily as a writer, producer and creative consultant. After an early 20th Century Fox, he worked on varied pilots, co-wrote a number of feature films and wrote "Providence" for NBC.

Becoming a father inspired him to focus his creative efforts on the world of kids and family entertainment. He has since worked for countless independent entertainment companies, and has had overall development deals with The Jim Henson Company, Fox Family Entertainment, Warner Bros. Kids and Nickelodeon. While story editing

and producing hundreds of episodes of animated television (including four seasons of "The Fairly Odd Parents"), he has been nominated for two Annie Awards and four Emmys. He is currently developing an animated series based on a New York Times best-selling children's book and writing streaming movies for 20th Century Studios/Disney+.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used a qualitative research, it was a study of groups of people, objects, conditions, a system of thought or a class of events in the present. Qualitative research was a research procedure that produced descriptive data in the form of written and spoken words from people and observed behavior.<sup>45</sup>

The type of this research was descriptive qualitative. The approach used to describe the state of a phenomenon that occurred in words or sentences, then separated according to categories to get conclusion. Descriptive qualitative research was a problem solving procedure that was investigated using to describing or described the state of a subject or panel object (a person, institutions, communities, etc.) that at the present time based on the facts that appear as objects.<sup>46</sup> In this study, the researcher used the documentation of picture that got from the movie and the sentences got from dialogues that occurred in *The Ice Age Adventures of Buck Wild* Movie.

#### B. Data Sources

The source of the data in this research taken from all information that written by researcher during watching the movie and the documentation that got from the movie. The data was figure and utterance related with P5 dimension and elements that analysis on the

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<sup>45</sup>Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2002), 3.

<sup>46</sup>Soerjono Soekanto. *Pengantar Penelitian Hukum* (Jakarta: UI- Press, 1999), 23.



dialogue and activity occurred in that movie. In this case, the researcher also taken the data from text script that browsed on the internet.<sup>47</sup>

### **C. Technique of Collecting Data**

In collected data to analyze this research, the authors collected references that support the subject matter of the data and applied on some steps. Data collection techniques were carried out to obtain information necessary to support the research objectives. The technique for collected data used a documentary technique. The steps of data collection as followed:

1. Downloaded movie *The Ice Age Adventures of Buck Wild* in the internet.<sup>48</sup>
2. Watched the movie and read the movie transcript, given attention to each dialogue or picture in the movie. Also played repeatedly the movie to find out P5 dimensions and elements in the film under investigated.
3. Taken the pictures and selected the sentences text from dialogues in the movie for analysis the data. It would taken sequentially and selected for analysis purposes.
4. Identified P5 dimensions and elements based it's categories.

### **D. Technique of Analyzing Data**

When researchers want to analyze data, it would involved a number of closely related stages which were carried out with the aim to summarized the data that has been collected and compiling it as well as possible so that it could answer the existing research problems.<sup>49</sup>

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<sup>47</sup><https://transcripts.foreverdreaming.org/viewtopic.php?t=61878>

<sup>48</sup><https://divinemysteryfort.com/the-ice-age-adventures-of-buck-wild-2022/>

<sup>49</sup>C.R Kathori, *Research Methodology: Method and Technique*, 122.

Data collection in qualitative research was obtained from various sources and with a variety of techniques, one of which is documentation. Documentation technique was a technique to collect the data from transcript, books, newspaper, magazine, script, etc.<sup>50</sup>

The data obtained was generally qualitative data that needs to be specified first, so that the data analysis technique used wasn't have a clear pattern. Therefore, qualitative research often had difficulty in conducting data analysis. Data analysis defined as a studying tabulated material to determine facts or inherent meanings. It involved breaking down existing complex factors into simpler parts and put those parts together in a new arrangement for the purpose of interpretation.<sup>51</sup>

The stages of analysis data in qualitative research was doing continuously until the data was complete. The stages in data analysis were data condensation, data display and conclusion and drawing/ verifying conclusion.<sup>52</sup>

### **1. Data Condensation**

Data condensation was carried out after all the data in the research were collected. Data condensation in this study referred to data obtained from after watched the movie then written down all information that got from the movie, pictures as documentation and text script for supporting data. By condensation data, it concluded that data was categorized which

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<sup>50</sup> Sugiono, Metode penelitian kuantitatif, kualitatif, dan R&D, (Bandung: Alfabeta, 2015), 240.

<sup>51</sup> Yogesh Kumar Singh, *Fundamental of research of methodology and statistic*. (New Delhi: Published by New Age International, 2006), 232.

<sup>52</sup> Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. *Qualitative data analysis: A methods sourcebook*. Sage publications, 2018), 8.

one was needed. That way researcher make the data they have stronger.<sup>53</sup>

All the data that researcher got after watched the movie such dialogues, pictures, or notes that written by researcher then classified in according to six dimensions and 20 elements of P5.

## 2. Data Display

Generically, a display was organized, compressed assemble of information that permitted conclusion and drawn final conclusion. Display data help us to understood what was happened and it could be done through analyze further or taken action, base on that understanding.<sup>54</sup>

The researcher categorized the results of the data from each identifying types of P5 dimensions and elements from the *Ice Age Adventures in the Buck Wild* movie into a table. The researcher used some codes in classifying the types of both. The researcher given table of the coding of dimensions and elements types, to make it easier for readers.<sup>55</sup>

**Table 2.4. Dimensions and Elements of P5**

No	Code	Category Dimension and Element
1.	FFG	Faith and Fear to God and Having Good Morality Dimension
1.1	RM	Religious Moral
1.2	PM	Personal Moral
1.3	MP	Moral to People
1.4	MTN	Moral Towards Nature
1.5	NC	National Character
2.	GDD	The Global Diversity Dimension
2.1	KAC	Knowing and Appreciate Culture
2.2	ICI	Intercultural Communication and Interaction

<sup>53</sup>Miles, Matthew B., A. Et. Al. *Qualitative data analysis*,8.

<sup>54</sup> Miles, Matthew B.Et al. *Qualitative data analysis*, 8.

<sup>55</sup> Anindito, Aditomo. *Keputusan Kepala BSKAP No. 009/KR Tentang Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka*. (Jakarta : Kemdikbud, 2022),2.

2.3	RRT	Reflection on and Responsibility for The Experience of Diversity
2.4	SJ	Social Justice
3.	TCD	The Collaborative Dimension
3.1	C	Collaboration
3.2	Sy	Sympaty
3.3	Sh	Share
4.	ID	Independent Dimension
4.1	SUT	Self-Understanding and The Situation At Hand
4.2	SR	Self Regulation
5.	CTD	Critical Thinking Dimension
5.1	OPI	Obtaining and Processing Information and Ideas
5.2	AET	Analyze and Evaluate Thinking
5.3	RET	Reflect and Evaluate Their Own Thinking
6.	CD	Creative Dimension
6.1	GOI	Generate Original Ideas
6.2	POW	Produce Original Works and Actions
6.3	HTF	Have The Flexibility to Think in Finding Alternative Solutions Problem

### 3. Drawing and Veriffying Conclusion

In this implication, the researcher made a conclusion. The conclusion was the answer of the research problems that have been formulated.<sup>56</sup>

<sup>56</sup>Miles, Matthew B. Et al. *Qualitative data analysis*, 8

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. P5 Elements and Dimensions are Found in The Movie

P5 has six dimensions, each dimension has several elements that can build the character of each individual. In this movie, several elements and dimensions of the P5 are found through figures taken from the movie. Also several utterances spoken by characters in the movie.

##### 1.1. Faith and Fear to God and Having Good Morality Dimension

Students who understand the dimension of having faith in God and having good morals will apply it in their daily life. Which there are five key elements to implement it consisting of: The elements of faith and fear to God and having good morality dimension are religious moral, personal moral, moral to people, moral toward nature, and national characters.<sup>57</sup>

This first dimension focused of built moral of students through all aspect by god, other people, nature, also to theirselves. Those are aspects have a balance that needed in students life. Each element of those is appareants in the movie of *Ice Age Adventures of Buck Wild*.

In this research, the researcher found 4 elements from 5 elements of the faith and fear to God and having good morality dimension. There are personal moral, moral to people, moral toward nature, and national characters. The total finding of this dimension that found is 9 data.

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<sup>57</sup>Anindito, Aditomo. *Dimensi P5*, 9.

### a. Personal Moral

Table 1.1. Findings of Element 2 of Dimension 1

No	Code	Time Stamp	Utterances
1.	PM	22.03-22.04	[ <b>Buck</b> ] You're telling me Ellie gave her okey dokey to this little artichokey of a mission here? [ <b>Eddie</b> ] I admit it! Whatever it is!
2.	PM	54.40-54.50	[ <b>Buck</b> ] Okay, brainiac. It's me you want. You got me. [ <b>Orson</b> ] I win.

### b. Moral to People

Figure 1.1. Findings of Element 3 of Dimension 1



Table 1.1. Findings of Element 3 of Dimension 1

No	Code	Time Stamp	Utterances
1.	MP	01.39-01.44	[ <b>Ellie</b> ] : (telling the past stories about Manny and friends) When they were charged with the care of a lost baby. And in returning the child to its family.
2.	MP	26.30-26.40	[ <b>Buck</b> ] It's not safe here, girl. Better take off for the night. Be careful.
3.	MP	01.15.45	[ <b>Manny</b> ] I can't believe I'm saying this, but I'm gonna miss you guys. [ <b>Diego</b> ] Yeah, we'll miss you guys too.

### c. Moral Toward Nature

Table 1.1. Findings of Element 4 of Dimension 1

No	Code	Time Stamp	Utterances
1.	MTN	19.21-19.40	[Possum] Buck! [Buck] That's right!Buck Wild, at your service.
2.	MTN	18.20-18.25	[Eddie] It always amazes me there's a whole world down here. [Crash] Yeahh!
3.	MTN	37.23-37.40	[Buck] I mean, you know. Look. I know we didn't always see eye to eye. Or, in my case, eyes to eye. [Zee]Relax. I'm only here for one reason and it's bigger than you and me. If we don't stop Orson, he'll destroy the harmony we fought so hard for. With him in charge, the Lost World will be, well...lost.

### d. National characters

Table 1.1. Finding of Element 5 of Dimension 1

No	Code	Time Stamp	Utterances
1.	NC	02.23-02.34	[Ellie] I joined the herd along with my adopted possum brothers, Crash and Eddie.The six of us had so many adventures.



## 1.2. The Global Diversity Dimension

The global diversity dimension maintain noble culture, locality and identity, and keep an open mind in interacting with other cultures, so foster mutual respect and the possibility of forming a new culture positive and not contrary to the noble culture of the nation.<sup>58</sup>

Figure 1.2. The Global Diversity Dimension



The element of global diversity dimension found 2 elements of 4 elements includes knowing and appreciating culture and intercultural communication and interaction with others. The total finding of this dimension that found is 4 data.

### a. Knowing and Appreciating Culture

Table 1.2. Discussion of elements 1 from Dimension 2

No	Code	Time Stamp	Utterances
1.	KAC	43.10-43.15	[Zee] We are completely outmatched. If we're gonna defeat Orson, we're gonna need some big-time help. [Crash] Did you hear what he said? He said we! He sees us as equals.

<sup>58</sup>Anindito, Aditomo, *Dimensi P5*, 9.



## b. Intercultural Communication and Interaction with Others

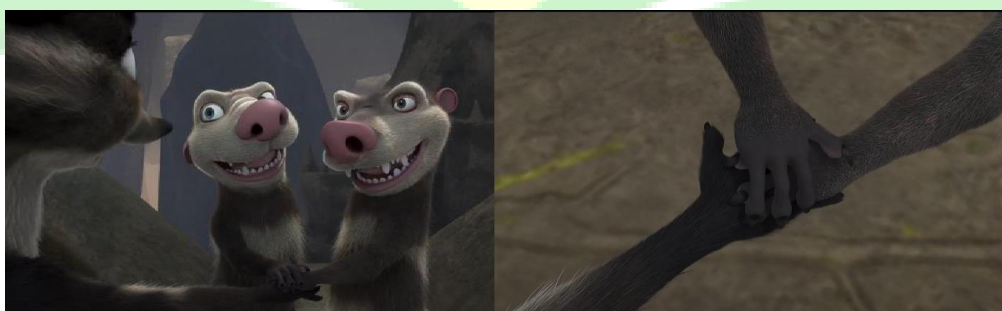
Table 1.2. Discussion of elements 2 from Dimension 2

No	Code	Time Stamp	Utterances
1.	ICI	06.56-07.10	[Sid] Okay, okay. Let's work this out like a family.
2.	ICI	01.03.10	[Sid] Mama! [T-rex] growls... roars... [Sid] Oh, no! Crash and Eddie are in trouble. [Diego] You say that like it's news.
3.	ICI	53.53-53.59	[Buck] Actually, Zee, it was all my fault. You're right. We lost the team because of me. (Zee) No, it was because of me.

### 1.3. The Collaborative Dimension

Indonesian students have the ability to work together, namely the ability to doing activities together voluntarily so that the activities are done can run smoothly, easily and lightly. The elements of collaborative is collaboration, caring, and sharing. <sup>59</sup>

Figure 1.3. The Collaborative Dimension



The collaborative dimension has elements collaboration, sympathy, and share that found in the several table below. The total finding of this dimension that found is 5 data.

<sup>59</sup>Anindito Aditomo, *Dimensi P5*,18.

**a. Collaboration**

**Table 1.3. Finding of Element 1 of Dimension 3**

No	Code	Time Stamp	Utterances
1.	C	03.00-03.15	[Crash and Eddie] Whoo-hoo! [Crash] This is gonna be our most extreme stunt ever. [Eddie] Extremely dangerous. [Crash] Super-duper dangerous.
2.	C	04.50-04.53	[Crash] Look. I think it's time we become strong possums. [Eddie] I claim this mountain in the name of possum freedom!

**b. Sympathy**

**Table 1.3. Findings of Element 2 of Dimension 3**

No	Code	Time Stamp	Utterances
1.	Sy	08.00-08.12	[Ellie] Because you can't do anything for yourselves. [Possum] Anything we can do, we can do nearly almost as well. [Ellie] Can you clean your own habitat? Can you feed yourselves? [Manny] Can you protect yourself from predators?
2	Sy	29.00-29.03	[Ellie]Manny, they're out there all alone in the cold. They're probably frightened. [Manny]Look, don't worry. We'll find them.

**c. Share**

**Table 1.3. Finding of Element 3 of Dimension 3**

No	Code	Time Stamp	Utterances
1.	Sh	08.22-08.25	[Manny] Yeah, oh... Okay, look, I'm sorry about what I said to Crash and Eddie. It's just... Well, family can be difficult. We are a nutty, mixed-up herd.full of loners and outcasts.

#### 1.4. Independent Dimension

Independent Dimension is having independent character, namely responsible students on the process and learning outcomes. The key element of independence consists of awareness their self and the situation faced and self-regulation.<sup>60</sup>

**Figure 1.4. Independent Dimension**



Independent dimension has elements self understanding in the Situation at hand and self regulation that found in the several table below. The total finding of this dimension that found is 4 data.

##### a. Self Understanding in The Situation at Hand

**Table 1.4. Finding of Element 1 of Dimension 4**

No	Code	Time Stamp	Utterances
1.	SUT	20.12-20.20	[Crash] Buck! [Eddie] Crack! [Buck] You picked a bad time for a tropical vacation, lands. A dino named Orson just escaped from exile. And he's jonesing to rule the Lost World

<sup>60</sup>Anindito Aditomono, *Dimensi P5*, 23

## b. Self Regulation

Table 1.4. Findings of Element 2 of Dimension 4

No	Code	Time Stamp	Utterances
1.	SR	15.22-15.30	[Crash and Eddie laughing] Dude, being on our own totally rules! And we've got nothing to worry about since we've got nine lives.
2.	SR	22.06-22.13	[Buck] I've got to take you back home, fellas. I'm the only one that can stop Orson, but I won't be able to do that if i have you two to look after. [Crash] but,,but,,but,, Buck..
3.	SR	01.13.30	[Crash] Actually, the truth is, Eddie and I have been thinking...Which we're slowly getting better at. [Crash] Go, Buck. [Eddie] Go, Buck.

## 1.5. Critical Thinking Dimension

Figure 1.5. Critical Thinking Dimension



Students who reason critically are able to objectively process good information both qualitative and quantitative, establish linkages between various information, analyze information, evaluate and conclude it. The elements of critical reasoning is obtaining and processing information and ideas, analyze and evaluate reasoning, reflect on thoughts and thought processes in making decisions. <sup>61</sup>

<sup>61</sup>Anindito Aditomo, *Dimensi P5*, 28.

Critical thinking dimension has elements are obtaining and processing information and ideas, analyze and evaluate thinking, and reflect and evaluate their own thinking. The element that found in this research is analyze and evaluate thinking found in the several table below. The total finding of this dimension that found is 4 data.

#### a. Analyze and Evaluate Thinking

Table 1.5. Finding of Element 1 of Dimension 5

No	Code	Time Stamp	Utterances
1.	AET	03.33-03.47	[Ellie] Crash! Eddie! You better not be doing something dangerous! [Crash and Eddie] Sighs... [Crash] You know, I've been thinking..
2.	AET	42.35-42.43	[Orson]My new raptor army, will eventually hunt you down. [Zee] Now we really need a plan. We'll never defeat Orson if you keep going all "buck wild" without thinking first.
3.	AET	57.40-57.43	[Eddie] When we left the herd,we swore we'd become independent and make our mark. [Zee talk to possum] Is this what Buck would do? Give up? Sulk?
4.	AET	58.13-58.20	[Eddie] You mean rush in without thinking? Whenever we're in trouble, all we do is play dead.Well, it is our go-to move. [Crash] Yeah, but it's kinda the opposite of courage.

#### 1.6. Creative Dimension

Creative Dimension is able to modify and produce something original, meaningful, useful, and impactful. The key elements of creative consist of produce original ideas and produce works and actions original and have the flexibility of thinking in finding alternative solutions problem. <sup>62</sup>

<sup>62</sup>Anindito Aditomo, *Dimensi P5*, 32.

Figure 1.6. Creative Dimension



Independent dimension has elements are generate original ideas, produce original works and actions, and have the flexibility to think in finding alternative solutions problem that found in the several table below. The total finding of this dimension that found is 3 data.

**a. Generate Original Ideas**

Table 1.6. Finding of Element 1 of Dimension 6

No	Code	Time Stamp	Utterances
1.	GOI	22.15	[Crash]we came here to live a life of adventure, like you. [Buck] You boys are nature's least likely to survive.And this is its most dangerous place.

**b. Produce Original Works and Actions**

Table 1.6. Finding of Element 2 of Dimension 6

No	Code	Time Stamp	Utterances
1.	POW	38.45-38.50	[Raptors] Huh? Huh.. [Orson] Clearly you two aren't nearly enough to get the job done. Time to add to my posse
2.	POW	01.09.16	[Eddie] It's the fire! That's how he gets them to follow his every move. [Crash] Remember what Zee said? The answer is in our chest fur.

## 2. The Prominent Existence of P5 Dimensions to the Characters In The Movie

The prominent existence of the P5 dimension in the characters in the movie is about have high tolerance to each other and their cohesiveness in the unity. These values apart of the global diversity dimension. This is based on the observations of researchers through figure get in the movie that showed the unity of each character above their differences.

Figure 2.1. finding the global diversity dimension



## B. Discussions

### 1. The Discussion of P5 Elements and Dimensions are found in the Movie

P5 consists of six dimensions, which the six dimensions are subdivided into several elements that are structured to create students who are competent, have character, and be hold to Pancasila values.

#### 1.1. Faith and Fear to god and Having Good Morality Dimension

This dimension is about strengthening knowledge and belief in the existence of God in every student. In addition, this dimension shows how we should behave in other matters such as behavior or morals towards oneself, other people, nature and the country. Through those elements, student behavior is truly formed to become human beings who behave well towards anything and are useful for those around it. In this analysis found several elements from the Faith and Fear to God dimensions that includes in the movie. As showed below, it is collected through the appropriate image and select dialogue.

##### a. Personal Moral

Table 1.1. Discussions of Element 2 of Dimension 1

No	Code	Time Stamp	Utterances
1.	PM	22.03-22.04	[Buck] You're telling me Ellie gave her okey dokey to this little artichokey of a mission here? [Eddie] I admit it! Whatever it is!

##### Context

From two utterances above, in the time stamp 22.03-22.04 when Buck asked the two possums about their arrival in the lost world, are they had already gotten permission from their friends especially their



older sister, Ellie. Because, the two possums have honest personalities so they answer according to reality without lying even though maybe causes some risk then they can ask apologize. Both possums are big souls and won't lie to anyone. So, its related to personal element should to keep honest, fair, and humble to others.

### **Analysis**

Honesty must be instilled from an early age so that it becomes a personality that will be attached to every individual human being. So, people will be honest wherever and to anyone. Because, having an honest personality is something valuable that can make others trust a person. This can create a trustworthy person.

**Table 1.1. Discussions of Element 2 of Dimension 1**

No	Code	Time Stamp	Utterances
2.	PM	54.40-54.50	[Buck] Okay, brainiac.It's me you want. You got me. [Orson] I win.

### **Context**

In the time stamp 54.40-54.50 in the utterances between Buck and Orson, it can see that Orson win because Buck give himself up to enemy. It for save his friends. Buck has warmheartes to doing it for his friends. The personal of buck part of personal moral which's having high integrity to his friends.

### **Analysis**

This shows that personal moral that have each person can give positive impact for others. The true winner in life is someone who has a big heart and is broad-minded. It also shows that as a person with

good behavior one must also be able to control the anger and lust so that the person can be face everything that occurred in life. Because, the person can control the emotion feeling.

## b. Moral to People

Figure 1.1. Discussions of Element 3 of Dimension 1



### Context

The figures above show how 2 possums, Crash and Eddie love and care to older sister, Ellie. They are hugging each other even though they are of different species. Ellie always accompany Crash and Eddie likes a mother for them and save them from any danger. Also Crash and Eddie keeping each other as twin possums. Sometimes Ellie over protective to fixed that they are save. Crash and Eddie are knowing that Ellie care and affection to them. Through it make them a family that creates affection. The action of both reflect of moral to people element because they care to others junglefowl.

### Analysis

To love each other, human doesn't need to be a brothers or in a relationship that come from the family. However, as long as the people are kind and always care to each others was making relationship as family. Between humans must always help each other, love each other and respect each other. The differences are not a barrier to doing positive or good thing at around. In real life giving love to humans and other living creatures such as

plants and animals, can create a balanced and peaceful life.

**Table 1.1. Discussions of Element 3 of Dimension 1**

No	Code	Time Stamp	Utterances
1.	MP	01.39-01.44	[Ellie]: (telling the past stories about Manny and friends) When they were charged with the care of a lost baby. And in returning the child to its family.

### Context

Based on table above, in time stamp 01.39-01.44 which Ellie tells how their stories returned a missing baby who was found by them and then they returned to his family. Even though they are a group of animals who are finding human babies, they are still returned without seeing human babies or their group of babies. They're having sympathy to anyone although it's not from their group. It reflected of moral to people element.

### Analysis

This teaches that pity, mutual help, and compassion between living creatures still exist and must be applied to all creatures on earth, including humans and even animals. The essence of every living creature has pure compassion from the heart. Then, it developed influenced by the environment in which people lived. Thus, true moral values will be lost or continue to exist.

**Table 1.1. Discussions of Element 3 of Dimension 1**

No	Code	Time Stamp	Utterances
2.	MP	26.30-26.40	[Buck] It's not safe here, girl. Better take off for the night. Be careful.

### Context

In utterances of Buck's in time stamp 26.30-26.40 concerns for the safety of his friends to immediately leave these dangerous conditions and places. Buck appropriate to saving friends showed that care to others its also part of moral to people.

### **Analysis**

This shows that Buck is sensitive or cares about the safety of others. As the guardian of the lost forest, Buck feels responsible for the safety of his friends who live there. This provides learning value, that people should not be indifferent to the conditions of other people around us. Because actually it will have an impact on it's self. Always be responsible for what people have been entrusted with.

**Table 1.1. Discussions of Element 3 of Dimension 1**

No	Code	Time Stamp	Utterances
3.	MP	01.15.45	[Manny] I can't believe I'm saying this, but I'm gonna miss you guys. [Diego] Yeah, we'll miss you guys too.

### **Context**

Crash and Eddie as Manny and Diego's teammates who are like family to them. Crash and Eddie's departure to choose to live in the Lost World made Manny and Diego not hesitate to say that they would really miss the two possums. They all are caring each other.

### **Analysis**

Diego feeling sad and lose about two possums, namely Crash and Eddie, chose to choose their own adventure even though the previous adventure was carried out with their friends Ellie, Manny, Diego and Sid. They all care about each other so when one of them is separated, one will miss him or her a lot. A feeling of loss is normal

because of the sense of kinship or unity that is created in a group. When one of the members decreases or leaves, a sense of loss will arise because the group seems to be splitting up, but with the love and relationships that have been created, separation will not strain the relationship between group members.

**c. Moral towards nature**

**Table 1.1. Discussions of Element 4 of Dimension 1**

No	Code	Time Stamp	Utterances
1.	MTN	19.21-19.40	[Possum] Buck! [Buck] That's right! Buck Wild, at your service.

**Context**

At the time stamp 19.21-19.40 there are utterances indicating that two possums have just met Buck excitedly in the Lost World. Meanwhile, Buck as the peacekeeper of the Lost World welcomed Crash and Eddie who had just arrived by offering whatever service or assistance he could provide. Buck has responsibility to keep all of in the jungle. His responsibility to keep the jungle showed his personal care to nature around it.

**Analysis**

It shows that Buck is very responsible for the Lost World and is friendly to every visitor who comes. Buck also tries to help people even if they are new people he knows.

Table 1.1. Discussions of Element 4 of Dimension 1

No	Code	Time Stamp	Utterances
2.	MTN	18.20-18.25	[Eddie] It always amazes me there's a whole world down here. [Crash] Yeahh!

**Context**

Based on the table above, at the time stamp 18.20-18.25 the two possums who returned to the lost world were fascinated or amazed by the natural beauty of the forest which was still preserved. Moral to nature was looked from how they're interesting to the Buck Wild.

**Analysis**

To get the natural beauty that is still preserved. Of course, efforts are needed from parties who really care and protect forests from damage or things that damage the forest ecosystem. It is very important to care about the ecosystem as a form of maintaining balance for human survival as well. Humans live side by side with nature. Humans need good oxygen produced from nature too. One of them is by not behaving in ways that can damage nature.

Table 1.1. Discussions of Element 4 of Dimension 1

No	Code	Time Stamp	Utterances
3.	MTN	37.23-37.40	[Buck] I mean, you know. Look. I know we didn't always see eye to eye. Or, in my case, eyes to eye. [Zee] Relax. I'm only here for one reason and it's bigger than you and me. If we don't stop Orson, he'll destroy the harmony we fought so hard for. With him in charge, the Lost World will be, well...lost.

**Context**

In the time stamp of 37.23-37.40 the utterances show that the character Zee has a high sense of responsibility to nature as his place of

residence. Having responsibility to his place a part of care to nature environment.

### **Analysis**

Even in his life has a mission to protect nature from destruction. He is aware that if there are no parties who protect nature, then the life of living things will be destroyed and then extinct. So, the awareness to protect and love nature in every individual is very important. Thus, nature is far from the damage that is often caused by human activities.

#### **d. National characters**

**Table 1.1. Discussion of Element 5 of Dimension 1**

<b>No</b>	<b>Code</b>	<b>Time Stamp</b>	<b>Utterances</b>
<b>1.</b>	<b>NC</b>	02.23-02.34	[Ellie] I joined the herd along with my adopted possum brothers, Crash and Eddie. The six of us had so many adventures.

#### **Context**

In the time stamp 02.23-02.34 in Ellie utterances tells the adventures of their group of six people, consisting of various species. However, they remain united in their adventures and face the challenges they face together. They unite in diversity to form a strong herd.

### **Analysis**

Likewise, a country consisting of various differences will be strong and unshakable if its citizens unite to overcome differences. Not prioritizing the origin of each individual but prioritizing the country where he lives. Maintain the integrity and unity of the country so that if there is a threat from outside parties it is not shaken.

## 1.2. The Global Diversity Dimension

Figure 1.2. The Global Diversity Dimension



### Context

In the figure above showed that consists of various animals gathered together without looking at the type of their group. From the figure above, there are two groups of animals consisting of various types of animals. Tiger making friends with animals that are supposed to be the prey.

### Analysis

In the figure above it can see the various differences that unite to form a group. The group consists of many different members, but these differences make the group look stronger because they each have their own advantages. They ignore the differences that exist between them, but continues to know each other and strengthen the sense of friendship between them.

From that, it teaches how people shouldn't mind the negative side of the differences around the people, but should be able to take the good side and the positive side of it. Always accept well every new thing that comes as long as it's good and doesn't conflict with the principles people have.

P O N O R O G O



### a. Knowing and Appreciating Culture

Table 1.2. Discussion of Element 1 of Dimension 2

No	Code	Time Stamp	Utterances
1.	KAC	43.10-43.15	[Zee] We are completely outmatched. If we're gonna defeat Orson, we're gonna need some big-time help. [Crash] Did you hear what he said? He said we! He sees us as equals.

#### Context

Based on the table above, the element of knowing and appreciating culture is found in the time stamp of 43.10-43.15 where Zee is a native of the lost world recognizing the two possums as friends even though Crash and Eddie are newcomers there.

#### Analysis

So this shows that there is no discriminating behavior even though they have different origins and types. Values that can be learned about how we know and appreciate the differences around us. There is no discrimination for these differences. Respect and appreciate the differences that exist is the best way to react.

### b. Intercultural Communication and Interaction with Others

Table 1.2. Discussion of Element 2 of Dimension 2

No	Code	Time Stamp	Utterances
1.	ICI	06.56-07.10	[Sid] Okay, okay. Let's work this out like a family.

#### Context 1

Based on the table above, the element of intercultural communication and interactional found in the time stamp 06.56-07.10 the character Sid ones of member of the group tries to make a difference in the midst for working like a family. They group like as

family although came from different animals. The group consists of 2 mammoths, tiger, also possums but, sloth as Sid can able to lead without feels scary to mammoth and tiger. It showed intercultural communication and interactional element was occurred toward them.

### **Analysis**

From this, to unite a difference, good communication is needed between each other, which is accompanied by good and positive interactions. Delivery through the right words and sentences can have a good impact too. Because, people tend to follow what they hear. If what you hear is something positive then the result will in associative action form.

**Table 1.2. Discussion of Element 2 of Dimension 2**

No	Code	Time Stamp	Utterances
2.	ICI	01.03.10	[Sid] Mama! [T-rex] growls... roars... [Sid] Oh, no! Crash and Eddie are in trouble. [Diego] You say that like it's news.

### **Context 2**

Then in the time stamp 01.03.10 there was a conversation between sloth lorises calling a T-rex Mama. This is because Sid, who is a sloth loris, is able to understand T-rex language so that this makes their relationship a good friendship. They came from different type animal but, they are can interaction to each other likes in same language. It cause of there is a intercultural communication of them that is T-rex as Mama T-rex with sloths as Sid they have difference language.

### Analysis

This shows that good communication is a key to uniting the differences that may be impossible to unite. So, when human finds a difference, isn't it better to face it well and try to communicate well with it.

**Table 1.2. Discussion of Element 2 of Dimension 2**

No	Code	Time Stamp	Utterances
3.	ICI	53.53-53.59	[Buck] Actually, Zee, it was all my fault. You're right. We lost the team because of me. (Zee) No, it was because of me.

### Context

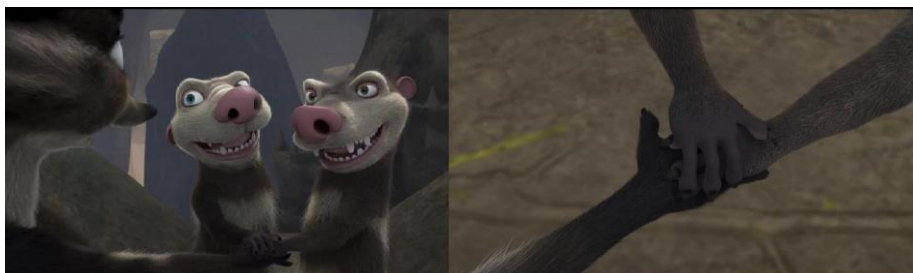
In the time stamp 53.53-53.59 showed that Buck admitted his mistake to Zee that all the failures that occurred in maintaining forest safety were because of him. This made Zee also introspect and made them reconcile again and fight Orson together. It reflected that having good communication can solve a problem.

### Analysis

It concluded the importance of good communication through others. When communication with each other is bad, it will make things worse if you are in a problem. So, try when face a problem, talk about it carefully make it clear through communication well.

### 1.3. The Collaborative Dimension

Figure 1.3. The Collaborative Dimension



#### Context

In the figure you can see two possums working together, helping each other and protecting one another. The two possums friends with a Zorilla where they also help each other in various situations when facing problems. The collaborative dimension showed in the figure that zorilla collaborate and unite with possums to facing the enemy and saving Buck.

#### Analysis

In living life we can't do everything by ourselves. It takes working with others and sharing what we experience. As well as reacting to what is experienced by others is also a form of sharing, namely mutual feeling of what is felt by others. Thus, give the lesson that it can shape the character of students who are responsive to their surroundings and are able to be invited to work with others because it can lighten the burden of the problems being faced.

Worked together and helped each other get out of the underworld. By always being together they never feel afraid. This showed that working together and helping each other is needed to solve a problem. And sharing our burdens with others can find solutions.

### a. Collaboration

Table 1.3. Finding of Element 1 of Dimension 3

No	Code	Time Stamp	Utterances
1.	C	03.00-03.15	[Crash and Eddie] Whoo-hoo! [Crash] This is gonna be our most extreme stunt ever. [Eddie] Extremely dangerous. [Crash] Super-duper dangerous.

#### Context

Based on the table above, the collaboration element is found in time stamp 03.00-03.15 in the utterances of Crash and Eddie who feel excited about the extreme nature they have see. Through between their collaboration, the extreme nature conditions doesn't make them afraid, but instead become something new that challenges their adrenaline.

#### Analysis

This provides that collaboration is something that can lighten a burden and cooperation can make it easier to facing any conditions and achieve goals. Something that is difficult will be easier if it is passed by organized collaboration with each other. Collaboration is very important to apply in a group so that everything is also balanced.

When learning at school, then students get group project assignments from the teacher. Students must be able to work together with other students and help each other in completing assignments.

Table 1.3. Finding of Element 1 of Dimension 3

No	Code	Time Stamp	Utterances
2	C	04.50-04.53	[Crash] Look. I think it's time we become strong possums. [Eddie] I claim this mountain in the name of possum freedom!

**Context**

Collaboration element giving impact to act taken. In time stamp 04.50-04.53 shows high collaboration between the two possums Crash and Eddie. They have high enthusiasm every they face a challenge. Never give up in solving problems. They are very passionate and have a desire to achieve freedom in nature.

**Analysis**

What can be imitated from the two possums is their sense of brotherhood and their collaboration in facing anything together, neither leaving one another. Perseverance and never giving up are needed to achieve our goals and desires. From collaboration carried out in a group, it is very useful to complement each other if there are deficiencies. Collaboration means combining several capabilities into one unit. Each member of the group must have different abilities from each other. If each ability is honed to the maximum, it can create a strength for the group.

**b. Sympathy**

Table 1.3.Finding of Element 2 of Dimension 3

No	Code	Time Stamp	Utterances
1.	Sy	08.00-08.12	[Ellie] Because you can't do anything for yourselves. [Possum] Anything we can do, we can do nearly almost as well. [Ellie] Can you clean your own habitat?

			Can you feed yourselves? [Manny] Can you protect yourself from predators?
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### **Context**

Based on the table above, the sympathy element is found in time stamp of 08.00-08.12 Ellie and Manny who care about Crash and Eddie, they worried about letting them go on their own adventures. So, they asked Crash and Eddie about their capabilities to living alone in nature. The act of Crash and Eddie reflected that they having sympathy and thinking to others member group.

### **Analysis**

This teaches that as a friend, family, teacher and others should to be aware about their capabilities and condition. Sympathy for what they want, what they feel, and what they need. As social creatures, every human being definitely needs other people to solve their problems. As a person who has sympathy, you must be aware of the state of your surrounding environment.

When you know someone needs help, you must immediately help. If someone is facing a problem, they must be able to be a listener, otherwise they can help. Sympathy in feeling what other people feel.

Table 1.3. Finding of Element 2 of Dimension 3

No	Code	Time Stamp	Utterances
2	Sy	29.00-29.03	[Ellie]Manny, they're out there all alone in the cold. They're probably frightened. [Manny]Look, don't worry. We'll find them.

**Context**

In time stamp 29.00-29.03 shows Ellie's character worrying about the condition of her two siblings if Crash and Eddie try to have an adventure on their own. The worry was not unfounded other than that they were friends but, Ellie knew that the two possums weren't very good at looking after themselves. So, he couldn't to let it go. It approved that sympathy element reflected.

**Analysis**

This teaches that having concern for others is a form of positive affection. Positive things will create a peaceful and comfortable atmosphere among group members. Showing sympathy can be through feeling worried or also through action by helping to find a solution to a problem. The sympathy we give can mean something to other people. Because, the other person feels that there is someone who cares and is with that person.



### c. Share

Table 1.3. Finding of Element 3 of Dimension 3

No	Code	Time Stamp	Utterances
1.	Sh	08.22-08.25	[Manny] Yeah, oh... Okay, look, I'm sorry about what I said to Crash and Eddie. It's just... Well, family can be difficult. We are a nutty, mixed-up herd. full of loners and outcasts.

#### Context

Based on the table above, the element of sharing is found in time stamp 08.22-08.25 Manny speak to Ellie as his partner. Manny as the head of the group shared what he felt while holding the responsibility for keeping them all safe.

#### Analysis

Expressing all the difficulties experienced in unity members through sharing with them makes feelings of worry lighter. So, every individual needs to share everything they feel if they experience difficulties because it can help ease their mental burden. When sharing, you also need to have the right interlocutor.

When in the learning process a student encounters difficulties in understanding the lesson, the student must share the difficulties he is experiencing with other students. So, the student can solve his difficulties. Learning to share not only about problems but also being able to share the knowledge that students have with others. It makes someone useful to others.

Table 1.3. Finding of Element 3 of Dimension 3

No	Code	Time Stamp	Utterances
2.	Sh	09.30-09.40	[Ellie] They're the only family I had before you. They saved my life, Manny.

**Context**

In the time stamp 09.30-09.40 Ellie shared her story to other group before meeting Manny. She who was well received by the possum family, made him love Crash and Eddie like a little brother. That provides a reason why he always defends the two possums. Through this story Manny understood and gave them space.

**Analysis**

Make other people understand what someone is feeling by explain it so that other people will understand. Other people cannot guess what someone feeling, therefore it is needed to share it by talking to them. Sharing positive things as well as sharing the burdens experienced in life.

Sharing about life, both happy and sad, can make your heart feel relieved. Being able to express what one feels is one of the positive things that can make someone open up and not feel alone because humans as social creatures who share their joys and sorrows with each other.

## 1.4. Independent Dimension

Figure 1.4. Independent Dimension



### Context

The figure above shows 2 possums, Crash and Eddie who are on an adventure by themselves, they understand the responsibilities that should be carried out. The two possums understand what and how they are supposed to do. Even though they are small, they know they have more abilities than their bodies. They want to be independent possums.

### Analysis

Independent dimension is trying to be able to cope with the situation at hand without depending on others. Give yourself the opportunity to measure your abilities. As well as knowing responsibility for yourself. Thus, someone can know the limits of self-ability and understand what should be done or not. Through an independent attitude makes someone beings who don't depend on others. Because, sometimes someone can't getting help of others when someone facing problems. However, getting help from others is not a bad thing. However, if we can do it ourselves wouldn't that be better.

a. **Self Understanding in The Situation at Hand**

Table 1.4. Finding Element 1 of Dimension 4

No	Code	Time Stamp	Utterances
1.	SUT	20.12-20.20	[Crash] Buck! [Eddie] Crack! [Buck] You picked a bad time for a tropical vacation, lands. A dino named Orson just escaped from exile. And he's jonesing to rule the Lost World

**Context**

Based on the table above, the element of self understanding and the situation at hand is found in the movie in time stamp 20.12-20.20 between utterances Crash, Eddie, and Buck when their in bad condition because they were in danger of being chased by the raptors. They try to find a solution and think together to overcome the problem.

**Analysis**

Although they in danger Situation, Buck knowing that the two possums could handle what was going on. They understand what's going on, enjoy it, and stay calm. This teaches that in urgent situations or difficult Situation, someone remain should to calm. Trying to find a solution or way out to deal with the problem at hand. Try not to be hasty in order to be able to analyze the situation that happened properly. So, problems that occur can be resolved and do not add new problems. That way someone can become individual who is able to understand the situation.

## b. Self Regulation

Table 1.4. Finding of Element 2 of Dimension 4

No	Code	Time Stamp	Utterances
1.	SR	15.22-15.30	[Crash and Eddie laughing] Dude, being on our own totally rules! And we've got nothing to worry about since we've got nine lives.

### Context

Based on the table above, self regulation element is found in time stamp 15.22-15.30 that 2 possums, Crash and Eddie never feel worried about any events they encounter because they feel have 'nine 9 lives' that is just a figure of speech. It confirmed by theirself to make they are strong and brave.

### Analysis

Because they can face every difficult challenge and danger that occurs. That's because they are able to work through all of that and know how they should behave themselves. They have a rule as long as they are together anything will be passed and that applies to both of them. Every individual actually has his own rules that are adjusted to the limits of his abilities. Thus, people should not be jealous and benchmark our abilities with others. The achievement of each individual is different because it has own rules.

Table 1.4. Finding of Element 2 of Dimension 4

No	Code	Time Stamp	Utterances
2.	SR	22.06-22.13	[Buck] I've got to take you back home, fellas. I'm the only one that can stop Orson, but I won't be able to do that if i have you two to look after. [Crash] but,,but,,but,, Buck..

**Context**

In time stamp 22.06-22.13 there is a conversation that Buck wants to return the two possums to his home. However, this was not accepted by the two possums. Because, they have rules over him.

**Analysis**

Two possums have their own decisions and do not want to be under the protection or orders of others. Crash and Eddie want to have control over themselves and not be bound by other people's rules. That doesn't mean that the two possums are dissidents, however, they have a will of their own and want to be able to govern themselves.

Table 1.4. Finding of Element 2 of Dimension 4

No	Code	Time Stamp	Utterances
3.	SR	01.13.30	[Crash] Actually, the truth is, Eddie and I have been thinking...Which we're slowly getting better at. [Crash] Go, Buck. [Eddie] Go, Buck.

**Context**

In time stamp 01.13.30 when the two possums have control over themselves. Then they try to choose something new which is to live with Buck. They confirmed to others member group that they want to life with other group with Buck and Zee.

## Analysis

It expressed their wishes to Ellie as their older sister. However, that wasn't a form of requesting permission but simply conveying his intentions to Ellie. This teaches that everyone has the right to decide what someone wants as long as it's a good thing can defend that decision.

### 1.5. Critical Thinking Dimension

Figure 1.5. Critical Thinking Dimension



#### Context

In the figure above, it seen that Buck, Zee, Crash and Eddie are gathering to talk about what they are facing and correcting what caused them lose. Also Orson get great ideas after seeing a raptor in crack mirror become many raptors. It give ideas to Orson make a group of raptors. Two of the figures show that they are of all try thinking critical toward the situation.

#### Analysis

This shows to us that we need to think critically in every action we will take. Prepare a good planning also can give better results. When you are in a failure or bad times, we must also be able to respond with critical thinking. Analyze every possible thing that could cause the failure. So that we are able to learn from previous mistakes that have

occurred and make us better in the future. Critical thinking can make us human beings who do not act rashly. So humans must prioritize their minds or thoughts in their every action.

**a. Analyze and Evaluate Thinking**

**Table 1.5. Finding of Element 2 of Dimension 5**

No	Code	Time Stamp	Utterances
1.	AET	03.33-03.47	[Ellie] Crash! Eddie! You better not be doing something dangerous! [Crash and Eddie] Sighs... [Crash] You know, I've been thinking...

**Context**

Based on the table above, the element of analyzed and evaluate thinking is found in time stamp 03.33-03.47 when Ellie tells Crash and Eddie not to do anything because it's better and won't harm them. Then, Crash and Eddie discouraged them from carrying out the action. Because they think about the impact that will occur.

**Analysis**

Crash and Eddie thought for a moment, thinking about what Ellie said. They reconsidered their actions after considering the advice from their older brother. So, before we do anything it must be with proper consideration. Thinking about things that could have happened and more. Then if people are given advice by other people we have to rethink and evaluate whether the advice is appropriate and good. If it's good then people can accept it.



Table 1.5. Finding of Element 2 of Dimension 5

No	Code	Time Stamp	Utterances
2.	AET	42.35-42.43	[Orson]My new raptor army, will eventually hunt you down. [Zee] Now we really need a plan. We'll never defeat Orson if you keep going all "buck wild" without thinking first.

### Context

Based on table above in time stamp 42.35-42.43 in the utterances of the character Zee emphasizes that in every movement or action there needs to be a plan. Because, if someone act rashly, it is certain that something will not run smoothly. Zee evaluate their group to evaluate the plan before doing the action.

### Analysis

Careful thought when making a plan can provide the potential for success when implementing the plan. In addition, it evaluates the possibilities that could occur so that other plans are also needed. So, when making plans as much as possible to think critically. As, a student needs to think critically when implementing learning so that learning material can be understood and ask questions that are not yet understood. In addition, students are also able to analyze the answers of other friends during the discussion process.

Table 1.5. Finding of Element 2 of Dimension 5

No	Code	Time Stamp	Utterances
3.	AET	57.40-57.43	[Eddie] When we left the herd,we swore we'd become independent and make our mark. [Zee talk to possum] Is this what Buck would do? Give up? Sulk?

### Context

In time stamp 57.40-57.43 when the possums, Crash and Eddie start to think about their goals and start to feel they have no use for their friends. Then the character Zee evaluates their thoughts that what they think is not appropriate. Zee evaluate the assumptions of others member group when it going false.

### Analysis

As well as reminding them that this is not the time to complain and feel guilty. However, what someone should to think about how they can be useful and can help their friends. It teaches that not to complain and give up on the circumstances at hand. When someone is facing difficulties, don't use the time to complain or feel heavy, but keep thinking about how to solve problems and make yourself useful.

Table 1.5. Finding of Element 2 of Dimension 5

No	Code	Time Stamp	Utterances
4.	AET	58.13-58.20	[Eddie] You mean rush in without thinking? Whenever we're in trouble, all we do is play dead.Well, it is our go-to move. [Crash] Yeah, but it's kinda the opposite of courage.

## Context

In time stamp 58.13-58.20, the two possums Crash and Eddie evaluate themselves and think about their bad habits and analyze which ones should be changed to make them better. It does to make for their habits development.

## Analysis

Evaluate yourself to become a better person and get rid of bad things with more positive habits. That way it can make quality individuals because every bad thing is continuously evaluated and replaced with good habits.

### 1.6. Creative Dimension

Figure 1.6. Creative Dimension



## Context

The figure above shows that Zee, Crash and Eddie are in a bad condition, but they keep trying to thinking the ways to solve the problems they has been facing. Finally, they are be able to clear it with their creative ideas by their conditions and use whatever they have to survive themselves. Their creative ideas are then formed into an action that is pure comes from what they are thinking of the circumstances that cause them to think creatively and they're able to produce actions that can save themselves.

## Analysis

From this, it can teach that people should think creatively under any circumstances because it might provide opportunities to solve problems or produce something new. Apart from that from creative thinking which can then produce actions that are truly ours. Not the result of imitating the style or actions of others.

### a. Generate Original Ideas

**Table 1.6. Finding of Element 1 of Dimension 6**

No	Code	Time Stamp	Utterances
1.	GOI	22.15	[Crash]we came here to live a life of adventure, like you. [Buck] You boys are nature's least likely to survive.And this is its most dangerous place.

### Context

Based on the table above, the element of generate original ideas is found in the movie in time stamp 22.15 the two possums, Crash and Eddie expressed their idea of coming to the lost world. They said that they had the idea to go on their own adventure to a place they had not visited before and then they returned to the lost world that they and their group had visited before. However, they will still continue with their plan to go on their own adventure to find their true selves. So, they can really be considered adults. They're ideas part of generate original ideas element.

### Analysis

From the thoughts of the two possums, it shows that in life people must have our own thoughts. Then arrange it to become a desire

to be achieved. So in life people have a purpose in life which is certainly not the same as the others. Because, everyone has their own thoughts.

### b. Produce Original Works and Actions

Table 1.6. Finding of Element 2 of Dimension 6

No	Code	Time Stamp	Utterances
1.	POW	38.45-38.50	[Raptors] Huh? Huh.. [Orson] Clearly you two aren't nearly enough to get the job done. Time to add to my posse

#### Context

Based on the table above, the element of produce original works and actions in time stamp 38.45-38.50 where Orson is talking to his two raptors because they are losing. Then Orson realized that it was his own fault only using two raptors. From that he took the initiative to add more raptors. From his mistake, Orson made a new plan to form an army of raptors to fight his enemies.

#### Analysis

Based on it can take the lesson that even though someone have lost or fallen, someone must not give up and must continue to think about how to be better. Always try not to fall back on the same mistake. Therefore, hard work and creative thinking are needed to find a better idea or ideas.

Table 1.6. Finding of Element 2 of Dimension 6

No	Code	Time Stamp	Utterances
2.	POW	01.09.16	[Eddie] It's the fire! That's how he gets them to follow his every move. [Crash] Remember what Zee said? The answer is in our chest fur.

### Context

In time stamp 01.09.16 Crash and Eddie are thinking about ideas on how to beat Orson. Then, Eddie realized that fire could bring the raptors into submission. Meanwhile, on their previous trip they found a fire-breathing frog kept inside their chest fur. Then they used the frogs to subdue the raptors.

### Analysis

Crash and Eddie can get the idea after observing and analyzing several events that have occurred. After that they immediately tried it into their actions. So that it is purely from their creative thinking and accompanied by courageous actions even though they are both small creatures. From here, it can learn that critical thinking about events that have occurred and making new things from these events can provide something different.

## 2. The Discussion of Prominent Existence of P5 Dimensions of The Characters in The Movie

In the *Ice Age Adventures of Buck Wild* movie was played by several main players including: Crash and Eddie, Buck, Ellie, Manny, Sid, Diego, and Mama T-rex. Because the genre of this film is an animated film from the animal world. So, all these characters are represented by various kinds of animals. Which Crash and Eddie are possums. There is Buck who is a one-eyed squirrel and Zee who is a Zorila. Then, Ellie and Manny are an elephant or mammoth. And Sid and Diego are a sloth and a smilodon types of tiger. Also Mama T-rex which is a dinosaur.

From the differences that exist between them which do not make them hostile or divided. But, it makes them unite to understand each other. They always help and respect each other without seeing the differentiate towards them. Each character have high tolerate which able making they to life side by side with other animals. This tends to be the dimension in P5, namely the global diversity dimension. This dimension contains the meaning of respecting differences, facing differences with good communication and seeing differences from a positive perspective. What can make differences a superior strength is not something that weakens or causes division.

The prominent existence of having respect and tolerance in the diversity making each characters have good relationship between animal in the lost world. This value is apart from second dimension in P5 also influences the attitudes and behavior of each character in facing life experience. Life in diversity definite has many differences and

many aspect. But, it was helped by the value that was having in each character to solved it. Always uphold the unity in the diversity through respecting differences, facing differences with good communication and seeing differences from a positive perspective. The value held in the attitude of each character cannot be separated from life experienced. Attitudes towards others and attitudes when facing problems. Here is analyze how the global diversity dimension that appear in the movie is able to develop the attitudes of the characters in the movie.

### **The Global Diversity Dimension**

**Figure 2.1. The Global Diversity Dimension**



#### **Context**

In the figure of the global diversity dimension above, showed that a group consist of different animal are elephant, tiger, possums, and slow lories which are always going together in every moments. They are always peaceful and live side by side. Help each other and not be the strongest or most right. They are really appreciate each other on the diversity.

#### **Analysis**

Through the value that include in the Global Diversity dimension it can instill the value of respecting the differences that occur around us. Like



the characters in the *Ice Age Adventures of the Buck Wild* movie who come from different species. Crash and Eddie who are possums can be friends with an elephant, namely Ellie and Manny, as well as a tiger, namely Diego, and a sloth, namely Sid. The differences between them produce several attitudes in the characters in the movie.

**a. High respecting to the diversity**

**Figure 2.1. High respecting to the diversity**



**Context**

From figure above, Shows several animals such as dinosaurs, ferrets, and Zorilas united with full strength and unity that encompasses them. A brand is like a family that is ready to fight anyone who disturbs their territory. The group unite in the difference to facing the enemy.

**Analysis**

People can live side by side peacefully because of the principle of mutual respect for each other's differences. It's aim in the Global Diversity dimension. Putting aside differences by upholding mutual respect for the differences that occurred.

**b. Increase positive relationship and communication to others****Figure 2.1. Increase positive relationship and communication to others****Context**

From the figure above, two possums Crash and Eddie feel happy with them even though they are clearly different species. When Crash and Eddie get lost in the woods guarded by Buck, they are welcomed by Buck and Zee.

**Analysis**

The attitudes that reflected by them show that the differences or diversity is a positive form that can create good life relationships as well. Such as: tolerate each other, respecting each other, and loving each other. These learning values then will build on the progress of each individual and build self-readiness in facing future educational developments which will reach the international stage and will certainly encounter different cultures. By having knowledge of these values, an individual will not be concerned about the diversity they encounter because in essence, each thing has its own characteristics that are not the same as each other.

## CHAPTER V

### CLOSING

#### A. Conclusion

The first result conclude that there are fifteenth elements of P5 found in *The Ice Age Adventure of Buck Wild* movie. The elements of P5 found 14 elements from 20 elements in the movie. They are personal moral, moral to people, moral to nature, national characters from Faith and Fear to God and having good morality dimension. Knowing and apreciating culture, intercultural communication and interaction from the global diversity dimension. Collaboration, sympaty, sharing, from collaborative dimension. Self understanding and the situation at hand, self regulation, from independent dimension. Analyze and evaluate thinking from critical thinking dimension. Generate original ideas, and produce original works and actions from creative dimension. These elements of P5 are presented through the utterances spoken by the characters and figure which the researcher found in the conversation and pictures of *The Ice Age Adventures of Buck Wild* movie. Also there are 6 elements are not found includes religious moral, reflection responsibility for the experience the diversity, social justice, obtaining and processing information and ideas, reflect and evaluate their own thinking, have the flexibility to think in finding alternative solution problem

The second results conclude that P5 dimension found from *The Ice Age Adventure of Buck Wild* movie has prominent existence of the characters in the movie toward value from action each character that analyze from figure in the movie. Each character have high tolerance and high respect

to their diversity life. This value is a part of global diversity dimension from second dimension in P5. Its value has important aspect to this movie because of each character came from different animal. So, this dimension also can to build students' character to tolerance about differentiation in life. The scope elements of this dimension includes: Knowing and Appreciate Culture, Intercultural Communication and Interaction, Reflection on and Responsibility for The Experience of Diversity, and Social Justice.

### **B. Suggestion**

Based on the results of this study, researcher have suggested to the reader that this movie in addition to entertaining, movie can also become a medium for build student characters by P5 dimension that include on it. Because movie conveying a meaning that contain from story was told to audience. Movie also showed human activity that can inspired audience through the behavior of each character.

Additionally, this movie category is animated film which have theme about nature. So, it can be used as material for students to studying P5. Beside that, since it's English movie so they could learn foreign language.

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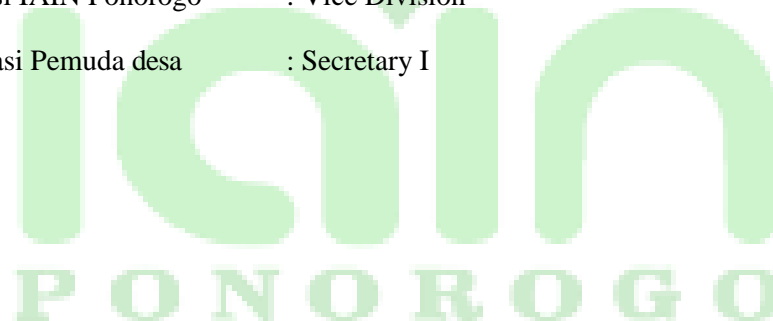


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## APPENDIX 1

Table 3.3. Character and Characterization of the Movie

No	Documentation	Name	Characters and Characterization
1.		Crash and Eddie	Crash and Eddie played by twin possums, Crash has blue eyes and a flatter nose with ridges, while Eddie has brown eyes and a pointier nose with a brown stripe. They are braver and cheerful. They're also very kind and loving their sister namely Ellie.
2.		Ellie	Ellie is an extinct woolly mammoth who was raised by the mother of Crash and Eddie. She had loving instincts like a mother after the mother of the two possums died. Here, she really loves and has responsibility for Crash and Eddie so she always protects them from danger. Ellie is also Manny's wife.
3.		Manny	Manny is a woolly mammoth which is an ancient animal. Manny has a very wise and responsible character. He has a sense of care and responsibility for the animals around him, especially his friends who come from various species. Manny is the leader of the group and also the husband of Ellie who is related to two possums.
4.		Buck	Buck is a one-eyed ferret who has a high interest in adventures. Here, he is the protector and peacekeeper of the Lost World who has a unique character, strong responsibility, optimistic thinking, and likes freedom. He is also interested in a wild and dangerous world.

P O N O R O G O

5.		Zee	<p>Zee is a Zorilla that is similar to a skunk because of its nimble movements and deadly scent. Zee who lives in the Lost World has brave and independent characters. Here, Zee becomes the protector of the possum brothers while in the Lost World and instills them with a sense of self-confidence and meaning of life.</p>
6.		Sid	<p>Sid is a megatherium or we can called a sloth. He is the one who is careless in his actions. However, he often comes up with creative ideas in the midst of emergencies. He is also the most cheerful after Crash and Eddie. Sid always tries to liven up the atmosphere with his comedy around his friends who are always serious so he feels bored. He also really sympathy about his surroundings and cares about his friends' feelings.</p>
7.		Diego	<p>Diego is an extinct smilodon tiger. Diego has a character that is contrary to the natural instincts of a tiger. He lost his hunting instinct since he met Manny's pack. Diego becomes a loving and brave tiger who protects his friends. He is very loyal to his friends so he joins to the search for 2 possums in the Lost World with the others.</p>
8.		Momma Dino	<p>Momma Dino also called Mama T-rex is a very large and extinct tyrannosaurus. She was a terrible predator but not towards her family and friends, She is very loving them. Since she became a mother and her child was raised by Sid, she considered Sid to be part of her family as did Sid's friends. So, she always helps Sid and his friends.</p>

9.		Orson	Orson is a dinosaur full of ego who has raptor instincts in him and has the ambition to rule the Lost World. Orson is an antagonist who has a personal grudge against Buck for throwing him on Lava Island, so he wants revenge against Buck.
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## APPENDIX 2

Transcript The [Ice Age Adventures of Buck Wild \(2022\)](#)

[Post](#) 01/30/22 20:06

[Ellie] *Everything changes.*

*That's just a fact.*

*They say a mammoth never forgets.*

*Well, as I get older,*

*I find they don't always remember either.*

*I've decided to put it all down here,*

*so it'll never change. Our herd history.*

*It all started with Manny, my lovable grouch of a mammoth.*

*He'd lost his family to hunters.*

*- Heartbreak made him a loner.*  
*- [wind howling]*

*And then there was Sid, a big-hearted sloth...*

*- [gasps]*  
*- ...had been abandoned by his family*

*because he could be, let's just say, a little annoying.*

*- [rhinoceros grunts]*  
*- [Sid screaming]*

*- [Ellie] And Diego, a fierce*

*saber-tooth.*

*- [growls]*

*He risked his life to defy his ruthless pack*

*and was left with nowhere to go.*

*Fate brought this unlikely trio together*

*when they were charged with the care of a lost baby.*

*And in returning the child to its family,*

*they became a family themselves.*

*Now, Manny thought he was the last mammoth in the Ice Age*

*and was convinced he'd never find love.*

*That is, until he met me, Ellie.*

*- We felt the earth move.*  
*- [thuds]*

*[Ellie] Nineteen tons of combined weight will do that.*

*I joined the herd along with my adopted possum brothers,*

*Crash and Eddie.*

*The six of us had so many adventures.*

*But every time*

*we thought it was the end of the world,*

[laughs]

*it only brought us closer together.*

Whoa.

*Even when we stumbled into a Lost World of dinosaurs*

[Eddie] That's a long way down.

*- living under the ice.  
- [pterodactyls chirping]*

[Crash]

Only if we make it to the bottom.

[Ellie] *We met a fearless weasel named Buck.*

[Ellie] Crash! Eddie!

You better not be doing something dangerous!

*He was daring, adventurous and a little eccentric.*

[sighs]

*Crash and Eddie wanted to be just like him.*

You know, I've been thinking...

*Now that we've found each other,*

What? When did you start doing that?

*I want to preserve every moment we have together,*

Last week.

*because you never know when things will change.*

And you didn't say anything?

*And lately, it seems like my brothers are getting a little restless.*

Why'd you do it, Crash? Why?

We're supposed to be brothers.

*I can't wait to show this to the boys.*

I couldn't help it.

I was just sitting there, and I thought,

[Ellie] Crash! Eddie!

"Aren't you tired of Ellie always telling us what we can't do?"

Whoo-hoo!

[Crash] This is gonna be our most extreme stunt ever.

Yeah.

[Eddie] Extremely dangerous.

"Don't use tar pits as a bubble bath."

[Crash] Super-duper dangerous.

"Don't gargle with fire ants."

[Eddie] Stupendously dangerous.

"Don't scale the side of an unstable, foot glacier."

[groans]

She's smothering us  
with reasonable advice.

What if we move out  
and get our own place?

Ooh! You mean a bachelor den?

Nah, I was thinking more of a  
place  
where two single guys hang out.

Oh, that's way better.

- Just imagine it.  
- [hip-hop plays]

♪ *I'm a bad boy doing good things*  
♪

♪ *Got a lemonade with chicken  
wings* ♪

♪ *I wanna cut loose 'cause I can't  
see* ♪

♪ *So I might just cop myself  
A chain tonight* ♪

♪ *We start, now we can't stop* ♪

♪ *I'm a cold guy on a mountain  
top* ♪

♪ *Yeah, yeah  
Yung Bae'll make your hairs drop*  
♪

♪ *So I might just sneak away  
Just for a night* ♪

- [Ellie] Boys!  
- [record scratch]

[Ellie] Don't make me come get

you.

[groans]

Look. I think it's time  
we become independent possums.

I claim this mountain  
in the name of possum freedom!

[ice crackling]

[both scream]

[screaming continues]

[Ellie] Crash!

Eddie!

- Where are those two?  
- [Sid chattering]

So that's why I've always thought  
that good hygiene is overrated,

but what really makes me feel  
special  
is that you guys listen to me.

[muffled]

You really listen. And the...

[earplugs squeaking]

[Ellie muffled]

Uh-huh. I'll do it later, dear.  
I promise.

Manny! We gotta go!

[Manny screaming]

Ice-alanche!

All right!



they've  
reached a point in their lives

where they're ready  
to get out of my hair.

I... I mean, you know,  
go find their own destiny. Huh?

- Nobody's going anywhere!  
- Why not?

Because you can't  
do anything for yourselves.

Anything you can do,  
we can do nearly almost as well.

Can you clean your own habitat?

Can you feed yourselves?

Can you protect yourself  
from predators?

Oh, sure, bring those things up.

We do things that matter.

Like this.

[beatboxing]

The offense rests.

You know, even though you're  
my brothers,  
sometimes I wish

you were a little more mammoth  
and a little less possum.

She just insulted our possum-  
ness.

Which is a very big part of who  
we are.

That does it!  
I'm done being treated like a  
baby.

It's time for us to move out  
and make our mark on the world!

I make my mark on  
the world every day.

I just lift my leg and do it.

That tree is mine, for instance.

And that tree, and that one.

[Eddie] And that rock over there.  
And your pillow too!

[snoring]

[yawns]

Go sleep over there.

And turn on your side  
so you don't keep me up snoring  
all night.

I... I don't snore.

Trust me,  
you blow that face tuba all night  
long.

Yeah, oh... Okay, look, I'm sorry  
about what I said to Crash and  
Eddie.

It's just...  
Well, family can be difficult.

We are a nutty, mixed-up herd  
full of loners and outcasts.

And that's just on my side.

Right, and you don't hear me



complain about your side ever.

[Ellie] *Mama Possum raised me as one of her own.*

My side takes care of themselves.

*I was never happier.*

Yeah, well, Diego does.

[laughs]

And then we both take care of Sid.

[groans]

Nah, don't you gotta...  
You've gotta save some for later though.

- [bird screeches]

- [gasps, groans]

[thuds]

Well, possum families just aren't like that.

[laughter]

Yeah, you know, you could let them face consequences sometimes. Just saying.

[Ellie] *I finally felt like I was home.*

[giggles]

How? By kicking them out? You know they can't survive on their own.

[both scream]

[laughter]

Mmm. Interesting.

Aw...

Well, maybe what scares you is that they won't need you anymore.

[Ellie] *And when we lost her, I was heartbroken.*

*But I knew my brothers and I would always have each other.*

Or maybe it's the fact that their only natural defense is to play dead.

Well, Sis, I guess you're the head possum of the family now.

They're my brothers.

[sighs]

They're the only family I had before you.

You know, I lost my mama too.

They saved my life, Manny.

Well, technically, she moved away without leaving a forwarding address.

[trumpets]

[chittering]

[giggles]

But then I found Manny here.

And then, when Diego came  
along  
and tried to k\*ll us,  
  
we knew we were destined to be a  
family.

Sid, don't you have somewhere  
else  
to sleep?

Don't you?

[groans]

[clears throat]

[yawns]

[groans]

[sighs]

[snoring]

We can't just leave  
without saying goodbye.

Goodbye, Sis.  
It's time for us to make our own  
destiny.

And maybe even make our own  
lunch.

We may never see you again.

[yawns]

[both snoring]

Huh? [muttering]

[snoring]

Did you hear that?

Huh? Wha... I... I don't hear

anything.

Right. It's too quiet.  
Nothing's breaking. No one's  
fighting.

That can only mean one thing.

They're gone.  
They took all their things.

They don't have any things.

[Ellie] Exactly.

Uh-oh.  
This is not gonna go well for you.

Manny, my brothers are out there  
in the wild, and it's all your fault.

What, my fault?

Well, you did challenge them  
to try to survive on their own.

In effect,  
sending them to their doom.

[Manny] Thanks, Sid.

Anytime, buddy.  
I always got your back.

Don't worry, honey.

If... If Crash and Eddie get into  
trouble,  
they'll find their way back.

Find their way back?

The only thing worse  
than their survival skills

is their sense of direction.

Mmm. And their math skills

aren't great either.

Come on. We've got to find them.

[Sid] They also have  
zero musical talent.

And they're awful at bird calls.

[Crash and Eddie laughing]

Dude, being on our own totally  
rules!

And we've got nothing to worry  
about  
since we've got nine lives.

- Oh, come on. Everyone knows  
that's dogs.  
- Oh.

Well, how many lives do we get?

I forget.  
It's either four or eleven.

[grunting]

[Eddie] Destiny awaits!

[both scream]

[both groan]

[Crash] Destiny hurts.

[Eddie] Have we been here  
before?

[Crash] It does look kinda  
familiar.

Wait. Is this the way  
to the Lost World?

It's the most exciting place  
we've ever been!

It's also the most dangerous.  
Do you think we can find it?

With our keen sense of direction?  
[laughs]

Puh-lease. To the Lost World!

[Crash] Dead end!

[Eddie] To the Lost World!

[slurps]

[sighs] It's hopeless.  
We'll never find it.

[Crash] Found it!

[Eddie] Ooh.

Ellie told us never,  
ever to go back in there.

Are you thinking what I'm  
thinking?

- To the Lost World!  
- To the Lost World!

[both laughing]

Whoa!

[Orson in sing-song] I smell  
mammals.

[match flickering]

[roaring, snarling]

[Orson] Snack time.

[raptors snarl]

[sniffing, groans]

Your breath, dude.  
You've gotta brush more.

[both shudder]

[gulps] I think I just swallowed  
my Adam's apple.

[both scream]

[Crash] One of us should give  
ourselves up  
so the other can get away!

[Eddie] Good idea! I volunteer  
you!

[both scream]

[sighs] That was close.

[gasps] Crash,  
it's just like I remembered it!

It always amazes me  
there's a whole world down here.

Right below our feet.

And a giant spider  
right above our heads.

[snarling]

[both scream]

[panting]

We're gonna be goners!

Yeah! And then  
we'll only have three or ten more  
lives!

[screams]

[Crash] You know that whole  
"living on our own" thing?

- [Eddie] Yeah?  
- I'm starting to question our  
judgment!

Well, this is the perfect time to do  
it.

[whooping]

I remember this guy.  
He's allergic to possums.

[sniffs, sneezes]

[screaming]

[pterodactyl chirps]

Hello, boys!

- Buck!  
- Buck?

That's right!  
Buck Wild, at your service.

Our hero!

The legend of the Lost World!

The wizard of weasels!

The yin to my yang!

Your ways are strange  
and mysterious, Buck,

but mostly strange.

Thanks for dropping in.

Will the rest of the herd  
be falling from the sky too?

I don't think I can catch the  
mammoths.  
One, maybe.

[all groan]

[Buck] Mayday! Mayday!  
We're coming in hot!

- Whoa!  
- [snarls]

[groans]

[Buck] This is your captain  
speaking.

Please keep your whiskers and  
bottoms  
inside the dactyl at all times.

Whoo-hoo!

- [chitters]  
- [snarls]

[both gasp]

- Buck!  
- Crack!

[Buck laughs]

You picked a bad time  
for a tropical vacation, lads.

A dino named Orson  
just escaped from exile.

And he's jonesing to rule  
the Lost World.

Now he's got a couple of raptors.

And if he succeeds,  
no mammal will be safe.

Whoa! Well, it's a good thing  
I'm not a mammal.

- You are a mammal.

- Sorry, bro.

Looks like life dealt you a bad  
hand.

You're a mammal too.

That's impossible.

What are the odds of two  
possums  
being mammals?

Well, they're the same odds  
that you'll both be a raptor's  
brunch

if I don't get you out of here.

[pterodactyl chirps, squawks]

Got to feed Penelope.

She needs gas,  
and these berries will give it to  
her.

Back off, Brenda.  
They're friends of mine.

- [muffled groaning]  
- [Buck] Brenda.

Spit.

Spit.

[muffled screaming]

So far, best day ever!

Now, tell me, what brings you  
two  
to my world?

We moved out.

Yeah, we're mature now.

Really?

Well, at first, Ellie was all...  
[imitates Ellie] "Yada yada yada."

And then Manny was like...  
[imitates Manny] "Blah, blah,  
blah."

Yeah, that does sound like him.

And Diego was all... [growling]

I mean, you know how he is.

And then Ellie said, "I don't like  
it,

but I suppose it's time.  
Good luck out there."

Then she hugged us, Sid  
scratched himself,  
and bingo bongo in the Congo,  
we're here!

You're telling me Ellie  
gave her okey dokey

to this little artichokey  
of a mission here?

Oh, yeah. Totally.

- [gasps]  
- Hmm?

Okay, okay. We snuck out.

Ow!

You try to survive that look.

[gulps]

I admit it! Whatever it is!  
[panting]

I've got to take you back home,  
fellas.

I'm the only one that can stop  
Orson,

but I won't be able to do that  
if I have you two to look after.

But-but-but-but, Buck,

we came here to live a life  
of adventure, like you.

You boys are nature's least likely  
to survive.

And this is its most dangerous  
place.

Wow. Talk about a perfect match.

I'll be back in a minute, girl.

[Crash] Buck, don't send us back.

[Eddie] Yeah, yeah, yeah.  
We wanna hang here with you.

[Crash] Please. We're  
independent.

Both of us.

Together.

This boulder's not supposed to be  
here.

How did it get here?

[Orson] Hmm... How do you  
think?

Well, how should I know?

[Orson] Unbelievable.  
Your cluelessness is truly

breathhtaking.

Don't you take that tone  
with me, Rocky.

Now I insist you roll away at  
once.

Uh, I don't think  
it's the boulder talking.

Well, not anymore.  
I obviously intimidated him.

Seems like Mr. Boulder here  
is all growl and no gravel.

Wow. Okay, enough. [laughs]

I can't do this anymore.

Hey, I'm over here,  
you soon-to-be ex-weasel.

Look at me.  
Look at me with your dumb little  
eye.

Orson.

Buck.

Eddie.

Crash.

I heard you'd returned. But how?

Nobody escapes from Lava  
Island.

Well, not everyone  
has my colossal intellect.

Which is dwarfed only by your  
ego  
and insecurity.

Why'd you seal the exit, Orson?

Oh, no reason. Just to keep  
filthy animals like you

from coming in and infecting our  
ecosystem  
with your fur and warm blood.

Lost World for lost species!

Dinos rule... [chuckles]  
...mammals drool.

It's true. You do.

Wait a minute.  
Dinos don't talk.

They just grunt and  
roar like nincompoops.

That's good. Hey, that's funny.  
That's really funny.

Dinos have tiny brains.

Like I haven't heard that a million  
times.

Does this brain look tiny to you?

Holy moly, that's huge!

Seriously. That thing's a planet.

I'm surprised there isn't  
a little moon going around it.  
[laughs]

That kind of reaction used to hurt.  
I thought I was a freak.

Then I realized that my massive  
brain  
made me the smartest creature  
alive!

But you know the best part?  
The joke's on you.

My brain, the thing  
that everyone ridiculed,

is the one thing  
that's gonna get me my revenge.

I'll rule everyone under the ice!

Not even you can stop me this  
time,  
Buckmeister.

[gasps]

It's Buckminster.

[screams]

Though most call me Buck.

"Buckmeister" is not even a  
name.

That's like me calling you  
"Shmorson."

Whatever, Bucky. Now that I've  
got  
some muscle behind me,

it's a whole new ball game.

[gasps] There's gonna be a ball  
game?

[groans] Check it out.

[gasps, screams]

[both groan]

[scoffs]  
Well, look. They've gone and  
died.

No one wants to eat dead  
possums.

It's too chewy.  
It's like eating hairy gum.

Okay.

I can totally see you're breathing.

[Orson] Look, look... Right there.  
Look, even these morons can see  
it.

Time for a possum picnic!

Oh!

Oh!

Until our next tango,  
*mi iguana gigante.*

No one outsmarts Orson!

Now, we're gonna have to play  
a little game called

"drop goes the weasel."

It means, take down Buck!

[shouts] Oh, my... Geez.

What did I say about boundaries,  
huh?

And you! Stop copying me!

It's not safe here, girl.  
Better take off for the night.

[chitters]

Be careful.

[squawks]



Where to next, Buck?

You remember my daughter?

We're already here.

Bronwyn!

- [thuds]

She's gotten so big and round,  
and big.

- [both scream]

These are your uncle possums.

[screaming continues]

She doesn't remember you  
because she was so young.

[camera shutter clicking]

And also 'cause she's a squash.

- [thudding]

- [Eddie grunts]

Buck, I know you like living  
alone here  
with your farm-fresh daughter,

Buck's bachelor den!

but wouldn't it be nice  
to have a couple of roommates?

Wow.

Free pumpkin care.

Talk about a possum paradise.

And we charge less than  
cucumbers.

Hang on.

Gotta pay the cucumber for  
babysitting.

Sorry, boys. I'm a solo operator  
who can't be tied down.

Crash, wouldn't it be awesome  
if we could live here with Buck?

You can stay until I've stopped  
Orson,  
but after that,

Look, I know I said  
it was gonna be three hours,

but it was only two, and...

I'm gonna find a way  
to get you back home.

I'm not gonna pay for an hour  
where you didn't do anything.

Well, maybe we could help you  
stop Orson.

- He's got everything.

- [Buck] I'll pay you for three.

Dude, up top!

You drive a hard bargain  
for a salad pincher.

[hollow thud, clatters, bounces]

Right, I just hope you didn't  
spend  
the whole time talking to your  
boyfriend.

[flap, creaks, bounces, crashes]

[both yelp]

[creaking]

[sighs]

Crash!	[groans]
Eddie!	- [grunts] - [objects clattering]
I don't mean to be a negative Nancy, but they've been gone a while.	So, how are you gonna defeat this Shmorson dude anyway?
Shouldn't we just be looking for bones at this point?	That is a good question, Crash.
I respectfully withdraw the question.	- I'm Eddie, the handsome one. - Right.
Hey, Über-tracker,	Back in the day, Orson was tough on his own.
- you picked up that scent yet? - [Diego sniffs]	But now he's got some trained raptors,
Aside from you, nothing smells bad. So, no.	taking him down is gonna be a little bit trickier.
Manny, they're out there all alone in the cold. They're probably frightened.	Why is he such a meanie anyway?
Look, don't worry. We'll find them.	Another good question, Eddie.
Because if we don't find them, I'm gonna k*ll them.	I'm Crash, the other handsome one.
[grunts]	When he was young, Orson was teased and got all insecure about his big head.
It's a figure of speech. And ow!	The bigger his head grew, so too did his brain.
Ha, ha, ha!	And he realized that this was his greatest strength.
[imitating Buck] You've got nowhere to run, Orson!	But he came to believe he was superior to everyone else.
Or should I say Shmorson.	I tried to show him we were all equals.
[gasps]	
[grunts]	

I even invited him to be part of  
this team I belonged to.

[Buck] *We established the  
watering hole  
as a place*

*where all species  
could learn to peacefully coexist.*

- [dinosaur rumbles]  
- *My team was dedicated to  
protecting it*

*and making sure all animals  
down here  
lived in harmony.*

[clink]

Whoa!

Like a superhero squad?

Well, I wouldn't use the term  
"superhero."

I mean, I wouldn't stop you  
from using it. Anyway.

[Buck] *Orson turned down my  
offer.*

[screaming]

*He didn't believe in harmony.*

*He believed in a world  
where the strong dominate the  
weak.*

Hello! Can you repeat that?

- [pop]  
- I had a marshmallow in my ear.

I said...

- *Orson believed in a world...*  
- [all scream]

*...where the strong dominate the  
weak,  
and that he should dominate all.*

*And since I stood in his way,  
he set a trap to get rid of me.*

[whooshing]

[thud]

*We defeated Orson that day.*

But at great cost.

To keep the Lost World safe,  
we banished Orson

- to a place called Lava Island.  
- [clatters]

- [Orson screams]  
- *And not the nice one.*

*We thought a little alone time  
would help Orson*

*to have a change of heart,*

*but his heart hardened even more*

*and he became obsessed*

- *with getting revenge.*  
- [raptors growl]

- *We didn't know he'd have  
company.*

- [both snarl]

- [gasps]  
- [inhales]

*We're not sure how he survived*

- *or what happened next.*

- [raptors roar]

[both growl]

[yelps]

[Buck] *And he was free.*

[gasps]

[both] Ooh.

- [growl]

And then what happened?

- [yells]

Then you two showed up  
and nearly got yourselves k\*llled.

[yells]

[Eddie] Yay, we're in the story!

[hisses]

[leaves rustle]

[grows] Ooh.

[sniffs, growls]

[childish voice]

Ooh. You likey the fire?

[rustling]

[Buck] *All we know is that Orson  
somehow escaped from Lava  
Island*

[Buck] Okay, boys. Lights out.

*with a couple of raptors  
under his command.*

[Crash] Buck, can you tell us  
more  
about the superhero team?

[fire hisses]

[sniffs, growls]

[panting]

[Buck] Uh, nah.  
That's a tale for another night.

Sit.

[skittering]

[soft thuds]

Whoa, whoa!

Stand.

- Shh!

[soft growl]

- [yelps]

Bow to me. [evil laughs]

[grunts]

[both low growl]

- [knife clinks]

- [raptor roars]

Ah, simpletons. All it takes  
is a little fire to bend you to my  
will.

[grunts, sniffs]

The Lost World will finally be  
mine.

[sniffs, growls]

[rattles]

[low growling]	- [spraying]
- [thuds, clatters]	[both squeal]
- [both snarl]	[sniffs]
[both roar]	What's that smell?
[growling]	[sniffs] Oh, yeah. Gas.
[thud]	[both] Yours?
- [clattering, clang]	[echoing] Zee.
- [hiss, growl]	[ringing]
- [growling]	[Crash, distorted] Buck.
- [imitates roar]	[Eddie, distorted] Buck?
[roaring]	- Buck?
Shh!	- [thud]
[vocalizes]	- [groans]
[vocalizes]	- Buck?
[vocalizes]	[evil laughs]
- [vocalizes]	[yells] The possums! The possums!
- [raptors hiss]	Gas don't faze us, dude.
[growls, roars]	We're used to things that stink.
[raptor roars]	[sighs]
[growl]	[gasps]
[objects crash, clatter]	[Zee] Looking for this?
Oh, for crying out loud!	Wow.
[squeal, growl]	Zee, is that you?
[roars]	Well, someone had to save your butt.
[shrieks]	
- [both roar]	

[squeals, grunts]

So I picked me.

Wait. What about Bronwyn?

She's safe.

I left her with the cucumber.

Good. The cucumber knows karate.

Dude. Psst. You know Bronwyn's, like, a pumpkin, right?

Yeah. I also know Buck's got a cousin who's a pine cone.

Oh, right. Philip.

Buck, who's your awesome skunk friend?

I'm not a skunk, guys. I'm a zorilla.

What's the difference?

The difference is [shouting] I'm a mammal on a mission

to bring equality and justice to the Lost World.

[normal voice] Also, skunks have slightly shorter tails.

She's totally a skunk.

A skunk with a secret identity!

Cool.

Well... I... Okay, yeah.

- If that'll get you going, great.

- [dinosaurs roar]

Come on, those boneheads are waking up.

[Eddie] We'll follow you anywhere.

[Crash] Off a cliff, underwater, into a volcano.

I like your new friends.

- [yelps]

- [laughs]

They make me feel smart.

Don't worry.

What they lack in intelligence,

they make up for in bumbling ineptitude.

Buck, we have some unfinished business to take care of.

[scoffs] I mean, you know. Look. I know we didn't always see eye to eye.

Or, in my case, eyes to eye.

Relax. I'm only here for one reason, and it's bigger than you and me.

If we don't stop Orson, he'll destroy the harmony we fought so hard for.

With him in charge, the Lost World will be, well...

lost.

Oh.

Right.

And because then it will be  
the "Lost Lost World,"

which is both sad and confusing.

[as Lefty] Is the team  
getting back together again?

You stay out of it, you!

I thought you two stopped  
talking.

[as Lefty] We patched things up.

And no, Lefty.  
The team's not getting back  
together.

Once we stop Orson,  
I'm outta here.

That's a secret skunk for ya.

They never stay in one place too  
long.

[Eddie]  
Of course that glorious scent  
lingers.

[clattering]

Hmm. No, no, no. My head's not  
that big.  
This is not to scale at all.

[imitating Orson]

- I know you're there.  
- [imitating Orson] I know you're  
there.

- What have I said about copying,  
huh?

- [continues imitating]

Uh-uh-uh. Don't... Don't...  
Don't you... Don't you dare.

- Stop copying me!

- [crash, clattering]

[growls]

- Oh, I should have worked with  
birds.

- [grunts, vocalizes]

Huh?

Huh.

Clearly you two aren't nearly  
enough  
to get the job done.

Time to add to my posse.

What I'm about to do next

will destroy everything you've  
worked for,  
Buckmeister.

[purring]

- Get out of my face!

- [snarls]

How'd you know those raptors  
were gonna attack?

Unfortunately,  
Orson's been tracking you.

Fortunately, I've been tracking  
Orson.

[birds chirp]

Then, I guess it's up to you guys to stop 'em.

Two superheroes joining forces again!

Buck Wild and Skunk-a-tor!

I can't believe you told them we were superheroes.

I would never say that. They said it.

Well, you two must have been a great team!

Only when we agreed on things, which was never.

I agree with that.

What's the problem, Buck?

She's pretty cool with that super spray of hers.

Hey, what's your superpower anyway?

Boys, what makes a superhero isn't powers.

It's resourcefulness and courage.

Yeah, that's what they always say when they don't have any powers.

Anyways, back to the plan.

We have a control freak egomaniac to catch up to.

Yeah. And we've also gotta stop Orson.

- [animals screaming]  
- [gasps]

This is my worst-case scenario. They're heading for the watering hole!

[roaring]

Blimey. Orson's gonna serve his raptors an all-you-can-eat mammal buffet.

[slurping]

Okay, here's the plan.

[Buck] No time for a plan!

There is always time for a pla...

Okay, he can't hear me anymore.

[birds chirping]

[grunts, exclaims]

Whoa! [grunts]

[grunts]

[grunts]

Hey.

- Everyone, we face a grave threat!

- [chattering]

- Are we out of fruity drinks again?

- [gasping]

We've gotta clear the area. File out in an orderly fashion.

- Two by two, one by three, five



by nine.

- [chattering]

[raptors roaring]

- [stampeding, growling]

He's done it.

- [animals scream]

He's built an army.

- [growls]

I'm gonna RSVP "no" to this party.

- [gasps]

Nope, still can't fly. [screams]

We need to get out of here.

[grunts]

[roaring, growling]

- [growls]

[crunch]

- [grunts]

[squeaking]

- [yells, grunts]

I'm coming for you, Bucky!

- [growls]

- No!

And you won't weasel your way out the next time.

- [roars]

[squeals]

You can't protect the mammals forever, Buck.

- [beaver screams]

- Go, go, go!

My new raptor army will eventually hunt you down.

- [animals scream]

- [raptors roar]

Now we really need a plan.

[roars]

[sighs]

[martial arts-style vocalizing]

We'll never defeat Orson if you keep going all "buck wild" without thinking first.

It's time to get buck wild!

[Buck] Ow!

What'd you do that for?

The more important question is what does "Zee" stand for?

Look!

Aw. You're cute. [chuckles]  
Let's stay on track, shall we?

[raptors growl]

Buck! Oh, boy,  
do I have a surprise for you.

We are completely outmatched.

Behold!

If we're gonna defeat Orson,  
we're gonna need some big-time

help.

Hmm. Would you look at that?  
I agree with Zee. We do need help.

And there's only one creature who can handle the job.

Did you hear what he said? He said we!  
He sees us as equals.

Actually, I think he meant...

total equals. You got it.  
[chuckles]

Oh, and, uh, by the way, fellas, the name thing?

[clicks tongue] It's just Zee.

- [leaves rustle]  
- Yeah, I'm not buying it.

My bone boat.

Whoa! Buck's bone boat.

I believe it's our bone boat.

Whoa! Buck and Zee's bone boat.

- I built it.  
- I designed it.

It didn't need a design.

[both grunt]

[water splashing]

That's why the first boat sank.

It didn't sink. The water rose.

Do you sense some tension

between them?

Maybe a little.

We'll reach Lost Lagoon by morning.

You know what I'm wondering?

Why we're going to Lost Lagoon and who's gonna help us defeat Orson?

No. I'm wondering why my butt's stuck to the seat.

Tree sap.

You know what else I'm wondering?

How could they have been such a fierce team,

but still not get along?

I bet it's 'cause Zee never told him what the "Zee" stood for.

Okay, out with it. Is it Zeeva?

- Zeeva?  
- Zeeva?

- Zsa Zsa? [grunts]  
- Zamantha.

Zippy?

I'm sorry.  
Did you just say Zippy?

[as Lefty] I told you it wasn't Zippy.

Uh, once again,  
Zee doesn't stand for anything.

And that's not the reason.

So what is the reason?

- It's because he... Never mind.
- It's because she... Never mind.

Let's work this out like family.

Yeah, use your feeling words.

I feel...

I feel.

Well, I feel Buck was stubborn and reckless.

Well, I feel Zee gets too hung up on details.

I also feel sad about my first boat.

[gasps] This is good.  
I think we're getting somewhere.

You're irresponsible, thickheaded.

- You're demanding, and you're always...
- I'm tired of you...

- ...being mean to me.
- ...always leaping before you look.

- Recklessly hurling us into trouble.
- ...but the rest of the team didn't.

We needed to have a strategy.

Your way didn't work!

We lost our team.

I know, Zee. But maybe there was nothing

we could do to save them.

Maybe not, but you were my best friend.

And I lost you too.

Zee. [sighs]

[groans]

I feel that could've gone better.

[wolves howling]

Crash, I'm starting to think.

Oh, no. Now you're doing it too.

When we left the herd,

we swore we'd become independent and make our mark.

- Yeah, but how?
- [snoring]

Buck needs some shut-eye and we're nocturnal.

This is our chance to prove ourselves.  
Follow my lead.

Hmm. [yells]

[thud]

[continues snoring]

Okay, Lost Lagoon is due south.

We have to turn this boat around.

You're holding the map upside down.

Oh, well, in that case, we're good!

- We're doing it! High five!  
- [both yell]

Oh. When is tea ready, Mum?

[exclaims, snores]

[creaking]

[grunts]

[snoring]

- [Crash] Buck?  
- [Eddie] Buck?

[Crash] Buck?

[both imitating chickens]  
Buck? Buck? Buck, Buck, Buck,

Buck, Buck, Buck,  
Buck, Buck, Buck, Buck, Buck,

- Buck!  
- [yells]

Did I drift off?

It's all good, Buck.  
We kept the boat on track

and made you a delicious a-  
breakfast.

You got these from the trees?

- Mmm.  
- Mm-hmm.

That's very nice,  
but they're also very poisonous.

From now on, keep your paws  
and tails inside the boat.

You don't know what's out there.

Oh, so maybe we shouldn't have  
snagged these jump ropes.

- [snakes hiss, rattle]  
- Uh. [chuckles]

Guys, those are more poisonous  
than the berries.

- We're immune to snake venom.  
- [hisses]

Yeah, but I'm not. It would k\*ll  
me.

It would make me break out  
and then k\*ll me.

Our bad.

Sorry, Zsa Zsa.

Should we not have  
adopted these cute pet lizards  
either?

Maybe we're not ready to prove  
ourselves.

Ha! Speak for yourself.

Okay, you can speak for both of  
us.

We've made it!  
Time to summon an old friend.

[plays note]

[snarling]

[thudding]

[roars]

Crash, it's Mama T. rex!

Wait, you know Mama T? [thuds]

Uh-huh. Our friend Sid used to babysit her kids. Whoa! Respect.

She's gonna help us take out Orson. [grunting]

Well, that totally makes sense. She's tons of deadly, vicious terror! Hurry.

No offense, Mama. [shouts] I'm performing surgery here.

What's wrong, girl? If I let go, she'll surgically remove your top from your bottom.

[groans] Boy, it's really in there. [grunts]

Toothache, huh? Come on. Okay, Zee.

Let Dr. Buck take a look. All done. Time to wake her up.

Left upper incisor impacted. I just knock 'em out.

Lower right molar missing. I don't wake 'em up.

Ah! There's the bad tooth. [snarling]

Yeah, I've got to the . Incoming! We've got raptors!

That's what happens, young lady, when you don't floss. Come on, boys!

Which is why we use our tails. Let's get her up.

Well, how can she help us defeat Orson with a bad tooth? We need to call in reinforcements.

[Buck] That is a good question. She is the reinforcements!

- I'm gonna need to pull it. Oi! Hello? Anyone home?

- [growls] You can sleep when you're dead!

Well, if you're not going to let me help, Why'd you knock her out?

I guess I'll have to just give up. You told me to.

[roars] - No, I didn't.

I only have one eye. - You winked.

Technically, that's a blink.

[snarling] I'm trying to do my evil here!

- Nap time's over. I'm on a bit of a roll.

- What did you have, bricks for lunch? But enough of this discourse.

[Zee shouts] Let the feeding frenzy begin!

Well, here goes nothing. [Orson chuckles]

Heads up, buttercup. [snarling]

[Zee] Go, go, go! [screams]

[roars] Buck!

[slow clapping] [gasps]

Oh, you're pathetic, Buck. [cackling]

Did you really think reuniting with Zee Get away! Get away! Down!

and recruiting some T. rex Spray 'em, Zee!

could help you defeat my army? I just sprayed!

[snarling] I need time to refill, okay?

[raptors squeal] Ooh! TMI, dude.

[thuds] [Eddie shouting]

Well, that was the idea. Yes. [sighs]

Evidently, I miscalculated, but nobody's perfect. Actually, Zee, it was all my fault.

Except me, that is. I'm a genius who's about to rule the Lost World. You're right.

Over our dead bodies! We lost the team because of me.

My plan exactly. Soon everyone will bow to me and call me king. No, it was because of me.

Excuse me. Mm-hmm. No, I insist I take the blame.

Well, I insist you return the blame and give it to me.

Look, it wasn't you. It wasn't me.

- It was us.  
- It was us.

If we really want harmony  
in the Lost World,

it has to start with you and me  
working together.

[muffled laughing]

Get Mama and the possums to  
safety.

Wha... What's he doing?

Giving us time to escape.

Okay, brainiac.

It's me you want.

You got me.

I win! [laughs]

[Orson]  
Take him to the watering hole.

There, I'll make an example of  
him  
in front of all the other mammals.

Whoa. [laughs]

Revenge is mine.

Hey, great idea alert.

Guess who had it?  
Me. Of course.

[roaring]

[Zee] Whoa, whoa, whoa.  
Easy now.

Just get your strength back,  
Mama T.

Orson's taking Buck back  
to the watering hole. Meet us  
there.

- [rumbling]  
- [snarling]

[snarling]

[sighs] This is all our fault, Eddie.

Buck said it was  
a bad time for us to visit.

Yeah, if he didn't have to  
look out for us,

maybe this never would have  
happened.

I wish we could've done  
something  
to help him.

- Like what?  
- I don't know.

Something cool,  
like master the power of  
lightning.

Whoa! How awesome would that  
be?

Crash and Eddie: Lightning  
Masters!

Yeah, we'd be all zap this and zap  
that.  
And zap the first thing again.

Ah, face it, bro.

We're never gonna be lightning  
masters,

or make our mark.

Or pretty much do anything.

Ellie was right about us.

We're not ready to be on our own.

[both scream]

Is this what Buck would do?  
Give up? Sulk?

But we let him down.

Which means it's time  
to buck up.

You mean rush in without  
thinking?

[chuckles]

Yeah, well, he would do that.

I, however, wouldn't have left  
without a plan to rescue him.

But I'm gonna need your help.

We could if we had a superpower.

Remember what Buck taught you.

It's not powers that make you  
a superhero.

It's courage.

And resourcefulness.

Maybe that's our problem, Crash.

Whenever we're in trouble,  
all we do is play dead.

Well, it is our go-to move.

Yeah, but it's kinda  
the opposite of courage.

Yeah, I see that.

But where can we get courage?

You already have it...

right here.

In our chest fur?

She means our spleens.

Yeah!

If we can harness the power  
of our spleens, we can master  
lightning!

[groans]

We're here on Raptor River.

[Zee] Orson's got Buck  
here at the watering hole.

We'll launch a surprise attack.

Like a surprise party with  
weapons.

[squeals]

Mmm... I dunno, Zee,  
or whatever your real name is.

The three of us  
against Orson's whole army?

Hey!

You would be surprised  
what we're capable of.

I just wish we knew  
how Orson controls the raptors.



Maybe he gives them treats.  
I know I'd do anything for a  
marshmallow.

Would you marry a frog?

- What kind of frog?  
- Focus, guys.

It's time to train for the mission.

[groans, stammers]

Ha, ha, ha!

Whoa.

[gasps]

- [groans]  
- [shouts]

Oh. Right in the possum parts.  
[groans]

- [roars]  
- [both gasp]

[thudding]

- Yeah!  
- Ha, ha!

[panting]

Face it, guys.  
Crash and Eddie have gone bye-  
bye.

They totally disappeared  
without a trace!

[sighs]

I got footprints.

[groans]

All that means is their feet  
were around here.

Thank goodness.  
We're back on their trail.

It looks like their trail leads to a...

Oh, no! Those ding-dongs  
went back to the Lost World!

Oh. And I thought I made bad  
choices.

[raptors snarling]

[gasps] We're in luck!  
Orson's raptors got smaller.

Ha! They're tiny.

I say we crush them like ants,  
then sh\*\*t hoops at the watering  
hole.

Guys, they're not tiny.  
They're just far away.

Oh. Well, in that case,  
we're in huge trouble.

Remember.

[Zee] It's time to get...

Buck wild!

The entrance is blocked.  
Do you think they got through?

Only one way to find out.

[grunting]

[spits]

[groans]

[grunting]

Come on.

Whew! Those upper body workouts really paid off. [chuckles]

Come on!  
We need to find Buck.

He's their only hope down here.

[Manny] Oh, great.

Their lives may depend on an unstable weasel who talks to his hand.

[sighs]

[rumbling]

[screams]

Sid!

- [Diego shouts]  
- [screaming]

Run!

[shouting]

[all screaming]

[Manny] Whoa!

- [Diego] Ha!  
- [Sid] Oh!

[all groaning]

[Sid] Ow...

- [growling]  
- Huh?

[groans]

- [thuds]  
- [growls]

Mama!

[growls]

What's that, you say?

[roars]

The watering hole?

[growls]

Oh, no!  
Crash and Eddie are in trouble.

You say that like it's news.

[snarling]

[groans]

This is farewell, Buck.

Time to turn you into a chew toy for my ravenous friends here.

You'll never get away with this.

There's no way I'm letting my pumpkin daughter

grow up without a father.

What? Okay, I'm done.

Dinner is served, compliments of King Orson.

Ooh, I like the sound of that.

[snarling]

[gasps]

[spitting]

[thudding]

- [Crash] Whoo-hoo!

- [Eddie] Yeah!

Huh? [groaning]

Ooh! Morons!

[laughs] Good work, fellas!

Get skunked!

Yeah!

Hi-yah!

[gas bubbles popping]

I love the smell of skunky gas  
in the morning.

- [laughs]

- Whoo!

[growls]

Bye-bye, Bucky. [laughs]

[screams]

[groaning]

Yeah!

[Sid] Hang on, Crash and Eddie.  
Here comes the T. rex express!

[laughs]

[Zee] Buck!

Hey-ya!

Whoo!

[Zee] Whoa!

You took a big chance  
giving yourself up back there.

That's what you do in a herd.

Besides, I knew you'd be the one  
to come and rescue me.

So, what now?

I'm sure you have something in  
mind.

How about we make it up  
as we go along?

Now, that's what I call a plan.

- [thuds]

- [growls]

- [Eddie] Whee-hee-hee-hoo!

- [Crash] Oh, yeah!

- [Eddie] Whoa!

- [Crash laughs]

[Eddie laughing]

Okay, I'm confused. What just  
happened?

I believe Crash and Eddie  
just kicked some serious butt.

[screams]

[roars]

- [laughs] Yeah!

- All right, Mama!

Wait for me, guys!

[roars]

[growls]

Yes!

You've been nothing but  
a thorn in my side from the start.

You just never got it, Orson.

The Lost World  
isn't meant to be ruled by anyone.

Not just anyone. Me! [shouts]

*En garde!*

All right, who wants some?

Take this!

And that! Huh?

Time to get a little less mammoth  
and a little more possum.

All right! [screaming]

Back off. He's family.

Besides, he's high in saturated  
fats.

Look, the truth is we all need  
each other.

- [shouts]

- [groans]

[panting]

Down here, all creatures,  
mammals and dinos alike,

we need to live in harmony.

Oh, you are so naive.

This is why I feel sorry for you,  
Buck.

You're too idealistic.

In the real world, it's survival  
of the fittest, or should I say  
smartest.

Oh! Nailed it.

- [spits]

- [nervous chuckle]

Oh, no. [gasps]

Sic 'em.

Alley-oop!

Stay! Down, boy.

Bad dinos. No bite! No bite!

Ha, *croissant!*

[groaning]

- *Baguette!*

- [groans]

- *Fromage!*

- [gasps]

Looks like you got me, Bucky.

Or do you? [laughs]

Seems I've outsmarted you once  
again.

They're gonna tear  
your little friends to pieces,

and then they're gonna come for  
you.

Watch this, Buckmeister.

It's showtime.

It's the fire!

That's how he gets them  
to follow his every move.

Remember what Zee said?  
The answer is in our chest fur.

[both] Three. Two. One. Play  
dead.

[both groan]

[groans]

Oh, come on, guys.  
We're not falling for that.

We didn't fall for it the first time.

What? You imbeciles.

You're raptors, not possums. Get  
up!

- Oh, yeah!  
- Whoo-hoo!

Yeah!

- Those are my boys!  
- Whoo!

Yes! Well done, lads!

That's called using your spleens!

Ha, what do you know, Eddie?  
We do have a superpower.

- Yeah!  
- Playing dead!

What?

[laughs]  
Looks like you've been

outsmarted.

No, no, no, no, no, no, no...  
[screams]

- [Orson shouting]  
- [Penelope screeches]

[shouts]

[roars]

[screams]

[groaning]

Uh... I'm okay!

[small mammal] Think again.

- [large mammal] Payback time.  
- [large mammal ] Oh, yeah.

Where's your chew toy? Go get  
him.

[gasps]

[yelps] What? I don't know  
if you got the memo. I'm your  
king.

I command you... [shouts]

Oh, whoa! That was close.  
Hey, please don't eat me.

You'll be depriving the world  
of a great genius.

I'm full of tiny bones  
that'll get stuck in your throat.

What have I told you about  
boundaries?

Boys, that was a fine job.

[as Lefty] Better than fine.  
I'd say super, even.

You made this old weasel proud.

[as Lefty] Who are you calling  
old?

- [chuckles]  
- [Ellie] Crash! Eddie!

- Ellie!  
- Ellie!

We're so sorry.

We shouldn't have left  
without saying goodbye.

You came all the way down here  
to find us.

You put yourself in danger.

You didn't think  
we could take care of ourselves.

With good reason.  
And you worried about us.

'Cause you really care about us.

Boys, boys, slow down.  
I'm the one who should be sorry.

I was scared of losing you.  
I love you guys.

[straining] We love you too.

Hey.

[both gasp]

You guys actually did it.

I'm proud of you.

I never doubted them.

Okay, I doubted them a little.

Boys, I didn't know you had it in  
you.

Mostly because you act like  
total dimwits all the time.

Aw. I love family reunions.

But there's no buffet,  
so time to head home.

- About that...  
- [Buck] Hello, mates.

This is Zee.  
She's a very dear friend.

It's nice to meet you, Zee.

The way you took charge out  
there,  
I'd swear you were part possum.

Actually, she's a zorilla.

It's like a skunk, only cooler.

And my name may  
or may not be Zsa Zsa.

[both gasp]

[laughs]

We were lucky to have possums  
join our superhero squad.

Really? A superhero squad?

She said it. I didn't.

You're probably gonna want our  
autographs.

- No thanks.  
- I'm good.

Well, now that you've had  
your big adventure,

I suppose you'll be heading back  
home.

After all,  
you're probably bored of old  
Buck

and his daring, action-packed,  
thrill-a-minute lifestyle.

Uh... Yeah.

Yeah, I am. Boring.  
Just so, so bored.

Total snoozefest.

Actually, the truth is,  
Eddie and I have been thinking...

Which we're slowly getting better  
at.

Uh... Yeah.

The thing is,  
we kinda, sorta like it here.

Eddie, you talk now.

We wanna stay down here,  
but we wanna know that you'll be  
okay.

It seems like it was just yesterday  
we were kids.

I thought we'd always be  
together.

Are you sure it's what you want?

Then I'll be fine.

[cheering] We're staying!

Oh, magic! [chuckles]

I've been a loner for too long.

Zee made me realize  
we're all stronger together than  
apart.

It's time for me  
to have a real family.

- Yes, yes, yes, yes, yes, yes, yes!  
- Oh, yeah.

- [Crash] Go, Buck.  
- [Eddie] Go, Buck.

- [Crash] Go, Buck.  
- [Eddie] Go, Buck. Yeah.

[Crash] Buck, Buck, Buck!

I can't believe I'm saying this,  
but I'm gonna miss you guys.

Yeah, we'll miss you guys too.

Yeah, okay. Enough of this  
lovestest.

Is that a tear in your eye, Diego?

No. And it never happened.

Look at you. You're such a softy.

[chatter, laughter]

[giggling]

Promise me you'll visit all the  
time.

We will.

Especially when we need something.

[Ellie] *Change is scary, but it is the way of the world.*

*And now I realize it can help us grow into who we're meant to be,*

*even if that takes us to new places.*

*The only thing that stays the same is the love we have for each other.*

*That's the thing about a herd.*

*You're a part of it, even when you're apart.*

[Manny] Can you believe it?

- The boys are back.  
- [possums laughing]

Again.

And they want lunch.

[giggling]

♪ *I'm a bad boy doing good things* ♪

♪ *Got a lemonade with chicken wings* ♪

♪ *I wanna cut loose 'cause I can't see* ♪

♪ *So I might just cop myself A chain tonight* ♪

♪ *We start, now we can't stop* ♪

♪ *I'm a cold guy on a mountain top* ♪

♪ *Yeah, yeah Yung Bae'll make your hairs drop* ♪

♪ *So I might just sneak away Just for a night* ♪

♪ *Get your tail to the dance floor* ♪

♪ *I said Get your tail to the dance floor* ♪

♪ *Come on, follow along, feel the groove* ♪

♪ *There's no one to prove* ♪

♪ *Pick a girl, pick a boy* ♪

♪ *Spin 'em round like a toy* ♪

♪ *Grab 'em hands, pull 'em close* ♪

♪ *Push 'em back, do the most, yeah* ♪

- ♪ *Pick a girl, pick a boy* ♪

- ♪ *Come on, come on* ♪

- ♪ *Spin 'em round like a toy* ♪

- ♪ *Come on, come on* ♪

- ♪ *Grab 'em hands, pull 'em close* ♪

- ♪ *Come on, come on* ♪

- ♪ *Push 'em back, do the most* ♪

- ♪ *Oh, yeah, come on* ♪

[all laughing]

[laughs] Well, one thing's for certain.

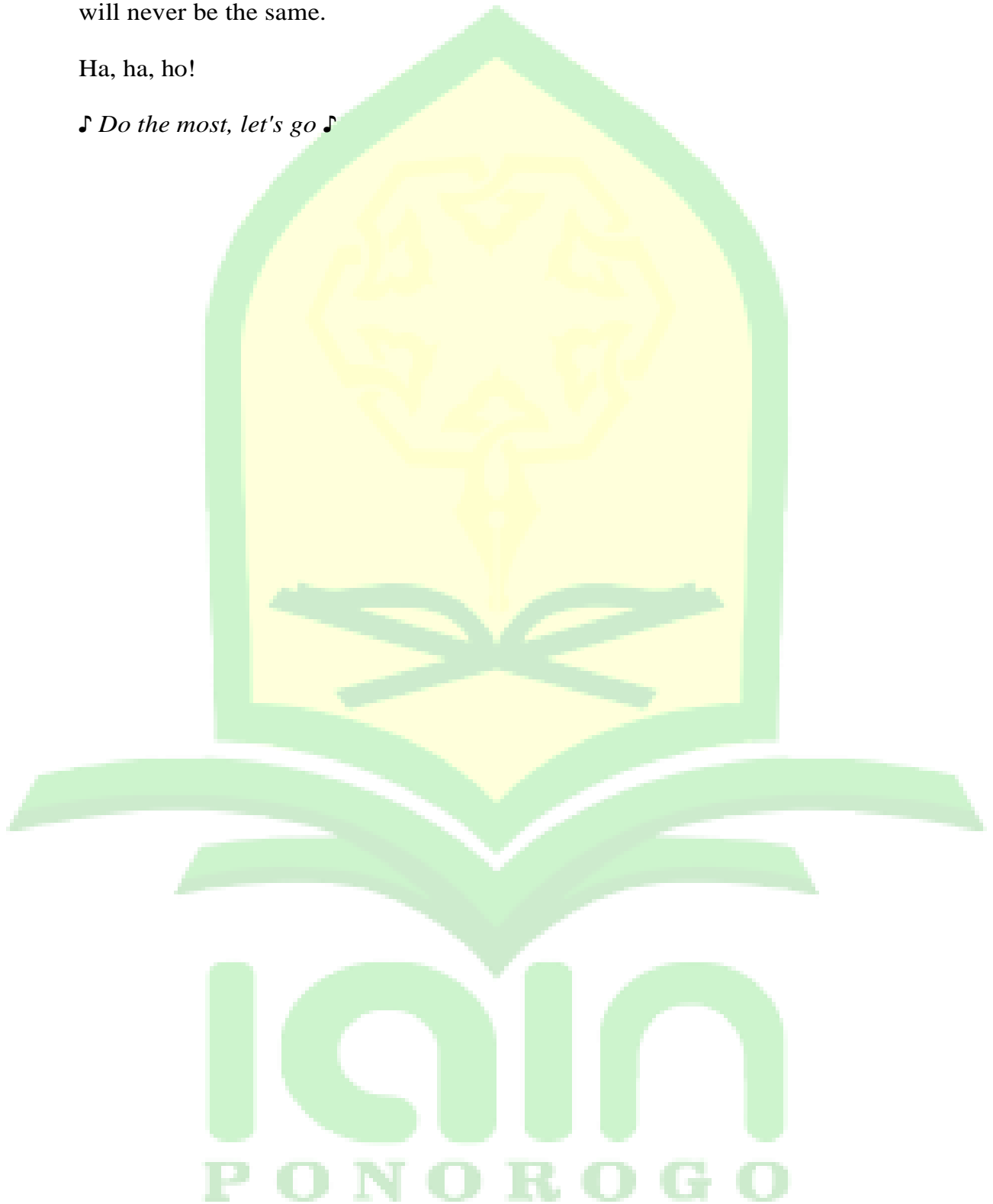


With those two around...

[as Lefty] ...the Lost World  
will never be the same.

Ha, ha, ho!

♪ *Do the most, let's go* ♪



### APPENDIX 3

Table 2.4. Coding of Dimensions and Elements of P5

No	Code	Category Dimension and Element
2.	FFG	Faith and Fear to God and Having Good Morality Dimension
1.1	RM	Religious Moral
1.2	PM	Personal Moral
1.3	MP	Moral to People
1.4	MTN	Moral Towards Nature
1.5	NC	National Character
2.	GDD	The Global Diversity Dimension
2.1	KAC	Knowing and Appreciate Culture
2.2	ICI	Intercultural Communication and Interaction
2.3	RRT	Reflection on and Responsibility for The Experience of Diversity
2.4	SJ	Social Justice
3.	TCD	The Collaborative Dimension
3.1	C	Collaboration
3.2	Sy	Sympaty
3.3	Sh	Share
4.	ID	Independent Dimension
4.1	SUT	Self-Understanding and The Situation At Hand
4.2	SR	Self Regulation
5.	CTD	Critical Thinking Dimension
5.1	OPI	Obtaining and Processing Information and Ideas
5.2	AET	Analyze and Evaluate Thinking
5.3	RET	Reflect and Evaluate Their Own Thinking
6.	CD	Creative Dimension
6.1	GOI	Generate Original Ideas
6.2	POW	Produce Original Works and Actions
6.3	HTF	Have The Flexibility to Think in Finding Alternative Solutions Problem

## APPENDIX 4

### a. Personal Moral

**Table 1.1. Findings of Element 2 of Dimension 1**

No	Code	Time Stamp	Utterances
1.	PM	22.03-22.04	[Buck] You're telling me Ellie gave her okey dokey to this little artichoke of a mission here? [Eddie] I admit it! Whatever it is!
2.	PM	54.40-54.50	[Buck] Okay, brainiac. It's me you want. You got me. [Orson] I win.

### b. Moral to People

**Table 1.1. Findings of Element 3 of Dimension 1**

No	Code	Time Stamp	Utterances
1.	MP	01.39-01.44	[Ellie] : (telling the past stories about Manny and friends) When they were charged with the care of a lost baby. And in returning the child to its family.
2.	MP	26.30-26.40	[Buck] It's not safe here, girl. Better take off for the night. Be careful.
3.	MP	01.15.45	[Manny] I can't believe I'm saying this, but I'm gonna miss you guys. [Diego] Yeah, we'll miss you guys too.

### c. Moral toward Nature

**Table 1.1. Findings of Element 4 of Dimension 1**

No	Code	Time Stamp	Utterances
1.	MTN	19.21-19.40	[Possum] Buck! [Buck] That's right! Buck Wild, at your service.
2.	MTN	18.20-18.25	[Eddie] It always amazes me there's a whole world down here. [Crash] Yeahh!
3.	MTN	37.23-37.40	[Buck] I mean, you know. Look. I know we didn't always see eye to eye. Or, in my case, eyes to eye.

			[Zee]Relax. I'm only here for one reason and it's bigger than you and me. If we don't stop Orson, he'll destroy the harmony we fought so hard for. With him in charge, the Lost World will be, well...lost.
--	--	--	---

**d. National characters**

**Table 1.1. Finding of Element 5 of Dimension 1**

No	Code	Time Stamp	Utterances
1.	NC	02.23-02.34	[Ellie] I joined the herd along with my adopted possum brothers, Crash and Eddie. The six of us had so many adventures.

**e. . Knowing and Appreciating Culture**

**Table 1.2. Discussion of elements 1 from Dimension 2**

No	Code	Time Stamp	Utterances
1.	KAC	43.10-43.15	[Zee] We are completely outmatched. If we're gonna defeat Orson, we're gonna need some big-time help. [Crash] Did you hear what he said? He said we! He sees us as equals.

**f. Intercultural Communication and Interaction with Others**

**Table 1.2. Discussion of elements 2 from Dimension 2**

No	Code	Time Stamp	Utterances
1.	ICI	06.56-07.10	[Sid] Okay, okay. Let's work this out like a family.
2.	ICI	01.03.10	[Sid] Mama! [T-rex] growls... roars... [Sid] Oh, no! Crash and Eddie are in trouble. [Diego] You say that like it's news.
3.	ICI	53.53-53.59	[Buck] Actually, Zee, it was all my fault. You're right. We lost the team because of me. (Zee) No, it was because of me.

### g. Collaboration

Table 1.3. Finding of Element 1 of Dimension 3

No	Code	Time Stamp	Utterances
1.	C	03.00-03.15	[Crash and Eddie] Whoo-hoo! [Crash] This is gonna be our most extreme stunt ever. [Eddie] Extremely dangerous. [Crash] Super-duper dangerous.
2.	C	04.50-04.53	[Crash] Look. I think it's time we become strong possums. [Eddie] I claim this mountain in the name of possum freedom!

### h. Sympathy

Table 1.3. Findings of Element 2 of Dimension 3

No	Code	Time Stamp	Utterances
1.	Sy	08.00-08.12	[Ellie] Because you can't do anything for yourselves. [Possum] Anything we can do, we can do nearly almost as well. [Ellie] Can you clean your own habitat? Can you feed yourselves? [Manny] Can you protect yourself from predators?
2	Sy	29.00-29.03	[Ellie]Manny, they're out there all alone in the cold. They're probably frightened. [Manny]Look, don't worry. We'll find them.

### i. Share

Table 1.3. Finding of Element 3 of Dimension 3

No	Code	Time Stamp	Utterances
1.	Sh	08.22-08.25	[Manny] Yeah, oh... Okay, look, I'm sorry about what I said to Crash and Eddie. It's just... Well, family can be difficult. We are a nutty, mixed-up herd.full of loners and outcasts.

### j. Self Understanding in The Situation at Hand

Table 1.4. Finding of Element 1 of Dimension 4

No	Code	Time Stamp	Utterances
1.	SUT	20.12-20.20	[Crash] Buck! [Eddie] Crack! [Buck] You picked a bad time for a tropical vacation, lands. A dino named Orson just escaped from exile. And he's jonesing to rule the Lost World

### k. Self Regulation

Table 1.4. Findings of Element 2 of Dimension 4

No	Code	Time Stamp	Utterances
1.	SR	15.22-15.30	[Crash and Eddie laughing] Dude, being on our own totally rules! And we've got nothing to worry about since we've got nine lives.
2.	SR	22.06-22.13	[Buck] I've got to take you back home, fellas. I'm the only one that can stop Orson, but I won't be able to do that if I have you two to look after. [Crash] but,,but,, Buck..
3.	SR	01.13.30	[Crash] Actually, the truth is, Eddie and I have been thinking...Which we're slowly getting better at. [Crash] Go, Buck. [Eddie] Go, Buck.

### l. Analyze and Evaluate Thinking

Table 1.5. Finding of Element 1 of Dimension 5

No	Code	Time Stamp	Utterances
1.	AET	03.33-03.47	[Ellie] Crash! Eddie! You better not be doing something dangerous! [Crash and Eddie] Sighs... [Crash] You know, I've been thinking..
2.	AET	42.35-42.43	[Orson] My new raptor army, will eventually hunt you down. [Zee] Now we really need a plan. We'll never defeat Orson if you keep going all "buck wild" without thinking first.

3.	AET	57.40-57.43	[Eddie] When we left the herd, we swore we'd become independent and make our mark. [Zee talk to possum] Is this what Buck would do? Give up? Sulk?
4.	AET	58.13-58.20	[Eddie] You mean rush in without thinking? Whenever we're in trouble, all we do is play dead. Well, it is our go-to move. [Crash] Yeah, but it's kinda the opposite of courage.

### m. Generate Original Ideas

Table 1.6. Finding of Element 1 of Dimension 6

No	Code	Time Stamp	Utterances
1.	GOI	22.15	[Crash] we came here to live a life of adventure, like you. [Buck] You boys are nature's least likely to survive. And this is its most dangerous place.

### n. Produce Original Works and Actions

Table 1.6. Finding of Element 2 of Dimension 6

No	Code	Time Stamp	Utterances
1.	POW	38.45-38.50	[Raptors] Huh? Huh.. [Orson] Clearly you two aren't nearly enough to get the job done. Time to add to my posse
2.	POW	01.09.16	[Eddie] It's the fire! That's how he gets them to follow his every move. [Crash] Remember what Zee said? The answer is in our chest fur.