

**THE LEVELS OF SELF-ESTEEM FOUND IN THE *MULAN* (2020) FILM
(A PSYCHOANALYSIS APPROACH)**

PROPOSAL OF THESIS

Submitted in Partial Fulfillment of the Requirements

For the Degree of *Sarjana Humaniora*



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Thank you for the attention.

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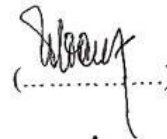
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DEDICATION

This thesis is dedicated to:

1. The researcher's beloved mother
2. The researcher's families
3. English Letter UIN Raden Mas Said
4. The researcher's teachers and lectures

MOTTO

What is coming is better than what is gone.

-

Pray big when you feel small.

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *The Levels of Self-Esteem Found in The Mulan (2020) Film (A Psychoanalysis Approach)* is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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ACKNOWLEDGEMENT

Alhamdulillah all praise be to Allah, the Lord of the world, for all his blessing the researcher was able to finish this thesis entitled *The Levels of Self-Esteem Found in The Mulan (2020) Film (A Psychoanalysis Approach)*. Peace be upon Prophet Muhammad SAW, the greatest leader and revolution.

With the consideration, the researcher was so grateful to whole support, help, existence, and suggestion from several sides. Thus the researcher would like to express the deepest thanks to all of those who assist, support, and suggest, and advice during the process of finishing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.P.d as the Rector of the State Islamic University of Raden Mas Said.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of Language and Cultures Faculty.
3. Dr. Nur Asiyah, M.A. as the Head of English Letters Departement.
4. Dr. Zainal Muttaqien M.Hum as Head of English Letters Departement.
5. Hidayatul Nurjanah, M.A. as the advisor, for her guidance, advice, and correction that assist the researcher to revise some of the mistakes during the writing process. She gives the large experience for the researcher concerning literature with her remarkable insight.
6. Muhammad Rizal, M.A. as the validator who helping the researcher to validate this data to create accurate research.
7. All lecture of English Letters Department for teaching the researchers.

8. Researcher's mother, Mrs. Sri Lestari that always support her and never forget to recite prayer for her.
9. Researcher's father, Mr. Sarman that always support her doing this thesis.
10. The researcher friend that support and help researcher in the whole thing.

The researcher confesses that this thesis is not a commotion, it is began with encouragement and inquisitiveness.

Sukoharjo, April 10th 2023

The researcher



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ABSTRACT

Lutfiah okta Silviana. 2023. *The Levels of Self-Esteem Found in The Mulan (2020) Film (A Psychoanalysis Approach)*. Thesis. English Letters Study Program. Culture and Language Faculty.

Advisor : Hidayatul Nurjanah, M.A.

Keywords : Self-esteem, Levels, *Mulan* (2020), Christopher J. Mruk

This research explores the factors affected self-esteem and the level of self-esteem in the film *Mulan* (2020). The approach used in this research is psychoanalytic from Sigmund Freud. The object of this research is the film *Mulan* (2020), a film produced in America. Based on the gap from previous research, there is still little research that collaborates self-esteem theory with a psychoanalytical approach. So, in this research, will combine both psychoanalytic and self-esteem theory.

Thus, this research will examine a film using self-esteem theory. The purpose of this study is to find out, explain, and find about the factors that affect and levels of self-esteem in the film. The object of this research is *Mulan* (2020). Also, Christopher J. Mruk theory is used in this research. This theory discusses the factor affecting and level of self-esteem.

This research uses a qualitative research method, the form of data from this research is in the form of screen images from the film *Mulan* (2020). These data were collected using observation and documentation techniques. Researchers collect data by observing and watching it. Researchers analyzed using self-esteem theory Christopher J. Mruk (2006). The data analyzed was from of the film *Mulan* (2020).

Based on the results of the analysis, the film *Mulan* (2020) was analyzed using Christopher J. Mruk's (2006) self-esteem theory. The data was found 63 data as a result of the analysis. The value factor has a higher percentage of about 34 data. At the self-esteem level, the percentage of high self-esteem is relatively more than other level, namely 34 data. So, it can be concluded that the values factor is more likely to result in a high level of self-esteem in the main character than the other factors.

ABSTRAK

Lutfiah okta Silviana. 2023. *The Levels of Self-Esteem Found in The Mulan (2020) Film (A Psychoanalysis Approach)*. Skripsi. Program Studi Sastra Inggris. Fakultas Adab dan Bahasa.

Pembimbing : Hidayatul Nurjanah, M.A.

Kata Kunci : Self-esteem, Levels, *Mulan* (2020), Christopher J. Mruk

Pada penelitian ini, peneliti memaparkan factor penyebab self-esteem dan level self-esteem dalam film *Mulan* (2020). Pendekatan yang digunakan dalam penelitian ini adalah psikoanalisis dari Sigmund Freud. Objek dari penelitian ini adalah film *Mulan* (2020), film yang diproduksi di Amerika. Berdasarkan gap dari penelitian terdahulu masih sedikit penelitian yang mengkolaborasikan teori self-esteem dengan pendekatan psikoanalisis. Jadi pada penelitian ini, peneliti akan menggabungkan keduanya.

Dengan demikian, penelitian ini akan mengkaji sebuah film menggunakan teori self-esteem. Tujuan dari penelitian ini adalah untuk mengetahui, menjelaskan, dan menemukan tentang factor penyebab dan levels dari self-esteem pada karakter utama film. Objek dalam penelitian ini adalah film *Mulan* (2020). Serta, teori self-esteem Christopher J. Mruk digunakan dalam penelitian ini. Teori ini membahas faktor penyebab serta level self-esteem.

Penelitian ini menggunakan metode penelitian kualitatif, bentuk data dari penelitian ini berupa screen gambar dari film *Mulan* (2020). Data-data tersebut dikumpulkan dengan menggunakan teknik observasi dan dokumentasi. Peneliti mengunpulkan data dengan cara mengamati dan menontonnya. Peneliti menganalisis dengan menggunakan teori self-esteem Christopher J. Mruk (2006). Data yang dianalisis berupa film dari film *Mulan* (2020).

Berdasarkan hasil analisis, film *Mulan* (2020) yang di dianalisis menggunakan teori self-esteem Christopher J. Mruk (2006). Berdasarkan analisis, ditemukan sekitar 63 data sebagai hasil analisis. Penemuan factor values mempunyai presentase yang lebih banyak sekitar 34 data. Pada level self-esteem, presentase high self-esteem tergolong leboh banyak, yakni 34 data. Sehingga dapat disimpulkan jika values factor lebih condong mengakibatkan level high self-esteem pada karakter utama daripada faktor yang lainnya.

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LIST OF ABBREVIATION

BBC : British Broadcasting Corporation

CDG : Costume Designers Guild awards

POV : Point Of View

CHAPTER I

INTRODUCTION

A. Background of the Study

The phenomenon of Hollywood films has attracted the attention of people around the world because of their success and popularity. There are many big names of successful Hollywood film companies such as Century America, BBC (British Broadcasting Corporation), Warner Bros Tv, and the biggest animated film company, Walt Disney. Disney is an animated film company that does have a lot of fans for each of its films. Disney is one of the largest animated film companies in the world, which often adapts to cultures and traditions from various parts of the world. *The Little Mermaid* and *Beauty and the Beast* (1991) are a Disney film that takes European culture as their content source and target (Eleanor Byrne and Martin McQuillan, 1999, p.21). Various other Disney films also adapt traditions and culture to their films. As seen in the *Alladin* which brings Middle Eastern culture, and also Disney films which are phenomenal because of the brave female characters such as *Mulan* (2020) they bring on traditions of China (Eleanor Byrne and Martin McQuillan, 1999).

The film *Mulan 2020* is a film adaptation of the animated film *Mulan in 1998* and *Mulan 2 in 2004*. The live-action version of the *Mulan* film is titled *Mulan* (2020), which tells about the courage of a woman named Hua Mulan. This film is directed by Niki Caro and was released in 2020. The film *Mulan* (2020) is a film adaptation of the animated film *Mulan* (1998) and *Mulan 2* (2004). The *Mulan* (2020) takes the background of imperial China's life in the fifth century.

The film *Mulan* (2020) tells the journey of proof and the courage of a woman who is the main character in a film named Hua Mulan. She is a brave woman but has to hide her true identity as a woman for a reason to protect her family, especially her father, from going to fight the Hun army. She had to become a man because of demand, but in the end, she proved to everyone that a woman can also do what men do, and that is not something to be hidden but proud of.

From the film *Mulan* (2020), it is very clear that the main character Mulan tends to be hesitant to show her identity. This is caused by several factors ranging from family to the environment in her life, which will greatly affect her self-esteem level. She tends to do things not because of her will but because of necessity, a necessity so that she can be considered equal and meet an existing standard. That makes her lack freedom, ultimately making her less aware of herself, resulting in low self-esteem. From the main character in the film *Mulan* (2020), Mulan is afraid to show everyone her martial arts skills. A woman who is an expert in martial arts is considered a disgrace in the society where she lives. Her fear required her to remain silent and affected her self-esteem. In a film, characters are representatives of humans. Usually, in films, there are levels of self-esteem displayed in each character, as seen in the film *Mulan* (2020) as follows.



Figure 1.1. *Mulan* (2020)

00.05.25

Father: *Your chi strong Mulan, but chi is for warriors not daughter. Soon, you'll be a young woman, and it is time for you to hide your gift away.*

In this scene, Mulan is outside trying to repair the phoenix statue she broke while chasing chickens in the afternoon. At that time, her father came and told Mulan that she had to hide the *chi*. Lack of parental acceptance (Parental warm), where Mulan's parents cannot accept *chi* that is in Mulan causes low self-esteem because they tend to think a better focus on avoiding future losses (Christopher J. Mruk, 2006.p.168). From the explanation above, the Mulan scene can be classified into low self-esteem. According to the statement, feelings of instability characterize low self-esteem, lack of self-confidence, risk-taking, pessimism, alienation, etc (Christopher J. Mruk, 2006.p.82). Therefore, based on the dialogue and statement of Mruk, the scene of Mulan can be classified into low self-esteem.

Self-esteem is a human phenomenon, but surely every human has limits in knowing something. According to Smelser (1989) self-esteem is divided into three elements, the first is the cognitive element, such as power, self-confidence, and one's right to choose. Second, affective elements such as positive or negative are also often called low and high self-esteem. The third is evaluative, related to

the ideally adopted standard (1989, p.9). In addition to Smelser, Morris Rosenberg defines self-esteem, as noted, as a positive and negative attitude toward a particular object, namely, the self (Morris Rosenberg, 1965, p.31). Different from Smelser and Rosenberg, Christopher J. Mruk divides the level of self-esteem into three basics, namely high self-esteem, low self-esteem and worthiness based and competence-based self-esteem which he put forward after he previously developed previous self-esteem theories, such as self-esteem theory from Coopersmith, Susan Harter, Rosenberg (Christopher J. Mruk, 2006, p.151).

Someone with low self-esteem will tend to hesitate to show who she is. This is because of the fear of whether they will be accepted or not. This is what prevents them from understanding themselves. If they do not know themselves yet, then how will they dare to show who they are. Whereas self-esteem helps us to understand ourselves, as unique individuals and the direction in which our lives are heading (Christopher J. Mruk, 2006, p.3).

In addition, to help people to know ourselves, self-esteem can also help to know human qualities, such as someone who has positive or negative behavior and is often called low and high self-esteem. Usually, a person who has low self-esteem is often associated with mild depression, major depression, anxiety disorders, eating disorders, sexual dysfunction, pathological shame, suicide attempts, and various personality disorders in children and adults (Leary & MacDonald, 2003, p. 412)

People with low self-esteem are also synonymous with depression, this is a feeling where they have of depression that rises to the surface (Morris

Rosenberg, 1965, p. 19). In addition to depression, they also often feel hopeless, that something is wrong with them, and always feel self-deprecating, which causes them to feel unlovable (Morris Rosenberg, 1965, p.29). In contrast to someone who has high self-esteem, they tend to feel that they are "good enough," feel he is a worthy person, he respects himself for who he is, but does not admire himself or expect others to admire him. (Morris Rosenberg, 1965, p.31).

When talking about high self-esteem, which must be understood that they are individuals who respect themselves, it does mean they think they are better than others and it also does mean they think are bad, they are people who want to admit their limitations and they hope to grow and improve (Morris Rosenberg, 1965, p. 31). High self-esteem has two different connotations. One connotation of high self-esteem is to consider oneself "very good" while the other connotation to consider oneself "good enough". Thus, they often feel they are superior to others, but sometimes feel unable to meet certain standards that have been set for themselves (Morris Rosenberg 1965: 30). The smaller the gap between the ideal types in a person, the higher the self-esteem that a person has (Christopher J. Mruk, 2006. p. 111).

This high self-esteem plays a major role in a person's psychology because high self-esteem serves to defend oneself, which allows oneself to actualize. High self-esteem is also very helpful in overcoming stress and anxiety, and even trauma (Baumeister, Campbell, Krueger and Vohs, 2003). However, not all forms of high self-esteem is a positive, there are some negative things can also happen, as evidenced by several studies on high self-esteem. For example, a person with high

self-esteem places success over the well-being and shows more favoritism in the group (Crocker & Park, 2003). They sometimes also blame others for their shortcomings and demean others personally (Crocker & Park, 2004). In addition, some individuals with high self-esteem seem to think highly of their value in the eyes of others in a relationship and tend to value highly the contributions they make to a group (Baumeister, Campbell, Krueger & Vohs, 2003).

Everyone has a different level of self-esteem. This is shown because several factors affect self-esteem in everyone, including social environment, family factors, gender, race or ethnicity, and psychology aspect. The social environment also has a factor affecting self-esteem. This involves social and religious structure. Like socioeconomic status, children whose fathers have jobs as service or manual laborers or do not graduate from elementary school tend to have lower self-esteem (Morris Rosenberg, 1965.p. 40) Then, religion there is a surprising thing where Jews have higher self-esteem than protestants and Catholics. This is because Jews are in a higher social class, so most Jewish children tend to excel in academics, leading to the practice and norms of parenting (Morris Rosenberg, 1965.p. 51).

Another factor affecting self-esteem is come from family factors, such as parental support for the birth order of children. Parental support, and parental involvement are among the first antecedents of self-esteem to get attention (Coopersmith, 1967). Usually, supportive parental involvement is presented as a positive force. Then also parental "warmth" or acceptance, involvement alone doesn't seem enough but also needs warmth or acceptance. Because parental

warmth or acceptance appears to be important for developing self-esteem (Bednar, Wells and Peterson,1989). Kernis (2003) notes that a lack of warm or loving parental acceptance can damage self-esteem.

Family circumstances also have affected self-esteem. The first is a broken family, children from divorced parents have lower self-esteem than children from an intact family. This parental divorce makes children experience psychosomatic, which causes anxiety in themselves (Morris Rosenberg, 1965.p. 85). Parents' divorce also led to strange views and different reputations. Disharmony before the divorce may vent their aggression on the child, such as an attitude of irritation, and indifference, that makes children feel worthless (Morris Rosenberg, 1965.p. 87). In young marriages, having children and then getting divorced, their children tend to have emotional disorders. Maybe if the age of the child and mother is far away, the child's psychological will tend to be normal (Morris Rosenberg, 1965.p.90). In addition, children whose parents remarry tend to have low self-esteem because they cause greater anxiety (Morris Rosenberg, 1965.p. 98). Remarriage might free the mother from various tasks, but it will be difficult for a child to have readjusted from, especially in the case of a family devastated by death, the child can be considered it betrayed (Morris Rosenberg, 1965)

Parenting style, Leary and MacDonald say it best when they summarize what research has to say about the relationship between parenting styles and self-esteem: “Parents who are approving, nurturant, and responsive tend to produce children with higher self-esteem, than parents who disapproving, uninterested, and unresponsive” (2003, p. 413). In addition, there is also a Birth Order.

Coopersmith (1967) states that birth order can affect self-esteem. Firstborns are more likely to increase the likelihood of developing positive self-esteem. Similarly, there are indications that children without siblings tend to have higher self-esteem than those with one.

Gender, Rosenberg noted the possible interaction between gender and self-esteem as early as 1965, and more findings support it. Epstein (1979) found that when female subjects were asked to report experiences related to self-esteem, they “reported more experiences involving acceptance and rejection, especially acceptance, than men, and men reported fewer, more involving success and failure than women” (p. 62).

The last is from psychology, in this case, the anxiety factor is also a factor that affects the level of self-esteem. Anxiety is central to significance, it sets in motion a complex chain of psychological events such as self-hatred and self-deprecation. Usually, someone who gets anxiety overcomes it through things like returning to the world of imagination, where he creates an ideal image of himself, giving him strength and confidence (Morris Rosenberg, 1965.p.150). Anxiety usually tends to cause low self-esteem, and low self-esteem usually causes anxiety, both of which are related to each other.

Attitudes and interpersonal behavior can affect the level of self-esteem in a person. Someone who tends to close themselves and withdraw from the environment tends to have low levels of self-esteem or is often referred to as an egophobes. Those who have low levels of self-esteem tend to find it difficult to open up and socialize with new people, and this is because egophobes feel less

comfortable, awkward, and feel anxious, so they prefer to avoid (Morris Rosenberg, 1965.p.171). This feeling of restlessness and difficulty opening up causes them to become egophobes who are shy and tend to withdraw from new people around them (Morris Rosenberg, 1965.p. 174). People with egohobes describe themselves as different from others, feel threatened by the presence of new people, and prefer to keep to themselves (Morris Rosenberg, 1965.p. 183).

Previous studies have also make some of the above topics into their research objects, such as an analysis of self-esteem in a film, an analysis of *Mulan* (2020) film which have a different focus from one another, as will be explained below. The first research from Irene Andini Wishu Adyatamasani (2021) analyzed *The Representation of Liberal Feminism in The Film Mulan (2020) on The Character of Hua Mulan*. This research uses the liberal feminism theory proposed by Rosemarie Putnam Tong and MJ. murphy's character and characterization theory. The focus of this research is how to describe the characteristics of Mulan's character and also how Mulan's character presents liberal feminism in the film *Mulan* (2020). Second, Faradillah Istighfarah (2021) research analyzed *How to Build Student Character Through Moral Values in The Film "Mulan"*. The researcher uses the theory of moral values by Linda and Ricard Eyre and the theory of character by Thomas Lickona. The focus of this research is the types of moral values that exist in the film "Mulan" and also how the moral values in the film "Mulan" can shape the character of a student. Third, research from July Susanti Br Sinuraya, Anang Anas Azhar & Hasan Sazali (2022) *Analysis of Semiotics Representation of Feminism In The Mulan Film (2020)*. This study uses

the semiotic analysis technique of the Roland Barthes model and the method uses is a qualitative method. The focus of this research is to find out how the semiotic analysis of feminism representation in *Mulan* (2020) film. Fourth, A journal from Dinda S, Marudut Bernadtua & Sutrisno (2022) analyzed *The Personality of The Main Characters in The Film "Mulan" Director Niki Caro*. The research focuses in 3 categories including studying the nature of women, knowing women's weakness and being a strong woman in a *Mulan* film. Fifth, A study from Ardiati Lutfiatul Naziroh (2021). This research analyzed *Deixis Analysis in Action Genre Film Mulan (2020)*. This research focus on five types of deixis could be found in the *Mulan* (2020) using theory from Cruse's (2000) Deixis theory.

From the five previous studies above, there are differences and similarities between one previous study. The first is that the five previous studies used by the researcher as a reference have the same research object, namely the film as the object of research in the five previous studies. Second, the film used is the same, namely *Mulan* (2020) as the film in the object of study. Then there are also differences between the five previous studies, where the theory used in the five previous studies above differs. Based on several previous studies described above, no single study focuses on discussing the factor affecting self-esteem and levels of self-esteem found in the film *Mulan* (2020) using Christopher J. Mruk self-esteem (2016) theory.

The focus of the discussion on the main characters *Mulan* in the films using the analysis of self-esteem theory is considered very suitable. Because the main topic that will be discussed is the factor affecting and levels of self-esteem

and this theory defines all of the levels of self-esteem that exist. In particular, it will focus on the factor affecting and levels of self-esteem in the main characters Mulan.

Based on the explanation, the writer is very interested in conducting this research. Judging from the films, many aspects have an important influence on self-esteem in each of the main characters Hua Mulan in *Mulan* (2020). This research is also very important to see what factor affecting self-esteem in *Mulan* (2020) and to see how the self-esteem factor can affect each of the main characters Hua Mulan, well the title in this research is The Levels of Self-esteem Found in The *Mulan* (2020) Film (A Psychoanalysis Approach).

B. Limitation of the Study

Based on the research object, Mulan, at least 5 topics can be used as research topics. The first topic is the representation of liberal feminism in the *Mulan* (2020) movie. Second, is how to build student character through moral value in the “Mulan”. Third, is Analysis of Semiotics Representation of Feminism In The Mulan Film (2020). Four, Analyzed The Personality of The Main Characters in The Film “Mulan” Director Niki Caro. Fifth, Deixis analysis in action genre film *Mulan* (2020).

So that this research does not widen and is well targeted and analyzed, the researcher will limit the problem and focus on the topic of the levels of self-esteem found in the film *Mulan* (2020). In this research, the researcher will be analyzed using Christopher J. Mruk self-esteem theory to answer the factors affecting self-esteem in the main character and the levels of self-esteem arising from the

influencing factors. The theories consider very appropriate to the research to be conducted, Christopher J. Mruk self-esteem theory that was developed from previous theories, such as self-esteem theory of Coopersmith, Rosenberg, Susan Harter and other. In addition, this theory can also be used in the clinical and educational fields so that the theoretical explanation is richer and more oriented toward research phenomena.

This study focuses on Mulan as the main characters in the film, namely Hua Mulan as the main character in the film *Mulan* (2020). In this study, researchers will examine the levels of self-esteem in the *Mulan* film (2020), especially the types of high, low self-esteem, worthiness based and competence based that exist in the main characters Hua Mulan.

C. Formulation of the Study

Based on the background above, the question of the problem in the study are:

1. What factors affecting self-esteem are found in the *Mulan* (2020) film?
2. How the factors affecting self-esteem contribute to the levels of self-esteem in the characters in the film?

D. Objective of the Study

Related to the statement above, the objective of the research are:

1. To explain the factors affecting self-esteem found in *Mulan* (2020) film
2. To reveal how the factors affecting self-esteem contribute to the levels of self-esteem in the characters in the film

E. Benefits of the Study

This study gives benefit can add insight and enrich the treasury of science about the study of Indonesian literary studies, able to produce both theatrically and practical benefits.

1. Theoretical Benefits

This research hopefully will give some contributions to the researcher and the reader. It is expected to give contribute to the literature, especially those related to the influence of self-esteem. In addition, to make this research can be a reference for other researchers who examine the high and low self-esteem

2. Practical Benefits

Practically, this research is expected to provide knowledge about how a person can get high and low self-esteem, as well as provide a deeper picture to the reader of how self-esteem can affect a person.

F. Definitions of the Key Terms

1. Self-esteem

Self-esteem is something that involves areas of life that matter to a person in terms of the individual's identity, how well a person has done in them, and the fact the person must continue to be concerned with them over time (James, 1983, p.292).

2. High self-esteem

High self-esteem, as reflected in our scale items, expresses the feeling that one is "good" and the individual simply feels that he is a person of worth; he

respects himself for what he is, but he does not stand in awe of himself nor does he expect others to stand in awe of him (Morris Rosenberg, 1965, p.31).

3. Low self-esteem

Low self-esteem is a condition in which a person continues to berate himself and always questions about himself how valuable he is (Morris Rosenberg, 1965, p.29).

4. Depression

Depression, is a feeling where they have feelings of depression that rise to the surface (Morris Rosenberg, 1965, p.19).

5. Parenting style

Parenting style is defined as a constellation of parents attitudes and behavior toward children and an emotional climate in which the parents' behavior are expressed (Darling & Steinberg, 1993).

6. Egophobic

Egophobic is a person with very low self-esteem rather complicated and calls this person an egophobe and his opponent is called an egophile (Morris Rosenberg, 1965.p. 168).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Psychoanalysis Approach

Psychoanalytic theory is a theory that seeks to explain the nature and development of the human personality. The elements that are prioritized in this theory are motivation, emotions, and other internal aspects. According to Freud (1920) the human personality is based on his experiences with his patients, his analysis of his dreams, and his extensive reading of various scientific literature on humanity. Sigmund Freud (1920) has a slightly different definition of science from that adopted by psychology today.

Freud relied more on deductive reasoning than rigorous research methods, and he only made subjective observations with relatively few samples. Whereas Freud only used case study approaches almost exclusively, formulating various hypotheses only with the facts of the case he knew. Sigmund Freud (1920) put forward the idea that consciousness is only a small part of mental life, while most of it is unconscious or conscious. He likens the conscious and unconscious nature to an iceberg, what floats and appears is the conscious realm and what sinks is unconscious.

In the field of psychology, Freud's influence on psychoanalysis was enormous, it seems that the modern theory of personality takes up some or at least some of the questions that were the ideas of Freud's theory. In this analysis, the researcher will use a psychoanalytic approach to analyze a literary work regarding

the issue of self-esteem in the main character in a film. This psychoanalytic approach is considered very suitable for the study that the author will carry out because both psychoanalysis and literature use humans as objects of research, literature can also clearly describe the psychological story of the characters in the story that cannot be explained in detail by psychoanalytic studies or psychoanalysis can be used to answer the internal conflicts of a character in the story (Lancan, 1984.p. 27). In this research, the theory used is self-esteem theory from Christopher J. Mruk (2006) to analyze the factors affecting self-esteem and the level of self-esteem. From the theories, it will be related to Sigmund Freud's conscious and unconsciousness to connect perspectives from a psychoanalytic.

2. Christopher J. Mruk *Self-Esteem* Theory (2006)

a. Definition of *Self-Esteem*

In this analysis, the researcher uses Christopher J. Mruk theory of *Self-esteem* from a book entitled *Self-esteem Research, Theory, and Practice* published in 2006 by Springer Publishing Company. This book contains research on self-esteem based on previous studies. The research conducted by Mruk developed the self-esteem theory of earlier researchers such as, Morris Rosenberg, Coopersmith Susan Harter and other self-esteem figures. Resulting in a self-esteem theory by Mruk that contains the factors affecting self-esteem and levels of self-esteem.

According to Cristopher J. Mruk, self-esteem is the life status of a person's

competence related to worthiness or worth from time to time. This status describes a stable condition and is still open for change. The self-esteem level can change depending on the situation and conditions (2006). The perspective on self-esteem must meet two criteria, the first consisting of competence and worthiness and the relationship between them. These competencies and worthiness will interact with each other to create self-esteem (Christopher J Murk, 2006. P. 149). Competence usually involves behavior while worthiness usually involves values such as what is wanted, feelings in a relationship and the value of the individual (Christopher J Murk, 2006. p.151).

The relationship between worthiness and competence is indeed very influential for the formation of self-esteem (Christopher J Murk, 2006. p.150) because the two are interrelated, this is in line with Epstein's research, which found that there are two main types of experiences in terms of self-esteem (Christopher J. Mruk, 2006). When they experience success, there will be an increase in self-esteem, and if it doesn't, a decrease in self-esteem will occur. Like Epstein, Tafarodi's and Vu's (1997) also show that competence and worthiness are related to self-esteem at the life level of human experience. It can be concluded that the two factors between worthiness and competence must be balanced so that high self-esteem is formed, conversely, if one of the two is dominant it will cause a decrease in self-esteem, because the two are interrelated (Christopher J Murk, 2006. p.151). The imbalance of these two factors creates the heterogeneity of self-esteem, much of which becomes apparent when self-esteem is defined in terms of competence and adequacy

(Christopher J Murk, 2006, hlm.156). In fact, everyone around us must have different levels of self-esteem, which is affected by many factors. It starts from parental, values, racial, culture, and economic factors. The level of self-esteem in each person is divided into three levels.

b. Factors Affecting *Self-Esteem*

1) Parental Factors

The first influence on the level of self-esteem is genetic. Psychologists began to develop about how genetic factors influence temperament and personality development. After conducting research, it turns out that genetic factors are indeed one of the aspects that affect self-esteem in a person. Neiss, Stevenson, and Sedikides (2003) have reviewed the growing body of literature, and they can conclude that genetic influences contribute 40% to a person's level of self-esteem. In more detail, genetic factors also seem to carry certain predispositions such as energy levels, basic temperament, and certain physical, social, and cognitive abilities (Christopher J Murk, 2006. p.64) if a person is born into a family or culture that has special characteristics or abilities, it is likely that this person will be easily assessed as a worthy person and acquire the competencies needed to build their self-esteem (Christopher J Murk, 2006. p.64).

Parental support (involvement), Parental involvement is important for a child to find their self-esteem (Coopersmith, 1967). The

involvement of parents who support their children will have a positive impact. In his research, Gecas (1971) noted that support from mothers is greater in developing a sense of self-worth in a child, whereas a father has more influence in the field of competence. A child who gets support and encouragement from parents tends to have positive self-esteem, while parents who are indifferent to their child tend to cause low self-esteem (Morris Rosenberg, 1965. p.139). But this is again influenced by the parents' occupation, with middle-class fathers tending to spend more time with their children than working-class parents, increasing opportunities for supportive engagement (Christopher J Murk, 2006. p.65).

Parental “Warmth” (acceptance), Not only parental involvement, in fact, parental acceptance is also very important in forming a child's self-esteem (Bednar, Wells & Peterson, 1989; Coopersmith, 1967; Rogers, 1961). Parental acceptance describes the willingness of parents to acknowledge the child's strengths and weaknesses, and this concerns the potential and limitations of a child. By seeing the potential and limitations of their children, parents are expected to be able to encourage their children to explore their world by seeing these potentials and limitations, thus creating children with high self-esteem (Christopher J Murk, 2006. p.65). Conversely, a lack of acceptance will be detrimental to self-esteem, because if someone suffers from a deficit in this field, then their sense of worth will be lost, and they will

be more vulnerable (Kernis, 2003). For example, students who score great but are not accepted into graduate school often get spoken to by abusive parents, which can have a negative effect on self-esteem (Kernis & Goldman, 2003).

Parental expectations and consistency, Parents' expectations of children are often associated with developing positive self-esteem (Coopersmith, 1967). Parents' expectations for children are considered to provide standards, thus making children know better what is good, and worth fighting for a child's future. However, parents' excessive or too harsh attitudes on their children related to their expectations can also lead to anxious and limiting behavior, rather than spontaneity and engagement with life (Christopher J Murk, 2006. p.66).

Parenting style, there are many studies regarding the effect of parenting style on the formation of self-esteem. Parents who treat their children with respect and affection are positive parents, rather than parents who raise children in an authoritarian or permissive manner (Coopersmith, 1967). Treat parents with respect for children, including the willingness of parents to discuss problems and negotiate them while respecting the rights of others. This respectful attitude includes respecting agreements, listening to explanations, and also accepting children's preferences (Christopher J Murk, 2006. p.66). This parenting style is often used to discipline children properly and not necessarily with something authoritative (Winnicott, 1953). Children

with democratic parenting tend to have high self-esteem compared to children with parents who are not responsive or do not respect the explanations of their children (Leary and MacDonald, 2003.p.413).

Birth order, Coopersmith found that birth order can be a cause of self-esteem formation (Christopher J Murk, 2006. p.66). This phrase explains that the first child tends to have high self-esteem, as with only children. This is because being an only child has more advantages than disadvantages (Morris Rosenberg, 1965. p.113). Whereas the first child tends to receive more attention and interaction from both parents than those who are the second, or last child. However, direct parental involvement must also be balanced with quality interaction to create quality self-esteem for the child later (Christopher J Murk, 2006. p.67).

Modelling explains how parents solve problems, challenges, and conflicts in their lives, because parents are examples and ways for their children to find their self-worth (Bednar, Wells, & Peterson, 1989). The impact of parents in forming a child's self-esteem cannot be denied whether it is the impact of the actions or words of parents (Christopher J Murk, 2006. p.67).

Parents who face life's challenges honestly and openly and overcome difficulties instead of avoiding difficulties will explain to their children how to deal with conflicts or life's problems from an early age, so that they will produce pro-self-esteem children. While parents who avoid problems or negatively solve them will also have a

negative impact. Therefore, modeling is considered important to help regulate healthy self-esteem (Christopher J Murk, 2006. p.67).

2) Values Factors

The relationship between values and self-esteem cannot be separated from one another if we look at the relationship between self-esteem and motivation and behavior. A person who has low self-esteem can differ in certain ways, such as when they have something they want to achieve in their life (Christopher J Murk, 2006. p.68). They see it as hope. People with high self-esteem usually feel competent enough to take risks and are prepared for their failures, while others only care about how to avoid losing and getting "things" more.

The first value is social values, this socially inherited value can affect self-esteem. This social value is seen from two aspects: the stratification hypothesis, which links self-esteem with the social economy. Meanwhile, the subculture hypothesis relates self-esteem to social groups such as the surrounding environment (Christopher J Murk, 2006. p.69). Although there has been much debate about which one is more influential between two, researchers have linked the two as having an influence and active sequence in the formation of self-esteem (Coopersmith, 1967; Mack, 1987; Rosenberg, 1965 Schneiderman, Furman & Weber, 1989; Twenge & Campbell, 2002).

Social factors in subcultural groups are considered more influential, especially for members of a particular group because these "local" values are formed earlier and are experienced directly so they tend to have a strong influence (Christopher J Murk, 2006. p.69).

The second value is self-value, this factor also influences the formation of self-esteem. This value is an individual criterion for self-assessment which will later relate to one's identity, thus creating a relationship between self-esteem and behavior (Christopher J Murk, 2006. p.69). Self-values is more personal, where this value influences directly, and helps give us a sense of similarity or a unique personal identity regardless of social class (Christopher J Murk, 2006. p.69). According to Epstein, one's experience can also help change self-worth by influencing identity (Epstein, 1979. p. 73). The value dimension of self-esteem will always be controversial, the first thing we must consider in relation to self-esteem is that we will often see people in most cultures distinguish between what is worthy of emulation and what is not. Second, certain values appear to have cross-cultural, if not universal, recognition, such as courage, self-discipline, honor, and selflessness. Third, the value for acquiring self-esteem is more related to the "deep structure" (Christopher J Murk, 2006. p.70).

3) Gender Factor

Several studies have found differences in self-esteem in women and men. Block and Robins (1993) explained that the factor that influences self-esteem in women is the ability to relate to other people (relationships), while men are affected by men's independence and ability to involve their feelings. In the age range of 14-23, a man's self-esteem has started to be associated with "get ahead" while women are still able to "get along" (Harter, 1999, p. 293). The decline in self-esteem occurs with age, whereas in adolescence, girls seem to experience a greater decline, especially in terms of satisfaction with their physique. Some women appear to experience major declines due to "traditional femininity," a situation in which a person's self-esteem is reduced due to discrimination and a lack of voice (American Association of University Women, 1991; Sanford & Donovan, 1984). Women who are more androgynous will not experience a marked decline, even if it only occurs in certain groups. Women who experience social femininity will grow up with a greater dependency attitude, limiting the ability to be assertive it can increase the difficulty of achieving success which results in a dilemma of self-esteem (Emler, 2001). From a general perspective, it can be said that self-esteem problems in women are related to feelings of being accepted or rejected by others, while men are seen in success or failure (Christopher J Murk, 2006. p.72).

4) Racial, Culture and Economic Factors

Race, ethnicity, and economic power can affect self-esteem. In research conducted by Rosenberg, questions about whether and how racial, ethnic, and economic power affect self-esteem have been a part of self-esteem work for some time. The basic problem appears to be resolved by Rosenberg and Simmons (1971), who conducted a large study involving 1917 students in an urban school, many African American students. They reported that African American children lacked self-esteem due to the popular belief that at the time they had no lower self-esteem than Caucasian children. From highest to lowest self-esteem scores, the groups were ordered as follows: Black, White, Hispanic, American Indian, and Asian (Twenge & Crocker, 2002, p.377).

To keep self-esteem stable, a minority usually looked down upon must ignore failure in an area where the minority is perceived as socially disadvantaged. Instead of attributing failure to internal or personal factors in such situations, failure is attributed to external factors such as social forces of discrimination, so that poor performance does not affect self-esteem. Self-esteem can be higher in minority groups because that group focuses mostly on their positive qualities, so they tend to emphasize success. Conversely, a group that belittles the role of the individual will also be less likely to highlight

personalized success, which could negatively affect scores on the same measure.

c. Level of *Self-Esteem*

The definition and theory of self-esteem explain that the type or level of self-esteem is characterized by a number of main characteristics. Of course, that view is based on one of several self-esteem standards that have emerged over time. In addition, robust theories also tend to be based on one of the main scientific perspectives, where in this theory, the most important level of self-esteem explains the findings of self-esteem and how self-esteem is connected and formed with behavior (Christopher J. Mruk, 2006, p.149).

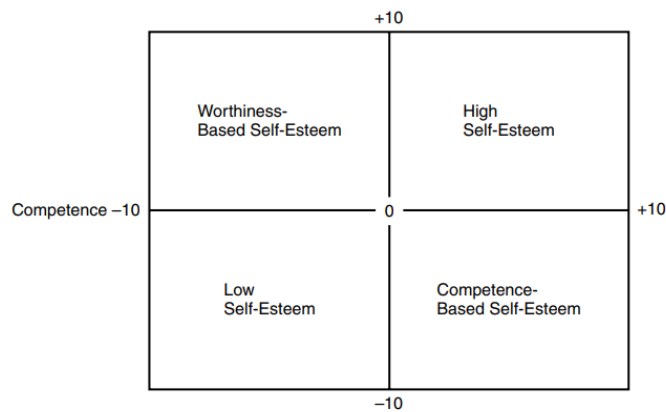


Table 2. 1. Self-Esteem Matrix

The table above is an illustration of the Matrix level of self-esteem, where in previous theories, findings regarding the type and level of self-esteem must be related to fragile, safe, high, low, stable and unstable, defensive, true, paradox, etc. Within this theory, an effective theory of self-esteem does not

necessarily include such findings but must show how they might occur. Therefore, an understanding of self-esteem must show how the relationship between two factors, namely competence, and eligibility. The picture above shows that when competency and feasibility have a dynamic relationship, they form four different levels (Christopher J Mruk, 2006, p.150).

1) High Self-esteem

According to the meaning matrix generated by the fundamental structure, people with high self-esteem show positive levels of competence and worthiness. This configuration is shown in the top right table. So, if someone has shown the characteristics of the group on the top right table, then it can be categorized as high self-esteem (Christopher J Mruk, 2006, p.153). High self-esteem is a feeling where a person considers himself good. They are often superior to others but sometimes unable to meet certain standards that have been set for themselves (Morris Rosenberg, 1965, p. 30). Some people have high self-esteem don't just accept themselves as they are. They also want to grow, to overcome their shortcomings. They respect themselves, but they note their imperfections and hope they will overcome them. The smaller the distance between ideal types in a person, the higher a person's self-esteem (Christopher J Mruk, 2006, p.111). According to research conducted by Christopher J. Mruk (2006), people with high self-esteem usually show a positive level of

competence and worthiness, besides that people with high self-esteem are also usually more consistent. People with high self-esteem feel more comfortable with themselves in general, are relatively open to new experiences and, feel accepted and accepted around them. People like this, usually tend to have the skills necessary to succeed in life (Christopher J Mruk, 2006, p.153).

This high self-esteem plays a major role in person's psychology, because high self-esteem serves to defend oneself, which allows oneself to self-actualize. High self-esteem is also very helpful in dealing with stress and anxiety and even trauma (Baumeister, Campbell, Krueger and Vohs, 2003). In fact, many positive things that can be obtained from someone who has high self-esteem, but there is also a dark side to someone with high self-esteem, where some people with high self-esteem have high levels of narcissism, egoism and even antisocial behavior caused by their comfort with themselves because they can do anything on their own, so they may score high on self-esteem tests (Christopher J. Mruk, 2006, p. 153). A person with such views will depend their self-esteem on their success or achievement. Thus, having such self-esteem may not provide them with much support when facing failures or setbacks that result in negative experiences or self-expression (Christopher J. Mruk, 2006, p. 153).

Characteristic of High Self-Esteem Christopher J. Mruk (2006):

- a) Relatively stable self-esteem is characterized by varying degrees of openness to experience.
- b) Optimism.
- c) Lack of defensiveness.
- d) Stable sense of adequacy in terms of competence and worthiness.
- e) Interested in new knowledge.
- f) General sense of realistic competence and solid worthiness.
- g) Actively concerned with living out positive, intrinsic values.

2) Low Self-esteem

According to Christopher J. Mruk's two-factor theory, low self-esteem involves living with both a lack of competence and a lack of worthiness. This configuration occurs in the lower left matrix table. In this case, the level of low self-esteem is reflected in the severity of the problem in individuals (Christopher J. Mruk, 2006, p. 152). Rosenberg and Owens (2001) identify the chief characteristic of low self-esteem, especially when compared with high self-esteem counterparts. They include feelings such as hypersensitivity, instability, self-consciousness, lack of self-confidence, being more concerned with protecting against a threat than actualizing possibilities and enjoying life, lack of risk-taking, general depression, pessimism, loneliness, alienation and so forth (Christopher J. Mruk,

2006, p. 82).

According to Christopher J. Mruk, low self-esteem involves living with a lack of competence or lack of worthiness. For example, they would not have much protection and shield against the harshness of life. So, that makes them less ready to carry out campaigns that aim to get the success they will get. Even so, the phrase "low self-esteem" is usually associated with such things as conscientiousness, fear, lack of initiative, conflict avoidance, insecurity, anxiety, depression, and so on, as we see repeatedly in the literature (Christopher J. Mruk, 2006, p.152).

Campbell and Lavalley (1993) found that in contrast to people with high self-esteem and low self-esteem people utilize self-protective strategies, characterized by an unwillingness to take risk, focusing on avoiding their bad qualities avoidance of strategic ploys, and reluctance to call attention to the self. in other words, the self-derogatory, but self-protective, cautious, and conservative (Christopher J. Mruk, 2006, p. 83). Leary & MacDonald (2003) have defined low self-esteem is associated with dysthymic disorder, major depression, anxiety disorder, eating disorder, sexual dysfunction, pathological shame, suicide attempts, and an array of personality disorders in both children and adults (Christopher J. Mruk, 2006, p. 83).

Characteristic of Low Self-Esteem Christopher J. Mruk (2006):

- a) Reduced level of self-esteem characterized by a concern to avoid further loss of competence or worthiness.
- b) Generally cautious style of self-regulation.
- c) Focuses on protecting current level of self-esteem rather than losing it.
- d) Impaired functioning due to low sense of ability and worth.
- e) Vulnerable to depression and giving up.

3) Worthiness Based and Competence Based Self-esteem

First, keep in mind that there are several types of high self-esteem. Some of them are characterized by individuals who act as if they have high self-esteem when in fact, they suffer from substantial deficiencies (Deci & Ryan, 1995; Greenier, Kernis & Waschull, 1995; Jordan et al., 2003; Kernis, 2003a; Tafarodi, Tam & Milne, 2001). Sometimes such individuals appear to have genuine self-esteem and even contrast it with simple assessment instruments when they do not (Christopher J. Mruk, 2006, p.154).

The basic structure of self-esteem allows for two different ways, which involve using one factor to make up for the deficiencies of another. Where this level is characterized by a high feasibility factor but does not have competence, as characterized in the table matrix on the top left (Christopher J. Mruk, 2006, p.154). A person who may have a high sense of worthiness that is not accompanied by competent

behavior is called worthiness-based self-esteem. This type involves attempting to make up for competency deficiencies in the desired domain through a number of mechanisms to minimize failure, deny shortcomings, and believe that one gains high self-esteem simply by feeling good about oneself as a person. (Christopher J Murk, 2006, p. 154). In this realm, it is possible to see self-esteem in terms of attitude formation. Self-esteem is seen mainly as in certain attitudes related to evaluating or assessing a person's worthiness. Worthiness is more than feelings than behavior, more than evaluations and results, and always involves a subjective assessment of value. Concepts of "right or wrong" or "good or bad" (Christopher J Murk, 2006, p.21).

Characteristic of Worthiness Based Self-Esteem Christopher J. Mruk (2006):

- a) Low sense of competence compensated for by focusing on worthiness.
- b) Contingent on approval from others.
- c) Sensitive to criticism and rejection.
- d) Exaggerated sense of worthiness regardless of competence level.
- e) Reactive to criticism.
- f) Vulnerable to defensive acting out.

Another problematic type of high self-esteem is the mirror image of worth-based self-esteem, in which a person displays a high level of

competence while their sense of worth is lacking. This configuration is found in the opposite or bottom right matrix table where it is possible to demonstrate high degrees of competence while lacking a sense of worthiness (Christopher J Mruk, 2006, p. 154). In this case, the individual tries to compensate for feelings of low self-esteem by focusing on their competence, especially in important domains called competency-based self-esteem (Christopher J Mruk, 2006, p. 154)

William James formulated that self-esteem results from success in working on or completing demands. Success in meeting these demands will later affect self-esteem (Christopher J. Mruk, 2006, p. 13). Self-esteem, in this definition, depends on two things: individual expectations, desires, and aspirations, which is called pretension, and the second is the individual's ability to realize the desires that exist in him or is called competition (White, 1963, p. 134). Competition self-esteem can guide individuals to seek success and avoid failures that endanger them (Crocker & Park, 2003). Individuals with competency-based self-esteem tend to focus outward rather than inward because competence involves the actual manifestation of ability or success (Christopher J Mruk, 2006, p. 155).

Characteristic of Competence Based Self-Esteem Christopher J. Mruk (2006):

- a) Low sense of worthiness compensated for by focusing on competence.

- b) Contingent on garnering successes or achievement.
- c) Anxious about sensitive to failure.
- d) Exaggerated need for success or power.
- e) Vulnerable to aggressive acting out.

Under many circumstances, adequacy or competency-based self-esteem can look like high self-esteem, but this self-esteem is inherently unstable (Christopher J Murk, 2006, p. 155). For example, suppose a person has doubts about his worthiness he may also display defensiveness, instability, or general fragility in the face of loss, setbacks, failures, etc., because the person lacks the value of the positive resource for reuse (Christopher J Murk, 2006, p.155). Those who doubt their competence may look and feel pretty good when things go their way, but rejection, criticism, exclusion, or neglect threatens them more. They must react to such threats defensively because they lack the necessary sense of competence to engage in behavior that will make them feel valuable themselves (Christopher J Murk, 2006, p.155). Such an unstable foundation makes a person vulnerable to situational events affecting competence or worthiness. Thus, this type of self-esteem tends to rise or fall quickly, as found in research (Kernis, 2003a, b). Again, the imbalance of the two factors creates the problem of self-esteem heterogeneity, many of which become apparent when self-esteem is defined in terms of competence and worthiness (Christopher J Murk, 2006, p.156).

Self-esteem has interrelated aspects, namely self-confidence and self-respect, the belief that a person is competent to live and deserves to live. (Nathaniel Branden 1969) Branden stated that humans have a fundamental need to feel worthy but can only achieve goals by acting competently, meaning rationally, when making decisions (Christopher J Murk, 2006, p.19). Associating a sense of worth with competence means that feeling good about oneself does not always reflect self-esteem. Such feelings must be balanced by engaging in healthy Actions and avoiding destructiveness, a condition that makes it difficult to relate to things like narcissism or other dark phenomena.

Victor Gecas explained that competence in self-esteem is related to performance, while policies or eligibility are based on values, especially those that regulate interpersonal behavior (Christopher J Murk, 2006, p.20). Competence and eligibility are closely related in self-esteem, and is a reciprocal relationship between the two dimensions to create self-esteem.

3. *Mulan* (2020)

Film *Mulan* (2020) is one of the American live action films produced by Walt Disney studios in 2018 but only released two years later 2020. This film is a continuation of the two animated films *Mulan* and also an adaptation of the Chinese legend *Mulan*. *Ballad of Mulan*. *Mulan* (2020) is directed by Niki Caro and written by 4 writers, including Elizabeth Martin, Lauren Hynek, Rick Jaffa,

and Amanda Silver. Although this film is considered lacking, *Mulan* (2020) can get several awards. Among them, best costume and best action at the 2021 Saturn award for fiction films, excellence in fantasy film at the 2021 CDG (costume designers guild awards), favorite action movie at the 2020 people's choice awards, and many more.

Before the release of the live-action version, the *Mulan* film came in an animated form that told the story of the Chinese empire being attacked by the Huns from the north. If we look at the two versions of the film, there will be many differences that actually give a unique impression and make the audience more interested in the live-action version of the *Mulan* film. One of the striking parts that are not in the animated film *Mulan* is the storytelling of *Mulan* which is told at the beginning of the film by the father, which means in this live-action film, the story that will be depicted in the film is seen from the POV of *Mulan*'s father. In addition, the live-action version of the *Mulan* film also features several new characters such as *Mulan*'s sister and second villain *Xianniang*. Then, there are also some scenes were omitted in the live action version of the *Mulan* film, such as the haircut scene, the disappearance of the grandmother's character and highlighting of *Mulan*'s relationship with her father. The omission and addition of new things in the live-action version of *Mulan* gives its uniqueness and charm to the live-action version of the *Mulan* film, and by looking at the live-action version, the audience can imagine the film more realistically because it is depicted with real visuals using human characters, so that it is more dramatic about the story that will be described (Kompas.com).

This film tells the story of a girl named Hua Mulan who must replace her father's obligation to join the imperial soldier, which will face attacks from the Huns. The story begins with an emperor who issued a decree that one male from each family must join the imperial army, but in Mulan's family, she only has one male, her father whose condition is very unlikely. Seeing her father's condition, Hua Mulan decided to take her father's armor and sword and then head to the soldier training barracks. There she had to hide her identity and pretend to be a man. However, one of the women, Xianniang, knows Mulan's identity and she tries to kill and provokes Hua Mulan. But she survived and decided to reveal her identity as a woman. Hua Mulan's decision made her be expelled from the army because it was considered a disgrace to her family, village and kingdom. On her way home, she saw the Hun, she realized that the attack given to imperial army was a hoax attack. She then went to give the information to the emperor. Mulan's statement made the emperor not believe it, but friends began to try to convince the emperor, and finally, she was able to lead the armed forces to go the Palace. Arriving at the palace, Hua Mulan then went to save the king. Finally, she succeeded and appointed a royal guard officer. Hua Mulan finally managed to prove to everyone that women could have skills as men. Women are also capable of being a soldier. She has also succeeded in proving that a woman who is an expert in martial arts is not a disgrace to her family and village. Rather, it is something very special and should be proud.

B. Previous Studies

The research that will be carried out by this author definitely requires other research to get maximum results so that it is in accordance with what is expected. This review of previous research serves to review in order to find out the similarities between previous research and future research. There are some previous studies about self-esteem, *Mulan* (2020) film, that can be used as references in this research.

The first, research from Djamar, R., Dewahrani, Y.R., & Octaviani, R. (2020) entitled *Relationship Between Self-Esteem and Negative Emotional State with Academic Procrastination In Final Level Students*. This research used *Coopersmith Self-Esteem Inventory (CSEI)*. The research focuses the significant relationship between self-esteem and negative emotional state with academic procrastination. The analysis prerequisite test results obtained by data distribution normally and homogeneously. The result is a significant relationship between self-esteem and negative emotional states with academic procrastination in final year college students.

The second, was analyzed by Sulistiawati, S., & Handayani, S. (2020) entitled *The Relationship Between Student's Self-esteem And Student Speaking Ability of The Tenth Grade At SMK Muhammadiyah 3 Gemolong*. This research used Coopersmith's self-esteem scale that contained of 37 valid question and rubric of oral test to measure speaking ability based on Penny Ur. The findings of study were the tenth grade students of SMK Muh 3 Gemolong had 50% in high self-esteem with the mean score 65.86 and their speaking ability were in adequate level 36% with the mean score 68.63. The coefficient relationship 0,943. Based

on the result of the study, it could be concluded that the self-esteem had high positive relationship with the speaking ability of tenth grade student at SMK Muhammadiyah 3 Gemolong.

The third, research by Muhammad Ali Ibrahim (2017) *An Analysis of Main Characters Self Esteem in Pain and Gain Movie*. This research used the hierarchy of human needs theory by Abraham H. Maslow. The research focus includes a self-esteem analysis of the main character which includes the problem of signs of lack of self-esteem and also how the main character in the Pain and Gain movie fulfill his need to achieve high self-esteem. The results of the research that the authors find are, the main characters are not perfect in completing and filling the need for self-esteem especially on the recognition of others of financial status and property, although some kind of self-esteem needs have been met. but for the main characters in this movie prefer to the money. Moreover, the writer again found some consequences of the lack of need for self-esteem and its bad consequences.

Four, a journal by Wuri widiastiti, Dian maya kurnia & Sufi Lailiyah (2019) entitled *The Psychoanalytic Analysis of Low Self-esteem in The Ron Clark Story movie* (2006) using the theory of Tyson (2006). The focus of this research is what causes the low self-esteem experienced by the main character in the film and how Ron Clark overcomes the low self-esteem that occurs to him. The researcher found 40 data of low self-esteem that showed in the movie *The Ron Clark Story*. The dominant factor was the academic challenges without caregiver's support. The problem solving based on the movie *The Ron Clark Story* were classified into eight components. The most important component was

implementing the class's rules, followed by giving an appreciation, attention, care, trust, motivation, and help when they get difficulties, making innovation teaching method (especially for the teacher).

Fifth, A study by Aninda Saffira Wihardi (2021). *Struggle for Gender Entitled Equality Reflected Niki Caro's Mulan (2020): A feminist Perspective*. This research focused on four indicators of the struggle for gender equality contained in *Mulan (2020)* uses liberal feminism theory. There are three results found. First there are four indicators of struggle for gender equality contained in *Mulan (2020)*. Second the depiction of struggle for gender equality and the last is the reason of raising struggle for gender equality.

From the five previous studies in this chapter, there are differences and similarities that become a reference for researchers in examining the object to be studied. The first five previous studies above use the same theory, which discusses self-esteem. The difference between the five previous studies above is the difference in the object of study as well as the difference in the originator of the theory or from different researchers but the discussion is the same

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a specific procedure involved in the research process. This procedure consisted of data collection, data analysis, and author reporting (Creswell, 2014). Qualitative research is research to explore and understand meaning by a number of individuals or groups of people who are ascribed to social or humanitarian problems (Creswell, 2009, p.4). Anyone involved in qualitative research must apply a perspective in research that is inductive style, focuses on individual meaning, and translates a problem (Creswell, 2019). In this research, the researcher uses qualitative research because the purpose of this study is to describe and show the level of self-esteem that exists in the main characters in the film *Mulan* (2020). The data found are also in the form of words and pictures and not in the form of numbers, so the selection of qualitative methods in this study is considered very appropriate, seeing the purpose of this study is to describe the factor affecting self-esteem and level of self-esteem through words and show the level of self-esteem in the film through an image.

This qualitative research involves important efforts such as asking questions and procedures, collecting specific data from participants, analyzing data inductively from specific themes to general themes and, interpreting the meaning of the data (Creswell, 2009). In research, the researcher narrows down all the characters in the film *Mulan* (2020) which are the main characters in the film. After seeing and understanding, the researcher conducts research by

grouping the data according to a predetermined group and then the researcher interprets the meaning of the data by looking at the grouping of the data.

In this research, qualitative techniques are more appropriate to use, because in this research data were collected from pictures, sentences, and speech, therefore this research is more appropriately classified as qualitative research. In the film *Mulan* (2020), information is presented in the form of images and speech. Furthermore, the images and utterances were investigated descriptively to describe and explain a phenomenon with the application of self-esteem theory. In addition, a case study strategy is also used in this study. Seeing researchers doing research on an event that is in a film, a case study strategy is very appropriate to use. This case study is a research strategy in which the researcher carefully investigates a program, event, activity, process or group of individuals (Creswell, 2010).

Of course, there are advantages and disadvantages when researchers use qualitative methods in this study, the advantages of using qualitative methods are, the authors can understand complex issues as well as the detail about the situation being studied and can make research investigated in depth (Moleong, 2010). In addition, there is also a lack of qualitative methods when used in this study, as usually in qualitative research the research subjects are small, the data likely found will usually not be as complex as when using quantitative research. Qualitative methods also have a number of characteristics or characteristics, according to Moleong (2010) there are eleven characteristics in qualitative research. This research conducts research in a natural setting or in the context of a whole.

Qualitatively makes humans as the main instrument or data collection tool. Using qualitative methods, namely observations, interviews, or document reviewers. The analysis used qualitative is inductive analysis. Qualitative requires more guidance in the preparation of substantive theory. Data collection is descriptive in the form of words, pictures and not numbers. Qualitative research is more concerned with the process than the results. Qualitative research has a defined focus limit, so researchers can sharpen their focus. Qualitative also have special criteria for data validity, and usually qualitative research. Develop designs continuously adapted to the reality on the ground. And finally, the results of qualitative research are usually based on mutual consultation and agreement.

B. Data and Data Sources

Data is the result of empirical observation and measurement that reveals facts about a characteristic of a particular symptom (Silalahi,2010, p.280). In qualitative research, the data found are descriptive, usually expressed in words, photos, and stories of artifacts and cannot be measured and calculated accurately because numbers do not explain them (Creswell,2014).

In qualitative research, data is divided into two, primary and secondary. Primary data is data in the form of text from interviews or images obtained when conducting research, this primary data can be recorded or recorded by researchers. Then secondary data, is data that is already available and obtained by a researcher by reading, seeing, or listening. This secondary data usually comes from primary data that has been processed by researchers, in the form of

documents, announcements, letters, banners, photos, recordings, videos, and advertisements on television, (Creswell, 2009). In qualitative research, data sources are subjects such as films, novels, or events to be studied. The data in the research itself is an object, usually in the form of visuals, symbols or text (Arikunto, 2010, p.129).

In this research, the researcher collected data in the form of pictures and dialogues of the main characters in the film that showed the levels of self-esteem. The process of taking this picture is done by screenshotting the scene that shows the type of self-esteem in the main character. These screenshots help the researcher to represent the visuals used in understanding the data and also the dialogue. To make research more complete and complex, researchers need supporting data (secondary data) to assist a researcher in finding and classifying data. Therefore, in this research, the researchers took references from previous academic works that have been carried out by other researchers, these academic works in the form of theses, articles, journals, and other academic research. This reference is used by researchers to facilitate researchers in finding and also classifying data according to the criteria that have been determined in the study.

C. Research Instruments

Research instruments have an important role in efforts to achieve research objectives because the weight and quality of a study are often judged by the quality of the instruments used (Adhi Kusumastuti & Ahmad Mustamil Khoiron, 2019, p.90). In this research, the research instrument is the researcher's self

(Human instrument) which is supported by coding (data card) which is used to write down the data obtained from watching and listening to the dialogues in the film. The task of the researcher in the instrument is to identify problems, find data sources, collect data and analyze them.

Research instruments are tools used to obtain or collect data to solve research problems or achieve research objectives, but in qualitative research, the researcher is the person who actually collects the data (Creswell 2014). Because the research uses qualitative methods which are usually carried out in a natural setting, pays more attention to the process than the results and tries as much as possible to understand the meaning of an event, the instrument used is not a questionnaire or a test, but the researcher himself (Creswell,2009).

The use of humans as research instruments is based on the belief that humans can reach and assess the meaning of an event that will be assisted by coding (data cards) in collecting, classifying, and analyzing data. In addition, according to Lincoln and Guba, there are seven things that make humans instruments, responsive, adaptive, holistic, understanding unspeakable contexts, able to process directly, and able to classify and summarize data immediately, able to explore specific responses.

D. Data Collection Techniques

Data collection techniques are an important part of research activities because the main goal of the researcher is to receive data. To collect data, of course, one must know the data collection technique, so that the data collected

meets the standards that have been set. This data is the information needed by researchers to solve problems in research, so the data obtained through a study must be valid (valid) and reliable (reliable) (Adhi Kusumastuti & Ahmad Mustamil Khoiron,2019, p. 100).

This information can be about an object, plant, animal, human, or event. The data collection process is usually carried out in two stages, namely preparation and implementation. The preparation stage is usually conceptual with respect to the clarity of the purpose of data collection, the variables to be measured, the instruments to be used, as well as the sources and types of data to be collected. Then the implementation stage of data collection is determined by the type of collection technique used in each research (Adhi Kusumastuti & Ahmad Mustamil Khoiron,2019, p. 114). These data collection steps include efforts to limit research, collect information through observation and interviews, both structured and unstructured, documentation, visual materials, and efforts to design protocols for recording or recording information (Creswell, 2010).

In this research, these data collected using observation and documentation techniques. This stage was carried out by observing and watching the film *Mulan* (2020) and then classifying factors and levels of self-esteem based on Christopher J. Mruk's self-esteem theory with a screen capture process of scenes in the film based on self-esteem theory. In this study, the research data came from the *Mulan* (2020) using qualitative data collection techniques, this study took the following steps:

1. The first is watching the *Mulan* (2020) movies frequently in order to understand the whole of the movie story.
2. The second is searching for the movie script on the internet and comparing it to the movie's dialogue to determine its accuracy after watching the movie several times.
3. The third is classifying the data, the researcher divides the pictures and dialogues according to the classification or standard characteristics of the data used and is at the level of self-esteem in each of the main characters in the films.
4. The fourth is coding, which means the researcher provides code in each set of categorized data. The researchers will be able to analyze and locate data more easily due to this.

For example:

1. 01/MU/HM/01.58/PF/HS
 - a. 01: Number of data
 - b. MU: *Mulan*
 - c. HM: *Hua Mulan*
 - d. 01.58: Minutes of utterance that appears
 - e. PF: Parental Factors
 - f. HS: High Self-esteem
2. 05/MU/HM/05.27/VF/LS
 - a. 55: Number of data
 - b. MU: *Mulan*

- c. HM: Hua Mulan
- d. 05.27: Minutes of utterance that appears
- e. VF: Values Factors
- f. LS: Low Self-esteem

E. Data Validation

Inspection of the validity of the data cannot be separated from qualitative research, because it is used to refute what is alleged in qualitative research that says it is unscientific (Adhi Kusumastuti & Ahmad Mustamil Khoiron, 2019, p. 67). Sukmadinata (2019) also explains that validity indicates the level of clarity of the phenomenon of research results in accordance with reality.

In detail, to determine the validity (trustworthiness) data inspection techniques are needed. This inspection technique is based on certain criteria. There are four criteria used, namely credibility, transferability, dependability, and confirmability (Moleong, 2010, p. 324). Credibility, basically replaces the concept of internal validity from non-qualitative. Transferability, this concept states that the generalization of an invention can be applied or applied to all contexts in the same population. Dependability, is the substitution of the term reliability in non-qualitative research. The last, confirmability, comes from the concept of objectivity according to non-qualitative.

In this research, researcher used the credibility method. Credibility involves establishing the results of qualitative research as credible or trustworthy from the perspective of the participants in the research. This credibility serves to

carry out the inquiry in such a way that the level of self-esteem in its findings can be achieved. Then it also serves to show the degree of trustworthiness of the findings by way of proof by researcher on the reality being studied (Moleong,2010, p. 324).

In this research, that data can be considered credible in this study is to watch carefully the film *Mulan* (2020). From there the researcher will collect data that is considered reliable. Then the expert will validate the data that has been collected, the data validation technique in this study uses the triangulation technique, this technique is an examination of the validity of the data that utilizes something else, outside the data for checking purposes or as a comparison of the data (Moleong,2010, p.327). Where in this study, the expert will validate the data that has been collected by the researcher. There are validator criteria in this study. The first, validator is a master's degree in literature. Second, validators are researchers who have analyzed psychoanalysis in the literature. In this case, the researcher discussed the data analysis with the research advisor Mr. Muhammad Rizal, M.A. an English educator who studies and is an expert in the field of literature, to ensure that the data is valid and will be an expert in charge of verifying the validity of research data.

After going through the credibility, transferability, dependability, and conformability criteria used next in finding the validity of the data. The researcher must provide all the required information. The data is then observed and interpreted and analyzed with the aim of obtaining information and classifying it into the right levels of self-esteem in accordance with the self-esteem theory used,

namely the self-esteem theory of Christopher J. Mruk. Then later, the data is collected and consulted with an advisor and asked an expert to verify the validity of the data.

F. Data Analysis Techniques

In this research, the researcher used descriptive qualitative research. This research is descriptive because the purpose of this study is to show (what) and describe (how) the level of self-esteem that exists in the main character in a film. In research, one of the things that must be done is the process of data analysis. According to Creswell (2010), data analysis in qualitative research is an attempt by researchers to interpret data, either in the form of text or images, which is carried out thoroughly. Data collection steps include efforts to limit research, collect information either through observation and interviews or structured or not, documentation, visual materials, and efforts to design protocols to record information (Creswell, 2010).

Based on the above understanding, it can be concluded that the essence of qualitative data analysis is an activity to organize, sort, classify, code or mark, and categorize them so that findings are obtained based on the focus or problem to be answered. Through a series of activities, the scattered qualitative data can be simplified so that it can finally be understood easily (Sirajuddin Saleh, 2017). In qualitative research, data analysis is carried out after data collection, using qualitative analysis techniques such as domains, taxonomies, componential and

themes by sorting and selecting data that are important or not. (Sirajuddin Saleh, 2017).

The size of the importance of data refers to the contribution of data to efforts to answer a research focus. This requires deep understanding, ingenuity, creativity, conceptual sensitivity, experience, and expertise of researchers because the quality of the results of qualitative data analysis is highly dependent on these factors (Miles & Huberman, 2014). This research uses 4 processes in analyzing the data, namely domain, taxonomy, componential, and finding cultural themes. Spradley (1980) stated that there are four steps of data analysis in qualitative research:

1. Domain

Domain is the researcher's effort to obtain an overview of the data to answer the research focus. By reading the data script in general and thoroughly, any domains or domains in the data can be found. In this research, the researcher collected data by capturing a screenshot of the main characters from *Mulan* (2020) movies that is based on the self-esteem theory.

2. Taxonomy

Taxonomy is a set of categories that are grouped based on a relationship. At this stage, researchers seek to understand certain domains according to the focus of the problem or research objectives. The researcher classified the types of self-esteem in the main character Mulan based Factor affecting and levels of self-esteem on the film.

Table 3. 1. Taxonomy Table of Factors Affecting Self-Esteem

Factors Affecting Self-Esteem			
PF	VF	GF	RCEF

Table 3. 2. Taxonomy Table of The Levels of Self-Esteem

Levels of Self-Esteem			
HS	LS	WBS	CBS

3. Componential

At this stage, the researcher tries to contrast the elements in the domain obtained which are then selected and categorized. Researchers watch the films *Mulan* (2020) repeatedly to find gaps and then classify the data into tables to make it easier to analyze the data, causal relationships in data classification are seen from vertical and horizontal lines.

Table 3. 3. The Componential Table

NO	CHR	PF				VF				GF				RCEF			
		HS	LS	WBS	CBS	HS	LS	WBS	CBS	HS	LS	WBS	CBS	HS	LS	WBS	CBS

Notes:

PF: Parental Factors

VF: Values Factors

GF: Gender Factors

RCEF: Racial, Culture, Economic Factors

HS: High Self-esteem

LS: Low Self-esteem

WBS: Worthiness Based Self-Esteem

CBS: Competence Based Self-Esteem

4. Cultural theme

Analysis of cultural themes is an analysis by understanding the typical symptoms of the previous analysis. This analysis tries to collect the many themes, cultural focuses, values and cultural symbols that exist in each domain. This cultural theme will form conclusions based on findings, theory and previous studies. The theme of this study will use the levels of self-esteem by Christopher J. Mruk (2016) *Mulan* (2020).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this sub-chapter, the researcher presents data collected from the film *Mulan* (2020) and an analysis of data related to self-esteem. The findings in this analysis are based on Christopher J. Mruk (2016) theory regarding self-esteem. Based on this theory, the researcher then examined the factors that affect self-esteem and the level of self-esteem in the main character of the film *Mulan* (2020). The findings from the first question regarding the factors that affect this level of self-esteem are further analyzed in research to answer the second question regarding the level of self-esteem.

In short, this sub-chapter aims to answer the questions formulated in the first chapter of this research. This sub-chapter consists of findings and discussion, which will later discuss the data to the findings of the dominant data in research, which will be discussed with a better understanding to reach conclusions. After the process of collecting data regarding the factors that affect self-esteem and the level of self-esteem in the film *Mulan* (2020), 63 data were found.

Table 4.1. Data Finding

CHR	PF				VF				GF				RCEF			
	HS	LS	WBS	CBS	HS	LS	WBS	CBS	HS	LS	WBS	CBS	HS	LS	WBS	CBS
Mulan	5	5	-	2	29	6	-	4	-	5	-	7	-	-	-	-

Based on the table above, it can be seen that 63 data found, from the first problem about factor affecting self-esteem from values factor has 39 data, parental factor 12 data, gender factor 12 data. Also, from the second problem levels self-esteem found in *Mulan* (2020), high self-esteem 34 data, low self-esteem 16 data, competence-based self-esteem 13 data.

1. Factor Affecting Self-Esteem Employed by *Mulan* in the *Mulan* (2020) Films

a. Parental Factor

One of the factors that influence a person's self-esteem level is the parental factor, such as genetics, parental support (Involvement), parental warmth (Acceptance), parental expectation and consistency, parenting style, birth order, and the last is modelling.

05/MU/HM/05.25/PF/HS



Figure 4. 1. Data number 05, Parental Factor

Father: *Your chi is strong Mulan, but chi is for warriors not daughter. Soon, you'll be a young woman, and it is time for you to hide your gift away*

In this scene, Mulan is outside trying to repair the phoenix statue she broke while chasing chickens in the afternoon. At that time, her father

came and said to Mulan that she had to hide the *chi*. From this explanation, her father's actions are included in the factors that affect self-esteem, the influence of parental factors, and more precisely, parental acceptance. Parental acceptance describes the willingness of parents to acknowledge the child's strengths and weaknesses, and this concerns the potential and limitations of a child (Christopher J Murk, 2006, p.65). In this case, Mulan's parents could not accept the chi in Mulan because she was a woman and thought it was a disgrace to their family. Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into parental factors, more specifically, parental acceptance.

In Freud's perspective, Mulan's actions are affected by her consciousness. Mulan wanted to restore the damaged Phoenix statue because of her awareness of the mistakes she had made.

02/MU/HM/02.46/PF/HS



Figure 4. 2. Data number 02, Parental Factor

Father: *Mulan! Listen very carefully*

This scene occurs at the film's beginning, where it starts with a chicken that doesn't want to get into the cage and then Hua Mulan has the initiative to chase the chicken. In this scene, Hua Mulan uses the *chi* she

has so that the *chi* evokes a sense of courage in Mulan and allows Mulan to jump from one roof to another until she reaches the bottom safely. From this explanation, her courage that is in Mulan is due to her having *chi*. This *chi* is included in parental genetic factors because the father passes it down, more detail, genetic factors also seem to carry a tendency regarding energy levels, social, physical abilities and also certain cognitive abilities that are inherited from parents (Christopher J Murk, 2006, p.64). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into parental factors, specifically genetics.

In Freud's perspective, Mulan's actions are affected by her unconscious. Mulan's actions, which continued to chase chickens even though her father had forbidden her, were influenced by her desire to catch chickens, so she didn't realize that she had gone so far up to the roof even though her father had warned.

11/MU/HM/25.35/ PF/HS



Figure 4. 3. Data number 11, Parental Factor

Mulan: *Loyal, brave and true*

Father: *My sword, my armor! Its gone!*

Mother: *Who would do such a thing?*

Father: *The conscription scroll. It was Mulan.*

This scene is where Mulan, as the first child, bravely goes and replaces her father to undergo military service due to an attack by the Borikhan army. This scene shows the factors that affect self-esteem, namely birth order which is included in the parental factor. A man should be leaving for military service, but because of the father's unhealthy condition and no other man, after long deliberation and finally gathering courage willing to replace her father. This is based on the fact that he is the first child and the first child and according to her the first child must be responsible and give honor to her family. From the explanation above, the Mulan scene can be classified into birth order, according to the statement, as well as that the first child tends to have high self-esteem and courage, as with only children (Christopher J Murk, 2006, p.67). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into parental factors, specifically, birth order.

In Freud's perspective, Mulan's actions are affected by her unconscious. Mulan's actions in wanting to replace her father to defend the kingdom were influenced by her courage that was in her. The courage in Mulan is formed unconsciously and not directly, but from various aspects, starting from the *chi* she has, the pressure from herself and herself as the first child. Just as Freud said that the unconscious is closely related to instincts and emotions



Figure 4. 4. Data number 09, Parental Factor

Matchmaker: *Dishonor to the Hua family, they have failed raise a good daughter.*

This scene shows that after going to the matchmaker's house as her parents told her, Mulan finally went and carried out the ritual. But the ritual failed, and Mulan failed to meet her soul mate. After failing to carry out the ritual the matchmaker wanted, Mulan, her mother and her sister went to meet her father. But in this situation, the father's disappointed face because the match failed was marked by the father's attitude, he looked away and just walked away. seeing her father's attitude, Mulan felt uncomfortable because, once again she had disappointed her father and failed to bring honor to her family through marriage. This attitude of her father is included in parental factors, especially parental expectations, because her father hopes that Mulan will marry. The father's reaction was due to the high expectations built for Mulan that failed to materialize, including parental factors. From the explanation above, the Mulan scene can be classified into parental factors specifically, parental expectations. Following the statement, Parents' expectations for children that are excessive or too hard on their children related to their expectations can

also lead to anxious and limiting behaviour rather than spontaneity and involvement with life (Christopher J Murk, 2006, p.66). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into parental factors, specifically parental expectations.

In Freud's perspective, Mulan's actions are affected by the unconscious. Mulan's act of wanting to help her sister get rid of spiders which became disastrous for her to have an arranged marriage, was an action that she unconsciously did, this is like an older sister's instinct to help her younger sister.

60/MU/HM/01.40.24/PF/HS



Figure 4. 5. Data number 60, Parental Factor

Mulan: *Forgive me, father. I stole your horse, I stole your sword, I stole your armor and the sword I lost it.*

Father: *It is my daughter that means everything to me. And it is I should apologize. My foolish pride drove you away.*

After successfully defeating Bori-khan, Mulan finally came to her village and met her mother, father and sister. There Mulan apologized to her father because she had left without saying goodbye, and stole her father's horse, sword and armor. At that time, her father accepted Mulan

back, the father also apologized to Mulan and was happy because he could return safely and meet his family. From the explanation above, the Mulan scene can be classified into Parental factors, specifically parental acceptance. The parental factor here influences self-esteem, where the parents' acceptance of what has happened impacts self-esteem, creating comfort for herself, and she feels that her family has accepted her as she is (Christopher J Murk, 2006, p.152). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into parental factors, specifically parental acceptance.

In Freud's perspective, Mulan's actions are affected by her consciousness. Mulan's return home and apology to her father is a form of awareness. Her actions were influenced by her realization that she had made a mistake by stealing her father's horse, sword and armour to go to training without her parents' permission.

b. Values Factors

The relationship between values and self-esteem cannot be separated if we look at the relationship between self-esteem and motivation and behaviour (Christopher J Murk, 2006, p.68). There is a value factor that affects the level of a person's self-esteem. This factor is divided into two, namely social values and self-values. Social values are socially inherited values that can affect self-esteem. This social value is seen from the stratification hypothesis, which links self-esteem with social

economy. Meanwhile, the subculture hypothesis relates self-esteem to social groups such as the surrounding environment (Christopher J Murk, 2006, p.69). The second is self-values, this factor also influences the formation of self-esteem. This value is an individual criterion for self-assessment that will later relate to one's identity, thus creating a relationship between self-esteem and behaviour (Christopher J Murk, 2006, p.69).

03/MU/HM/03.14/VF/LS



Figure 4. 6. Data number 03, Values Factor

This scene shows Mulan succeeding in catching a loose chicken. Mulan climbs down from the roof of the house using the power *chi* she has learned so far, but the response from the surrounding community is not good, as evidenced by their cynical views of Mulan. The response from the surrounding community to Mulan's lousy behavior made her father leave Mulan. Seeing her father's attitude, Mulan felt worried because her actions were wrong. From the explanation above, the Mulan scene can be classified into factor values, more specifically social values, as is the case in the social values of the subculture hypothesis, namely that self-esteem is more related to social groups such as the surrounding environment

(Christopher J. Mruk, 2006.p. 69). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into value factors, namely social values.

In Freud's perspective, Mulan's actions are affected by her unconscious. Mulan's actions, which continued to chase chickens even though her father had forbidden her, were influenced by her desire to catch chickens, so she didn't realize that she had gone so far up to the roof even though her father had warned her.

31/MU/HM/52.13/VF/CBS



Figure 4. 7. Data number 31, Values Factor

Commander Tung: *Loyal, brave and true!*

Mulan: *Loyal, brave.*

This scene shows before the training, all warriors are gathered, and there must be a recitation of the three virtues: loyalty, courage, and truth. This third virtue burdens Mulan, so she never says the third virtue. This is because she lies or hides her identity as a woman. The social values in this scene are the three virtues, which affect self-esteem because these "local" values are formed earlier and are experienced directly, so they tend to have a strong influence (Christopher J. Mruk, 2006. p. 69). Therefore, based on

the dialogue and statement of Mruk (2016), Mulan can be classified into value factors, especially social values.

In Freud's perspective, Mulan's actions are affected by her consciousness. Mulan's intention of not taking the "true" oath was influenced by her awareness that she had lied. Mulan's lie is her act of hiding her gender on the military base.

39/MU/HM/01.03.43/VF/HS



Figure 4. 8. Data number 39, Values Factor

And Hua Jun did die. For a lie can only live so long. But Mulan... Mulan lived.

This scene shows what happened after the fight with the witch, Mulan was finally thrown and passed out. When she awakens, she sees the three virtues in her sword, and is determined to show her true self to her friends and commanders. She finally woke up, and took off all of Hua Jun's attributes to help other warriors in the war. Self-values influences Mulan's actions. When self-confidence and self-acceptance of their identity emerge, these beliefs make Mulan honest, optimistic and believe in herself (Christopher J. Mruk, 2006. p. 168). From the explanation above, Mulan's scene can be classified into factor values, specifically self-values.

Following the statement, where the concept of this value is an individual criterion for self-assessment which will later relate to one's identity, thus creating a relationship between self-esteem and behavior (Christopher J. Mruk, 2006. p. 69). Self-values is more personal, where this value influences directly and helps give us a sense of similarity or a unique personal identity regardless of social class (Christopher J. Mruk, 2006. p. 69). It's the same as Mulan, who already knows the value in herself and her uniqueness because she has chi, which makes her optimistic about opening up about her identity. Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into value factors, specifically self-values.

In Freud's perspective, Mulan's actions were affected by the unconscious. Mulan wants to reveal her true self due to the influence of emotions related to her lies and the words previously said by the witch. This caused Mulan to want to show her identity to all her soldiers and commanders.

48/MU/HM/01.18.39/VF/HS

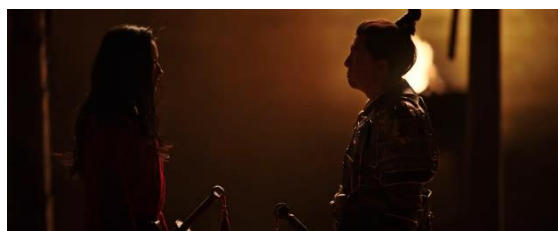


Figure 4. 9. Data number 48, Values Factor

Commander Tung: *Hua Mulan, your actions have brought disgrace and dishonor to this regiment, to this kingdom and to your own family. But*

your loyalty and bravery are without question. You will lead us as we ride to the imperial city.

Upon arrival at the residence, Mulan tells her everything she knows about the Bori-khan army fraud attack. Eventually, her explanations were accepted, and she was entrusted with leading her troops to the palace. Acceptance from the environment is included in the value factor, more precisely, social value. This value relates self-esteem to certain social groups, such as the surrounding environment (Christopher J. Mruk, 2006. p. 69). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into value factors, specifically social values.

In Freud's perspective, Mulan's actions are affected by her unconscious. Mulan's telling all of Bori-khan's plans to the commander happened because of her instincts as a soldier to help her troops. The action she took was unconscious so she just left without thinking about whether she would be kicked out later or even punished for lying about who she is.

59/MU/HM/01.36.01/VF/CBS



Figure 4. 10. Data number 59, Values Factor

Mulan: Your Majesty, I'm deeply honored by this immeasurable invitation, but with humble apologies I cannot accept it. I left home under

cover of darkness and betrayed my family trust. I made choices I knew would risk their dishonor. Since then I have pledged an oath to be loyal brave and true. In order to fulfill this oath I must return home and make amends to my family.

When offered by the king to become a royal employee, Mulan refused. Because she had left home and betrayed her family's trust, she wanted to return to her family to practice the virtues of being loyal, brave, and true. Values, namely social values regarding the three virtues here, affect Mulan's self-esteem. From the explanation above, the Mulan scene can be classified into value factors, according to the statement, Social factors in subcultural groups are considered more influential, especially for members of certain groups, because these "local" values are formed earlier and experienced directly so they tend to have a strong influence (Christopher J. Mruk, 2006. p. 69). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into value factors, specifically social values.

In Freud's perspective, Mulan's actions are influenced by consciousness. Mulan wanted to go home and meet her father because of her awareness of the mistake she had made. This mistake was that she left the house without saying goodbye and betrayed her family's trust, so he asked the king to allow her to go home to meet her family, intending to apologize for all her actions.

c. Gender Factors

Several studies have found differences in self-esteem in women and men. Block and Robins (1993) explained that the factor that influence self-esteem in women is the ability to relate to other people (relationships), while men are affected by men's independence and ability to involve their feelings. From a general perspective, it can be said that self-esteem problems in women are related to feelings of being accepted or rejected by others, while men are seen as successful or failures (Christopher J. Mruk, 2006. p. 72).

10/MU/HM/24.05/GF/CBS



Figure 4. 11. Data number 10, Gender Factor

Father: *It is my duty to fight, my honor to sacrifice for the emperor.*

Mulan: *If I were your son, you wouldn't have to.*

The battle between the kingdom and Bori-khan made the kingdom require that the men in each family must become war soldiers. But the Hua family only has two daughters, so Mulan's father thinks about going ahead and joining the war even though he has a limp due to past war wounds. Seeing this, Mulan felt sad and disappointed because she was not worthy to represent her family because she was not a man. From the explanation

above, Mulan's scene can be classified into the self-esteem-building factor in Mulan's gender, according to Mruk's statement (2016) self-esteem problems in women are always related to feelings of being accepted or rejected by others, while men are seen in success or failure (Christopher J. Mruk, 2006. p. 72). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into gender factors.

In Freud's perspective, Mulan's actions are affected by consciousness. Her act of saying that if she were a man, she would be able to help her father occurred because of her awareness of her powerlessness so that she could not replace her father to fight against Bori-khan, this was because of her awareness as a woman.

15/MU/HM/30.125/GF/LS



Figure 4. 12. Data number 15, Gender Factor

Sergeant Qiang: *And I need a volunteer for night guard duty.*

Mulan: *Me! I mean, I volunteer, sir.*

In this scene, Sergeant Qiang orders Mulan and her friends to take a shower before continuing their training. Mulan, who realizes that she is the only woman in her barracks, is reluctant to take risks and is afraid of being found out if Mulan is a woman. She then decided to stay in a tent.

The gender factor had an effect, so she had to maintain her disguise as a man. Gender here prevented Mulan from bathing with the other soldiers because she was afraid she would be found out and kicked out of the barracks. From the explanation above, Mulan's scene can be classified into the factor affecting self-esteem gender, according to Mruk's statement (2016), self-esteem problems in women are always related to feelings of being accepted or rejected by others, while men are seen in success or failure (Christopher J. Mruk, 2006. p. 72). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into gender factors.

In Freud's perspective, Mulan's actions are affected by her unconscious. Mulan wanted to volunteer to guard the headquarters because she followed her instincts to protect herself so that her disguise would not be found out.

25/MU/HM/42.53/GF/LS



Figure 4. 13. Data number 25, Gender Factor

Chen Honghui: *I can't believe all this time you've been keeping your kill a secret, what else have you been hiding?*

Mulan: *Nothing, leave me alone.*

After attending the training, Mulan took a shower, but Honghui followed her to congratulate Mulan on the talent that Mulan had been hiding all this time. Seeing Honghui approaching her, Mulan threw her out for fear that her identity as a woman would be exposed, and she was afraid of being kicked out of the training ground for being seen as a liar. The gender factor affects this self-esteem. She was afraid that his identity as a woman would be exposed, so she raised her guard, always being careful, so she kicked Honghui out. From the explanation above, Mulan's scene can be classified into the self-esteem building factor in Mulan's gender. According to Mruk's statement (2016), self-esteem issues in women are always related to feelings of being accepted or rejected by others (Christopher J. Mruk, 2006. p. 72). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into gender factors.

In Freud's perspective, Mulan's actions are affected by her unconscious. Mulan's telling Honghui to leave happened because of her instinct to protect herself, so she was not aware of what she was saying. This was influenced by Mulan's lies as a man, so she wanted to send Honghui away, always following her instincts so that her disguise would not be found out.



Figure 4. 14. Data number 43, Gender Factor

Mulan: *I'm Hua Mulan. Forgive me.*

Commander Tung: *You are an imposter. You've betrayed the regiment. You've brought disgrace to the Hua family.*

After successfully overthrowing the enemy soldiers, Mulan returns to her friends and reports to the commander. Here she apologizes to the commander and the others for hiding her identity as a woman all these years. The gender factor here is Mulan's identity as a woman. Gender causes her to hide her identity and claim to be a man because even though she has the ability and talent, her identity as a woman will not be accepted so she feels worthless. From the explanation above, Mulan's scene can be classified as a self-esteem-building factor in Mulan's gender. According to Mruk's statement (2016), self-esteem issues in women are always related to feelings of being accepted or rejected by others (Christopher J. Mruk, 2006. p. 72). This is the same as Mulan, that has acknowledged her gender as a woman but cannot be accepted in residence, and her confession is considered a disgrace. Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into gender factors.

In Freud's perspective, Mulan's actions are affected by her consciousness. Mulan apologises to the commander because she realized that she had lied and hid her identity as a woman all this time. Therefore, she apologized for her lies and betrayal.

44/MU/HM/01.12.58/GF/CBS



Figure 4. 15. Data number 44, Gender Factor

Sergeant Qiang: *Commander, what is the punishment assigned to this imposter?*

Commander Tung: *Expulsion.*

Mulan: *I would rather be executed.*

Sergeant Qiang: *From this moment forward, you are expelled from the emperor's imperial army*

Commander Tung: *If you show your face again, your wish to be executed will be granted.*

After admitting who she was in front of everyone. The Commander also considered Mulan a fraud, and a disgrace, so he kicked her out. There, Mulan leaves with a heavy heart, a high sense of disappointment in herself, and feels that she has failed in carrying out the mission because her identity has been exposed. Mulan's identity as a woman is a gender factor. From

the explanation above, Mulan's scene can be classified into the self-esteem forming factor in Mulan's self which is gender, according to Mruk's statement (2016) the problem of self-esteem in women is always related to feelings of being accepted or rejected by other people (Christopher J. Mruk, 2006. p. 72). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into gender factors.

In Freud's perspective, Mulan's actions are affected by her consciousness. Mulan's act of accepting the punishment given to her, namely expulsion, occurred because she realized that she had lied to the commander and all the soldiers present. So, she decide to accept the punishment given.

2. Levels of Self-Esteem Employed by Mulan in the *Mulan* (2020) Films

a. High Self-Esteem

High self-esteem is a feeling where a person considers himself good enough, they often feel superior to others, but sometimes feel unable to meet certain standards that have been set for themselves (Morris Rosenberg 1965: 30).

34/MU/HM/55.57/VF/HS



Figure 4. 16. Data number 34, High Self-Esteem

Mulan: *Listen to me, all of you. We will live I guarantee it. Because I will protect you. We'll protect*

In the dialogue, Mulan convinces her friends not to be afraid of facing war as long as they are always together. Mulan's words came about because the people around her believed in her, recognized her abilities, and respected her as Hua jun. The influence of the surrounding environment is included in the social value of the subculture hypothesis, namely linking self-esteem with social groups such as the surrounding environment (Christopher J. Mruk, 2006. p. 69). Based on this effect, Mulan's level of self-esteem can be classified as high self-esteem, because environmental influences impact Mulan's self-esteem, she feels brave, confident and optimistic, it raises her high self-esteem (Christopher J. Mruk, 2006. p. 168). From the explanation above, the Mulan scene can be classified into high self-esteem levels.



Figure 4. 17. Data number 39, High Self-Esteem

And Hua Jun did die. For a lie can only live so long. But Mulan... Mulan lived.

After fighting with the witch, Mulan was finally thrown and passed out. When she awakens, she sees the three virtues in her sword and is determined to show her true self to her friends and commanders. She finally woke up, and took off all of Hua Jun's attributes to help other warriors in the war. Self-values influences Mulan's actions. When self-confidence and self-acceptance of their identity emerge, these beliefs make Mulan honest, optimistic and believe in herself (Christopher J. Mruk, 2006. p. 168). From the explanation above, Mulan's self-esteem is influenced by factor values, more specifically self-values. The concept of these values is individual criteria for self-assessment which will later relate to one's identity, thus creating a relationship between self-esteem and behavior (Christopher J. Mruk, 2006. p. 69). Confidence in herself and her ability creates Mulan's self-confidence, this is in accordance with Mruk's statement that high self-esteem is characterized by an optimistic attitude, understanding one's competencies, and self-confidence (Christopher J.

Mruk, 2006. p. 168). Based on that, the Mulan scene can be classified as high self-esteem.

46/MU/HM/01.16.00/VF/HS



Figure 4. 18. Data number 46, High Self-Esteem

Witch: *Join me. We will take our place together*

Mulan: *I know my place. And it is my duty to fight for the kingdom and protect the emperor.*

After leaving due to being kicked out by the commander, Mulan meets a witch who helps Bori-khan. Witch persuades Mulan to join together, but Mulan refuses. Seeing Mulan's confidence, the witch gave information about the trap attack carried out by Bori-khan. From there, Mulan believed in herself and was determined to help the royal troops and protect the king. So she decided to go to the commander. Mulan's attitude of rejecting the witch's invitation symbolizes her values, in which she has built criteria within herself (Christopher J. Mruk, 2006. p. 69). This self-esteem has an impact on Mulan's self-esteem, where self-assessment is related to self-esteem and behavior, so that in that scene, Mulan is confident, optimistic and confident, so she decides to go to the commander to save the king. From the explanation above, the Mulan scene can be

classified into levels of high self-esteem, according to the statement, an optimistic attitude characterizes high self-esteem, understanding one's competencies, and self-confidence (Christopher J. Mruk, 2006. p. 168). Based on that, the Mulan scene can be classified as high self-esteem.

51/MU/HM/01.26.05/VF/HS



Figure 4. 19. Data number 51, High Self-Esteem

Mulan: *You told me my journey was impossible. Yet here I stand. Proof that there is a place for people like us.*

Witch: *No, it's too late for me.*

Mulan: *You can still take the noble path, please. I need your help.*

Arriving at the kingdom, Mulan meets a witch who helps Borikhan, she then convinces the witch that she can still be on the right path, and the witch also provides help and information on the king's location. Mulan's confidence in herself is marked by advising the witch, meaning she has accepted herself and all her flaws. This is included in the self-values she built to build self-identity (Christopher J. Mruk, 2006. p. 69). This self-identity brings high self-esteem to Mulan because she already understands herself, believes and is optimistic about her chosen path (Christopher J. Mruk, 2006. p. 168). From the explanation above, the

Mulan scene can be classified into levels of high self-esteem, according to the statement, an optimistic attitude characterizes high self-esteem, understanding one's competencies, and self-confidence (Christopher J. Mruk, 2006. p. 168).

63/MU/HM/01.44.08/VF/HS

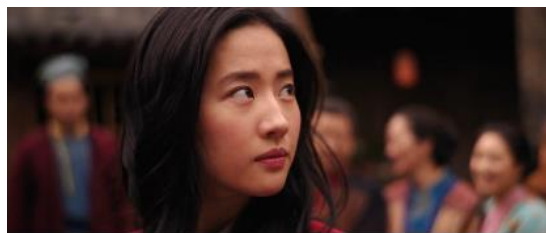


Figure 4. 20. Data number 63, High Self-Esteem

The green shoot has grown up to the sky and her ancestors celebrate her in the vault of the heavens. The girl became a soldier.

In this picture, Mulan has accepted herself very well, believes in her competence, and finally proved to everyone that gender is not a barrier for women to have *chi*, nor is it a barrier for a woman to be a warrior. Here it is explained that self-acceptance is a form of self-worth so Mulan's identity is created according to her expectations, namely wanting to be herself without covering and hiding anything (Christopher J. Mruk, 2006. p. 69). The formed identity affects Mulan's self-esteem, where her success brings self-confidence, knowing her competence, and feeling valuable. From the explanation above, the Mulan scene can be classified into levels of high self-esteem. According to the statement, an optimistic attitude

characterizes that high self-esteem, understanding one's competencies, and self-confidence (Christopher J. Mruk, 2006. p. 168).

b. Low Self-Esteem

The second level is low self-esteem, a person with this level tends to be someone with feelings such as hypersensitivity, instability, self-awareness, lack of self-confidence, more concerned with protecting against threats than actualizing possibilities and enjoying life, lack of risk-taking, general depression, pessimism, loneliness, alienation and so on. so on (Christopher J Murk, 2006, p. 82).

05/MU/HM/05.25/PF/LS



Figure 4. 21. Data number 05, Low Self-Esteem

Father: *Your chi is strong Mulan, but chi is for warriors not daughter. Soon, you'll be a young woman, and it is time for you to hide your gift away.*

In this scene, Mulan is outside trying to repair the phoenix statue she broke while chasing chickens in the afternoon. At that time, her father came and told Mulan that she had to hide the *chi*. Lack of parental acceptance (Parental warm), where Mulan's parents cannot accept *chi* that

is in Mulan causes low self-esteem because they tend to think a better focus on avoiding future losses (Christopher J. Mruk, 2006.p.168) . From the explanation above, the Mulan scene can be classified into low self-esteem. According to the statement, feelings of instability characterize low self-esteem, lack of self-confidence, risk-taking, pessimism, alienation, etc (Christopher J. Mruk, 2006.p.82). Therefore, based on the dialogue and statement of Mruk, Mulan can be classified into low self-esteem.

16/MU/HM/32.00/GF/LS

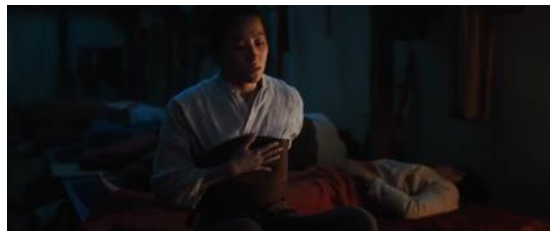


Figure 4. 22. Data number 16, Low Self-Esteem

The previous scene shows Mulan volunteering to guard the headquarters. After the guard was over, Mulan returned to the tent but waited for everyone to sleep. Mulan's careful attitude in keeping her secret as a woman is also balanced with feelings of fear and anxiety. Here's what Mruk said: self-esteem problems in women are related to feelings of being accepted or rejected by others (Christopher J. Mruk, 2006. p.72). Likewise, Mulan was afraid of being rejected because of her gender, which made her lack self-confidence and feel afraid and anxious so she decided to volunteer instead of joining the others to bathe. From the explanation above, the Mulan scene can be classified into low self-esteem according

to the statement that low self-esteem is characterized by high alertness, easy despair, instability, lack of self-confidence, lack of risk-taking, pessimism, alienation, etc (Christopher J Murk, 2006, p.8). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into low self-esteem.

22/MU/HM/36.27/VF/LS



Figure 4. 23. Data number 22, Low Self-Esteem

Sergeant Qiang: *Longwei! Report to the barracks immediately. Dishonesty, penalty, expulsion, disgrace.*

In the picture, Mulan Longwei's friend is caught cheating and lying. For his actions, he was given the punishment of reporting and immediately expelled from the headquarters. Mulan, who saw this, was afraid that if later her gender was found out, she would be expelled. This feeling made her feel insecure, anxious and afraid. Social values here affect the level of self-esteem, these social values are the existing benevolent values, namely (dishonesty, expulsion punishment). These values bring Mulan to low self-esteem. From the explanation above, the Mulan scene can be classified into low self-esteem, according to the statement that feelings of insecurity, anxiety characterize low self-esteem,

and fear (Christopher J. Mruk, 2006. p.152). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into low self-esteem.

32/MU/HM/53.01/VF/LS



Figure 4. 24. Data number 32, Low Self-Esteem

Mulan (Hua Jun): *Commander tung, there's something that weighs heavy on my heart. I need to confess it to you. It has to do with the three virtues.*

Realizing her lie and burdened with the three virtues, Mulan is so worried that she plans to tell Commander Tung the truth. The social values here are about three pillars. These values significantly impact specific groups, such as the realm of warriors in the film Mulan, because these values include "local values" and were formed earlier so these three values are highly respected (Christopher J. Mruk, 2006. p. 69). The influence of social values affects self-esteem, it can be seen that Mulan's anxious attitude and wanting, to be honest, is a sign that she is not confident and feels anxious. From the explanation above, the Mulan scene can be classified as low self-esteem, according to the statement that feelings of insecurity and anxiety characterize low self-esteem and fear (Christopher

J. Mruk, 2006. p.152). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified into low self-esteem.

45/MU/HM/01.13/57/VF/LS



Figure 4. 25. Data number 45, Low Self-Esteem

This scene shows Mulan is going because the commander throws her out because of her lies. Mulan finally went away from the royal commander and soldiers. She didn't know where to go because her identity had been exposed. Mulan wept bitterly because she felt she had failed to bring her honour, family and kingdom and felt alienated. The value factor here is social value, which is related to the surrounding environment, which means a lack of acceptance of Mulan's honesty (Christopher J. Mruk, 2006. p. 69). This factor affected Mulan's self-esteem, she expressed her disappointment by crying, feeling alienated because she was kicked out of the regiment, and feeling like a failure, a character of low self-esteem (Christopher J. Mruk, 2006. p. 82). From the explanation above, the Mulan scene can be classified as low self-esteem according to the statement that low self-esteem is characterized by feelings of insecurity, anxiety, fear, general depression, pessimism, loneliness, alienation, etc. (Christopher J. Mruk, 2006. p. 82). Therefore, based on the

dialogue and statement of Mruk (2016), Mulan can be classified into low self-esteem.

c. Competence Based Self-Esteem

Another problematic level of high self-esteem is the shadow of worth-based self-esteem, in which a person displays a high level of competence while their sense of worth is lacking. (Christopher J Murk, 2006, p. 154). In this case, the individual tries to compensate for feelings of low self-esteem by focusing on their competence, especially in critical domains called competency-based self-esteem. (Christopher J Murk, 2006, p. 154).

10/MU/HM/24.05/GF/CBS



Figure 4. 26. Data number 10, Competence-Based Self-Esteem

Father: *It is my duty to fight, my honor to sacrifice for the emperor.*

Mulan: *If I were your son, you wouldn't have to.*

The battle between the kingdom and Bori-khan made the kingdom require that the men in every family must become soldiers, in war. But the Hua family only has two daughters, therefore, Mulan's father will sacrifice himself to join the war with a limp due to past war wounds. Seeing this,

Mulan felt sad and disappointed because she was not worthy to represent her family because she was not a man. From the explanation above, Mulan's scene can be classified into competence-based self-esteem according to the statement that competence-based self-esteem is characterized by individuals having a high level of competence but having low eligibility and focusing on competence (Christopher J Murk, 2006, p. 168). This is reflected in Mulan, who has competence because she has *chi* but does not have the qualifications because she is hindered by gender. Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified as competence-based self-esteem.

24/MU/HM/41.11/PF/CBS



Figure 4. 27. Data number 24, Competence-Based Self-Esteem

Mulan: *You idiot, now everyone sees it. You must hide your chi!*

After fighting Honghui in the warrior training process, Mulan felt stupid because now everyone saw she had (*chi*). Whereas a woman should not have *chi*. Parents' acceptance influenced Mulan's words, and who blamed herself. Where when she was a child, her parents could not accept the *chi* in her body and caused her to hide. Her parents' acceptance influenced this initial attitude in the past, thereby building a fragile and

unstable self-esteem characterized by a common sense of worthiness but high competence, which is called competence-based self-esteem (Christopher J. Mruk, 2006. p.168). From the explanation above, the Mulan scene can be classified competence-based self-esteem.

27/MU/HM/47.04/GF/CBS



Figure 4. 28. Data number 27, Competence-Based Self-Esteem

Commander Tung: *Why you hide it?*

Mulan: *I... I don't know.*

This scene show when the commander calls Mulan, and commander Tung asks why Hua Jun (Mulan) hides *chi*. This act was done because she is a woman, and a woman who has *chi* is considered a disgrace. The influence of this gender affects Mulan's self-esteem, where she only feels capable but unworthy to show it because her gender. From the explanation above, Mulan's scene can be classified as competence-based self-esteem according to the statement that competence-based self-esteem is characterized by individuals having a high level of competence but having low eligibility and focusing on competence (168). This is reflected in Mulan, who has competence because she has *chi* but does not have the qualifications because she is hindered by gender. Therefore,

based on the dialogue and statement of Mruk (2016), Mulan can be classified as competence-based self-esteem.

38/MU/HM/01.03.05/GF/CBS



Figure 4. 29. Data number 38, Competence-Based Self-Esteem

Witch: *Ask again, who are you?*

Mulan: *I'm Hua jun. soldier in the emperor's imperial army!*

Witch: *Then you will die pretending to be something you're not.*

This picture shows as Mulan goes forward and follows Bori-khan's army, Mulan meets a witch who helps bori-khan. When the witch asks about her true identity, Mulan avoids her because she doesn't want her secret to be exposed. Gender affects Mulan herself because she is afraid of not being accepted by the environment where she is now (Christopher J. Mruk, 2006. p. 72). So that it impacts Mulan's self-esteem, she has competence in herself but feels worthless, so she does not dare to tell the truth because of her gender (Christopher J. Mruk, 2006. p. 154). From the explanation above, Mulan's scene can be classified as competence-based self-esteem according to the statement that competence-based self-esteem is characterized by individuals having a high level of competence but having low eligibility and focusing on competence (Christopher J. Mruk,

2006. p. 168). Therefore, based on the dialogue and statement of Mruk (2016), Mulan can be classified as competence-based self-esteem.

43/MU/HM/01.12.27/GF/CBS



Figure 4. 30. Data number 43, Competence-Based Self-Esteem

Mulan: *I'm Hua Mulan. Forgive me.*

Commander Tung: *You are an imposter. You've betrayed the regiment.*

You've brought disgrace to the Hua family.

This image shows after successfully subverting the enemy soldiers, Mulan returned to her friends and reported to the commander. Here she apologizes to the commander and the others for hiding her identity as a woman all these years. However, Mulan's honesty is considered a disgrace, causing her to be expelled by the commander. Gender causes her to hide her identity and claim to be a man because even though she has abilities and talents, her identity as a woman will not be accepted so she feels worthless. From the explanation above, Mulan's scene can be classified as competence-based self-esteem according to the statement that competence-based self-esteem is characterized by individuals having a high level of competence but having low eligibility and focusing on competence (168). Therefore, based on the dialogue and

statement of Mruk (2016), *Mulan* can be classified as competence-based on self-esteem.

B. Discussion

This chapter focuses on discussing the research findings that the researcher has found before. There are two problem formulations in the first chapter. The first problem discusses the factors that influence the level of self-esteem in the main character of the film *Mulan* (2020). The second problem is discussing the levels of self-esteem in the main character of the film *Mulan* (2020). Researchers then analysed these problems using the self-esteem theory of Christopher J. Mruk (2006). This research examines film as a research object with pictures and dialogue as the data found in the research.

From analyzing the main character in the film *Mulan* (2020) using Christopher J. Mruk's (2006) self-esteem theory, around 63 data were found. The data consists of 39 data of values factor, 12 data of parental factor, 12 data of gender factor. The data showing the levels of self-esteem for the character Hua Mulan in the film *Mulan* (2020) are 34 data of high self-esteem, 16 data of low self-esteem and 13 data of competence-based self-esteem.

Data findings related to the first dominant problem are factors that cause levels of self-esteem in the main character of the film *Mulan* (2020) influenced by values factor. Values factors are factors that influence the most dominant level of self-esteem in Hua Mulan's character. In the first formulation in this research, at least 39 data were found in the research showing factor values. Factor values are the

most dominant factor compared to the others. This is because the social values that exist in the film *Mulan* are passed down from generation to generation, which links self-esteem with social groups such as the environment. As seen in figure 4.7 Datum 31/MU/HM/52.13/VF/CBS. These "local" values were formed early and experienced directly, so they tend to have a strong influence. In Freud's perspective, *Mulan's* actions are influenced by consciousness, where she is aware that she has lied, so she does not mention the third oath, namely "true".

For parental factors and gender factors, both consist of 12 data. Parental factors include genetics, parental support, parental warmth, parental expectations, parental style, birth order and modelling. The 12 data found in parental factors contain several elements, as seen in Figure 4.1 Datum 05/MU/HM/05.25/PF/HS. The data shows parental factors, more precisely parental warmth, caused by the unavailability of parents receiving something different from *Mulan*, namely (chi). In the film *Mulan*, acceptance or willingness of parents greatly influences the formation of self-esteem levels in the main character, this is because, the role of parents in acceptance is very important because it includes a willingness to admit the strengths and weaknesses of children, which involves potential and limitations, children who get acceptance parents will see potential in themselves thereby creating self-confidence, while those who experience rejection will experience decreased self-esteem and be more vulnerable thereby affecting their self-esteem (Christopher J Murk, 2006, p.65).

The next factor is gender, on this factor, there are 12 data found in the film *Mulan* (2020). In the film *Mulan*, the problem of the gender factor occurs because

of a relationship with the feelings of the main character being accepted or rejected by other people, such as Mulan's inability to be honest about her gender, due to the fear of gender rejection. As seen in Figure 4.14 Datum 43/MU/HM/01.12.27/GF/CBS. This is in line with Mruk, who said that self-esteem problems in women are related to feelings of being accepted or rejected by others, while men are seen as successful or failures (Christopher J Murk, 2006, p.72). In Freud's perspective, Mulan's actions were influenced by consciousness, where she was aware that she had hidden her gender, so she apologized to the commander and everyone there.

In the second formulation of the problem related to the levels of self-esteem in the film *Mulan* (2020), the most dominant level is High self-esteem, which totals 34 data. In the film *Mulan* levels In the second problem formulation related to levels of self-esteem in the film *Mulan* (2020), the most dominant level is High self-esteem which totals 34 data. In the film *Mulan*, high levels of self-esteem are influenced by many factors, such as parental, values, and gender. High self-esteem in the film *Mulan* is presented with Mulan's self-confidence, where she feels comfortable with herself, shows competence and is worthy and optimistic. As seen in Figure 4.20 Datum 63//MU/HM/01.44.08/VF/HS.

In addition, related to low self-esteem, there are 16 and competence-based self-esteem 13 data found. In the film *Mulan* (2020), low self-esteem is presented by the main character's lack of self-confidence, pessimism, alienation, loneliness, fear, anxiety, etc. As seen in Figure 4.25 Datum 45/MU/HM/01.13.57/VF/LS. In the datum, Mulan was exiled because of her lies so that she felt useless and cried

as an expression of her disappointment with herself. While competence-based self-esteem, there are 13 data that are presented by showing a high level of competence but lack a sense of worthiness, where they focus on goals that are important to them. As seen in Figure 4.14 Datum 43/MU/HM/01.12.27/GF/CBS, it can be seen that Mulan has sufficient competence because she has chi, but she does not feel worthy because she is a woman and feels guilty showing her talent in public. For fear that her goal will fail later if everyone knows her gender.

From the explanation above regarding the most dominant data findings in the film *Mulan* (2020), it can be seen that the values factor brings the main character to high levels of self-esteem and vice versa. Factor values cause the dominant levels of high self-esteem. This is because the value factor is passed down from generation to generation in the *Mulan* film, as evidenced from several scenes, this value factor was formed earlier, so it tends to have a strong influence. In Chinese society, such as the culture adapted by the film *Mulan*, many cultural values are in accordance with the value factors contained in the film *Mulan*. These values in the Thionghoa community are called Bādà, which consist of the values of devotion, humility, honesty, trustworthiness, morality, wisdom, purity of heart and shamelessness. In the film *Mulan*, the value of Bādà is also found, such as Mulan's devotion to her family and kingdom and the honest value that has always been the pillar of the soldiers in defending the kingdom. This can be seen in the discovery of data on code 11/MU/HM/25.35/PF/HS related to the value of Bada devotion, in this scene showing the value of devotion, is shown in the attitude of Mulan, who went to replace her father to plunge into the battlefield to fight the

troops from Bori-Khan. This was based on Mulan's unwillingness to see her father die in battle, so Mulan decided to enter the military to replace her father to carry the surname Hua. This attitude is influenced by parental factors, especially birth order, where she feels responsible because she is the first child, so she has to go. Birth order can affect self-esteem (Christopher J. Mruk, 2006. p.67). Mulan's courage to go made her self-esteem high, marked by an openness to experience, optimism, understanding competence, and feelings of self-worth (Christopher J. Mruk, 2006. p.168). These values then influence the main character levels so that they become the most dominant factor in the findings of the data analyzed by the researcher.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

The conclusion is a summary of the research findings and discussion in this chapter, it is the conclusion from the data findings in Chapter IV. This conclusion answers the formulation of the problem in the first chapter. In this study, researchers found a total of 63 found in the film *Mulan* (2020). The researcher found 63 factors affected self-esteem levels, including a value factor of 39 data, a parental factor of 12 data and a gender factor of 12. Then in the second problem formulation, the researcher found 63 data on self-esteem levels in the film *Mulan*'s main character. The data in the second problem formulation consists of 34 data of high self-esteem, 16 data of low self-esteem, and 13 data of competence-based self-esteem.

The researcher found that the total data on the factor that causes the dominant level of self-esteem is the Values Factor (39 data). This represents that the film *Mulan* (2020) tends to be dominated by factor values as a factor that influences the formation of the self-esteem level of Hua Mulan's character in the film *Mulan* (2020). Meanwhile, the dominant self-esteem levels are high self-esteem, namely 34 data. In this case, the first and second problem formulations form a pattern where the value factor forms a high level of self-esteem in the main character Hua Mulan as evidenced by the 29 data findings of factor values that cause high levels of self-esteem in the main character of the film *Mulan* (2020).

B. Implications

Regarding the findings and discussion results, this research makes it possible to partially impact partners in literary studies, psychoanalytic studies, self-esteem studies and studies related to a discussion of fiction films. This study uses film as an object because films reflect real life, in certain literary works the main character does not escape attention because it is the main aspect of a story so that the story can run properly. As important as the self-esteem that exists in the main character which is caused by different factors then forms different levels, which will later shape the character's development in the story. Based on these considerations, this study can provide a practical contribution regarding analysing the factors that cause self-esteem and its relationship to levels of self-esteem, especially in the main characters in a film, as information to the general public.

C. Suggestions

A film not only contains elements that focus on convincing the audience of the storyline but also has a psychological aspect related to the self-esteem brought by the characters in the story to remind the level of self-esteem and its causes. Therefore, the audience needs to know that in today's era films can be multifunctional and can be used to learn critical thinking and entertainment as proven in this study. Where a main character in a film can reflect different levels of self-esteem because different factors cause it. Hopefully, this research can help future researchers find several references related to self-esteem, psychoanalysis or the film *Mulan* (2020). By finding gaps in this research, researchers can use the same subject with different approaches or the same approach on different objects

and topics. Future researchers can also use Christopher J. Mruk book *Self-Esteem Research, Theory, and Practice* to raise issues about self-esteem using films produced from various countries that depict issues of self-esteem.

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DATA FINDINGS

NO	Factor affecting self-esteem in <i>Mulan</i> (2020) Film		
	Values Factor	Parental Factor	Gender Factor
1.	03/MU/HM/03.14/VF/LS	01/MU/HM/01.58/PF/HS	10/MU/HM/24.05/GF/CBS
2.	08/MU/HM/18.12/VF/HS	02/MU/HM/02.46/PF/HS	13/MU/HM/29.00/GF/CBS
3.	17/MU/HM/32.26/VF/LS	04/MU/HM/03.56/PF/LS	14/MU/HM/30.05/G F/LS
4.	18/MU/HM/34.35/VF/CBS	05/MU/HM/05.25/PF/LS	15/MU/HM/30.125/GF/LS
5.	19/MU/HM/35.33/VF/HS	06/MU/HM/14.04/PF/LS	16/MU/HM/32.00/G F/LS
6.	20/MU/HM/35.44/VF/CBS	07/MU/HM/16.46/PF/HS	21/MU/HM/35.54/GF/CBS
7.	22/MU/HM/36.27/VF/LS	09/MU/HM/18.36/PF/LS	25/MU/HM/42.53/G F/LS
8.	23/MU/HM/40.28/V F/LS	11/MU/HM/25.35/PF/HS	26/MU/HM/45.45/G F/LS
9.	29/MU/HM/48.51/VF/HS	12/MU/HM/27.37/PF/CBS	27/MU/HM/47.04/GF/CBS
10.	30/MU/HM/50.27/V F/HS	24/MU/HM/41.11/PF/CBS	38/MU/HM/01.03.05/GF/CBS
11.	31/MU/HM/52.13/VF/CBS	28/MU/HM/47.26/PF/HS	43/MU/HM/01.12.27/GF/CBS
12.	32/MU/HM/53.01/VF/LS	60/MU/HM/01.40.24/PF/HS	44/MU/HM/01.12.58/GF/CBS
13.	33/MU/HM/54.36/VF/HS		
14.	34/MU/HM/55.57/V F/HS		
15.	35/MU/HM/58.12/V F/LS		
16.	36/MU/HM/01.00.23/VF/HS		
17.	37/MU/HM/01.01.04/VF/HS		
18.	39/MU/HM/01.03.4 3/VF/HS		

19.	40/MU/HM/01.05.2 7/VF/HS		
20.	41/MU/HM/01.06.0 1/VF/HS		
21.	42/MU/HM/01.08.0 1/VF/HS		
22.	45/MU/HM/01.13/5 7/VF/LS		
23.	46/MU/HM/01.16.0 0/VF/HS		
24.	47/MU/HM/01.16.5 1/VF/HS		
25.	48/MU/HM/01.18.3 9/VF/HS		
26.	49/MU/HM/01.19.2 0/VF/HS		
27.	50/MU/HM/01.22.4 2/VF/HS		
28.	51/MU/HM/01.26.0 5/VF/HS		
29.	52/MU/HM/01.26.4 5/VF/HS		
30.	53/MU/HM/01.27.1 5/VF/HS		
31.	54/MU/HM/01.29.2 3/VF/HS		
32.	55/MU/HM/01.30.4 8/VF/HS		
33.	56/MU/HM/01.31.4 1/VF/HS		
34.	57/MU/HM/01.33.4 3/VF/HS		
35.	58/MU/HM/01.35.3 8/VF/HS		
36.	59/MU/HM/01.36.01/VF/CBS		
37.	61/MU/HM/01.42.37/VF/HS		
38.	62/MU/HM/01.43.11/VF/HS		
39.	63/MU/HM/01.44.08/VF/HS		

APPENDICES

A. Validation Sheet

The thesis data titled: “The Levels of Self-Esteem Found in The *Mulan* (2020) Film (A Psychoanalysis Approach)” had been validated by Mr.

Muhammad Rizal, M.A. on:

Day : Tuesday

Date : March 14th 2023


Surakarta, March 14th, 2023


Validator



A handwritten signature in black ink, appearing to read 'Rizal' with a stylized flourish extending to the right.


Muhammad Rizal, M.A.


B. Data Validation


No	Coding	Textual Data	Visual Data	Factor Affecting Self-Esteem	Level of Self-Esteem	Explanation	Valid/Invalid
1	01/MU/H M/01.58/P F/HS	Father: <i>Forget the chicken!</i>		Parental Factor	High Self-Esteem	In the picture, genetics influences Mulan's optimistic attitude: chasing chickens even though her father has forbidden her. This genetic influence is <i>chi</i> in Mulan, passed down from her father. The <i>Chi</i> in Mulan's body underlies it to be brave and optimism in chasing chickens. <i>Chi</i> is included in the genetic factors of the parents because it is inherited from the father (Christopher J. Mruk, 2006.p. 64). This factor affects high self-esteem, as	Valid


						evidenced by the optimistic attitude included in its characteristics (Christopher J. Mruk, 2006.p. 168).	
2	02/MU/H M/02.46/P F/HS	Father: <i>Mulan!</i> <i>Listen very carefully.</i>		Parental Factor	High Self- Esteem	In this picture, the <i>chi</i> in Mulan's body has a good influence, where Mulan understands her competence and believes in her abilities, so she dares to jump from the roof. <i>Chi</i> is included in the parental factor, precisely genetic factors, because his father passed it down (Christopher J. Mruk, 2006.p. 64). <i>Chi</i> raises self-confidence, understanding self-competence, and optimism, including high self-esteem characters (Christopher J. Mruk, 2006.p. 168).	Valid
3	03/MU/H M/03.14/V F/LS	-		Values Factor	Low Self- Esteem	The response from the local community about Mulan's actions was indeed not good, which made her father	Valid


						leave Mulan. Seeing her father's attitude, Mulan felt worried because her actions were wrong. The surrounding response is included in the subculture hypothesis's social values, namely that self-esteem is more related to social groups such as the surrounding environment (Christopher J. Mruk, 2006.p. 69). Mulan's anxiety and fear reflect the characteristics of low self-esteem, where a person with this level is associated with caution, fear, conflict avoidance, insecurity, anxiety, and depression (Christopher J. Mruk, 2006.p. 152).	
4	04/MU/H M/03.56/P F/LS	Mother: <i>You forget, Mulan is a daughter, not a son. A</i>		Parental Factor	Low Self-Esteem	Mulan heard the fight between her father and mother caused by her. This made him feel guilty, and she started to hide <i>chi</i> because according to her	Valid


		<p><i>daughter brings honor through marriage. They'll call her witch.</i></p>				<p>mother, a woman who possessed <i>chi</i> was a disgrace to the family. Parental factors, especially Parental Warmth (acceptance) of children's strengths and weaknesses are important in forming self-esteem (Christopher J. Mruk, 2006.p. 65). Here <i>chi</i> that is in Mulan is difficult for her parents to accept because she is a woman. This makes Mulan who wants to hide <i>chi</i> enter low self-esteem, where a person begins to lose self-confidence and focuses more on avoiding losses to improve his future (Christopher J. Mruk, 2006.p. 69)</p>	
5	05/MU/H M/05.25/P F/LS	<p>Father: <i>Your chi strong Mulan, but chi is for warriors</i></p>		Parental Factor	Low Self-Esteem	<p>Her father's words made Mulan have to hide the <i>chi</i> she had. This causes Mulan to feel inferior and afraid so she has to hide her <i>chi</i> to avoid problems in the</p>	Valid


		<p><i>not daughter. Soon, you'll be a young woman, and it is time for you to hide your gift away.</i></p>				<p>future. Lack of parental acceptance (Parental warmth), where Mulan's parents cannot accept <i>chi</i> that is in Mulan causes low self-esteem because they tend to think better focus on avoiding future losses (Christopher J. Mruk, 2006.p.168).</p>	
6	06/MU/ H M/14.04/P F/LS	<p>Mother: <i>Matchmaker has found you an auspicious match.</i></p> <p>Father: <i>Yes Mulan, it is decided, come and sit down, it is what is best for our family.</i></p>		Parental Factor	Low Self- Esteem	<p>Mulan's parents decided to match Mulan, because, according to her, this way would bring honor to her family, so she was ready to get married even though it looked forced. The expectations of Mulan's parents, who wanted to see her marry, included in parental factors (Christopher J. Mruk, 2006.p.66). This expectation made Mulan obey her parents so that nothing terrible would happen to her in the future. Mulan's decisions include the</p>	Valid


		Mulan: <i>Yes, it is best, I will bring honor to us all.</i>				characteristics of low self-esteem, namely someone with this level tends to be reluctant to take risks and focus on avoiding bad traits (Christopher J. Mruk, 2006. p. 83)	
7	07/MU/H M/16.46/P F/HS	Matchmaker: <i>These are the qualities, we seen in a good wife. These are the qualities, we seen in Mulan.</i>		Parental Factor	Low Self- Esteem	This scene shows Mulan, her mother, and her sister coming to the matchmaker's house, Mulan is seen being very thorough, following the rituals spoken and ordered by the matchmaker. Mulan's thoroughness and caution affecting by parental factors, especially her parents' hopes to get a mate immediately (Christopher J. Mruk, 2006.p. 66). Mulan's attitude includes low self-esteem, which reflects a cautious attitude and a fear of making mistakes such as low self-	Valid



						esteem (Christopher J. Mruk, 2006.p. 66).	
8	08/MU/H M/18.12/V F/HS	-		Values Factor	High Self- Esteem	While following the ritual, a spider suddenly appeared in front of Hua Mulan's sister. Mulan, who knew her sister was afraid of spiders, immediately helped catch the spider. This causes chaos as Mulan tries to catch the glass and the teapot using her <i>chi</i> but fails, and they all fall to the floor. Value factors influence this level, more precisely self-values, because she considers herself capable of dealing with situations where self-values are an individual's self-assessment criterion (Christopher J. Mruk, 2006.p. 69). This factor influences Mulan's optimistic attitude to help her sister, a feature of	Valid


						high self-esteem (Christopher J. Mruk, 2006.p. 68).	
9	09/MU/H M/18.36/P F/LS	Matchmaker: <i>Dishonor to the Hua family, they have failed raise a good daughter.</i>		Parental Factor	Low Self-Esteem	After failing to carry out the ritual the matchmaker wanted, Mulan, her mother, and her sister went to see their father. Father's disappointed face because the match failed was marked by the father's attitude, he looked away and just walked away. The father's reaction resulted from the high expectations built for Mulan but failed to materialize, including parental factors (Christopher J. Mruk, 2006.p. 66). Seeing her father, Mulan also felt uncomfortable because, once again, she had disappointed her father and failed to bring honor to her family, causing low self-esteem because she felt less competent and worthy of her family's	Valid

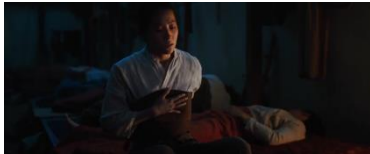
						respect (Christopher J. Mruk, 2006. p.82)	
10	10/MU/H M/24.05/G F/CBS	<p>Father: <i>It is my duty to fight, my honor to sacrifice for the emperor.</i></p> <p>Mulan: <i>If I were your son, you wouldn't have to.</i></p>		Gender Factor	Competen ce Based Self- Esteem	<p>A battle between the kingdom and bori khan made the kingdom require that the men in every family must become soldiers, war. But the Hua family only has two daughters, therefore Mulan's father will sacrifice himself to join the war with a limp in his leg as a result of past war wounds. Seeing this, Mulan felt sad and disappointed, because she was not worthy to represent her family because she was not a man (Christopher J. Mruk, 2006. p.154). This is reflected in competence-based self-esteem, where an individual has a high level of competence but has low eligibility, just like Mulan, who has competence because she has <i>chi</i> but</p>	Valid


						doesn't have the qualifications because she is hindered by gender.	
11	11/MU/H M/25.35/ P F/HS	<p>Mulan: <i>Loyal, brave and true.</i></p> <p>Father: <i>My sword, my armor! Its gone!</i></p> <p>Mother: <i>Who would do such a thing?</i></p> <p>Father: <i>the conscription scroll. It was Mulan.</i></p>		Parental Factor	High Self-Esteem	<p>Not wanting her father to die in battle, Mulan decides to go into the military in her father's stead to carry the surname Hua. This attitude affecting by parental factors, especially birth order, where she feels responsible because she is the first child, so she has to go. Birth order can indeed affect self-esteem (Christopher J. Mruk, 2006. p.67). Mulan's courage to go made her self-esteem high, marked by an openness to experience, optimism, understanding competence, and feelings of self-worth (Christopher J. Mruk, 2006. p.168).</p>	Valid


12	12/MU/H M/27.37/P F/CBS	<p>Mulan: <i>Our last apple. You need it more than I do. We should be there by now. Do you think we are lost?</i></p>		Parental Factor	<p>Competence Based Self-Esteem</p> <p>Mulan also went to the military base, in the middle of the trip, when she rested with her horse, it turned out that there was only one apple left, but she wanted to continue the journey to the military base by giving more apples to the horse she was riding. Parental factors, especially modelling, influence that attitude. This is an example of parents starting to solve problems or challenges in their lives that they have exemplified since they were small (Christopher J. Mruk, 2006. p.67). Mulan's attitude reflects competency-based, where someone with this level focuses on their competence, especially on domains or things that are important to them (Christopher J. Mruk, 2006. p.154)</p>	Valid
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13	13/MU/H M/29.00/G F/CBS	There were men fathering from all over the kingdom. An alien and savage tribe to her. To hide amongst them, she knew she must become one of them.		Gender Factor	Competence Based Self-Esteem	Mulan finally arrives at the military base, and she has to disguise herself as a boy to enter it and join the military service. Mulan carried out this disguise because only men could follow and enter the base camp, meaning that the gender factor greatly influenced the actions carried out by Mulan. Mulan's attitude describes competency-based self-esteem, where she remains focused on competence to achieve success in her mission (Christopher J. Mruk, 2006. p.154).	Valid
14	14/MU/H M/30.05/G F/LS	Commander Tung: <i>with your voice, soldier.</i>		Gender Factor	Low Self-Esteem	Upon arrival, Mulan talked to the people there, including the commander, but at first, she just nodded and didn't dare to raise her voice for fear of being blown off her cover, but eventually Mulan raised her voice like a man to	Valid


		Mulan: <i>Yes, commander.</i>				keep her identity safe. The gender factor here has an influence on Mulan's actions where because she is a woman she has to disguise herself as a man if she wants her mission to be successful, this is related to the acceptance and rejection of gender in the surrounding environment which affects women's self-esteem (Christopher J. Mruk, 2006. p. 72). Hua Mulan's attitude of being careful, afraid and avoiding conflict because she feels insecure and anxious is included in the characteristics of low self-esteem (Christopher J. Mruk, 2006. p.152).	
15	15/MU/H M/30.125/ GF/LS	Sergeant Qiang: <i>And I need a volunteer for</i>		Gender Factor	Low Self-Esteem	Sergeant Qiang ordered Mulan and her friends to shower before continuing the exercise. Mulan, who realizes that she is only a woman, is reluctant to take	Valid


		<p><i>night guard duty.</i></p> <p>Mulan: <i>Me! I mean, I volunteer, sir.</i></p>			<p>risks and is afraid of being found out if Mulan is a woman. She then decided to live in a tent. The gender factor provides, so she must maintain her disguise as a man so that his mission is successful (Christopher J. Mruk, 2006. p.72). Mulan's attitude includes low self-esteem, marked by fear and anxiety if other people will know her gender (Christopher J. Mruk, 2006. p.83).</p>		
16	16/MU/H M/32.00/G F/LS	-		Gender Factor	Low Self-Esteem	<p>After the tent guards finished, Mulan returned to the tent but waited for everyone to sleep. Mulan's careful attitude in keeping her secret as a woman is also balanced with feelings of fear and anxiety. This follows what Mruk said: self-esteem problems in women are related to feeling accepted</p>	Valid


						or rejected by others (Christopher J. Mruk, 2006. p.72). Similarly, Mulan is afraid that she will be rejected because of her gender, thus leading her to low self-esteem because of her fear and anxiety (Christopher J. Mruk, 2006. p.152).	
17	17/MU/H M/32.26/V F/LS	Sergeant Qiang: <i>Bring women into camp or consorting with women in any way. Penalty, death. Dishonesty, penalty. Expulsion,</i>		Values Factor	Low Self-Esteem	At the time of gathering all the soldiers, an oath was taken led by the commander. At that time, Mulan felt intimidated with a sigh of promise because if caught, she would die and be considered a disgrace to her family and country. Value factors, more precisely social values, where these values are "local" values and are formed earlier because they are experienced directly, so they tend to have a strong influence	Valid


		<p><i>disgrace.</i></p> <p><i>Disgrace for you, disgrace for your family, disgrace for your village, disgrace for your country.</i></p>				<p>(Christopher J. Mruk, 2006. p. 69). The local value in this scene is that lying or bringing women to the camp is a disgrace. This factor caused Mulan to show low self-esteem where there was fear, insecurity, and anxiety (Christopher J. Mruk, 2006. p.152).</p>	
18	<p>18/MU/H M/34.35/V F/CBS</p>	<p>Sergeant Qiang: <i>Only the strongest will reach the summit. It will take everything you have.</i></p>		<p>Values Factor</p>	<p>Competence Based Self-Esteem</p>	<p>Mulan struggled desperately following training from the commander before the soldiers fought soldiers from bori khan, She began to take part in all the training from archery, learning self-defence and body balance, She did this so she could become a soldier. Mulan's actions were influenced in terms of self-values. The demands for an oath that she said "loyal, brave and true"</p>	<p>Valid</p>


						<p>became cross-cultural recognition values, if not universal, such as courage, self-discipline, honour, and selflessness (Christopher J. Mruk, 2006. p.69). Mulan's actions are competence-based, focusing on activities to avoid a lack of self-confidence to get closer to success (Christopher J. Mruk, 2006. p.154).</p>	
19	19/MU/H M/35.33/V F/HS	-		Values Factor	High Self- Esteem	<p>After attending some training, Mulan began to feel comfortable and open to interacting with fellow soldiers. She showed comfort when she started interacting with her friends, as evidenced by helping her friends when other friends did pranks. The value factor, more precisely sel-values, greatly influences self-esteem. Circumstances where Mulan begins to</p>	Valid


					know her worth, her talents and abilities that others can accept, and that builds her identity (Christopher J. Mruk, 2006. p.168). It affects self-esteem, starting from not closing oneself to new experiences, being comfortable with oneself in general, and feeling accepted and able to accept people around them, including the character of high self-esteem (Christopher J. Mruk, 2006. p. 168).		
20	20/MU/H M/35.44/V F/CBS	-		Values Factor	Competence Based Self-Esteem	Attend training every day, try to fight as hard as possible, and always be open to new experiences so that Mulan can become a soldier. Mulan's actions were influenced in terms of self-values, the demand for an oath that the commander said "loyal, brave and true" became cross-cultural recognition values, such	Valid


						as courage, self-discipline, honor and selflessness, this affected self-assessment of herself (Christopher J. Mruk, 2006. p.69). This value factor influences self-esteem. This illustrates competency-based self-esteem, where he focuses on self-competence even though he feels unworthy because he is a woman (Christopher J. Mruk, 2006. p.168).	
21	21/MU/H M/35.54/G F/CBS	-		Gender Factor	Competen ce Based Self- Esteem	Mulan always sleeps late and wakes up early, a form of vigilance and a form of focus on herself to achieve what she wants so that her plans go well and that she is a woman is not revealed. The gender factor affects the action because Mulan is disguising herself as a man and is afraid that it gets uncovered. This follows what Mrruk said: the self-	Valid



						<p>esteem problem in women is related to feelings of being accepted or rejected by people (Christopher J. Mruk, 2006. p.72). This includes competence-based, where a person has a high level of competence, while low eligibility focuses on their competence, especially in domains that are important to them (Christopher J. Mruk, 2006. p.154)</p>	
22	<p>22/MU/H M/36.27/V F/LS</p>	<p>Sergeant Qiang: <i>Longwei!</i> <i>Report to the barracks immediately.</i> <i>Dishonesty, penalty, expulsion, disgrace.</i></p>		<p>Values Factor</p>	<p>Low Self-Esteem</p>	<p>In this picture, Mulan Longwei friend was caught cheating and lying. For his actions, he was given a penalty to report and be expelled from the headquarters immediately. Mulan, who saw that, was afraid that later her gender would be found out and kicked out, so she started to feel insecure, anxious, and scared. Social values here influence the levels of self-esteem,</p>	<p>Valid</p>


						these social values are the virtues that exist namely (Dishonesty, expulsion punishment) these values bring Mulan to low self-esteem, where she feels insecure, anxious, and afraid like a low self-esteem character (Christopher J. Mruk, 2006. p.152).	
23	23/MU/H M/40.28/V F/LS	-		Values Factor	High Self- Esteem	While in training, Mulan is comfortable and dares to show <i>chi</i> that she has in front of many people when fighting Honghui. Social values influenced Mulan's actions, more precisely self-values, where she began to feel comfortable and believed in her abilities, thus creating a relationship between self-esteem and behavior (Christopher J. Mruk, 2006. p.69). Mulan's actions include high self-esteem, which is influenced by social	Valid


						values. Feels comfortable with herself in general, is relatively open to new experiences, and feels acceptable (Christopher J. Mruk, 2006. p.153), as well as competent and worthy to show it (Christopher J. Mruk, 2006. p. 168).	
24	24/MU/H M/41.11/P F/CBS	Mulan: <i>You idiot, now everyone sees it. You must hide your chi!</i>		Parental Factor	Competence Based Self-Esteem	After fighting Honghui in the warrior training process, Mulan felt stupid because now everyone saw she had <i>chi</i> . In fact, a woman should not have <i>chi</i> . Parental acceptance influence Mulan's words that blame herself. Where when she was a child, her parents could not accept the <i>chi</i> in her body and caused her to always hide her <i>chi</i> , this carried over into adulthood. Her parents' acceptance influenced this initial attitude in the past, so it builds a fragile and unstable self-esteem characterized	Valid


						by a common sense of worthiness but high competence, which is called competence-based self-esteem (Christopher J. Mruk, 2006. p.168).	
25	25/MU/H M/42.53/G F/LS	<p>Chen Honghui: <i>I can't believe all this time you've been keeping your kill a secret, what else have you been hiding?</i></p> <p>Mulan: <i>Nothing, leave me alone.</i></p>		Gender Factor	Low Self-Esteem	After attending the training, Mulan takes a shower, but Honghui follows her to congratulate Mulan on her talent. Seeing Honghui approaching her, Mulan shooed her away for fear that her identity as a woman would be exposed, and she was afraid of being kicked out of the training ground for being seen as a liar. The gender factor influences this self-esteem. She is afraid that her identity as a woman will be exposed, causing vigilance such as low self-esteem, she is always careful because she has fear, avoids conflict, and has feelings of insecurity, anxiety,	Valid


						etc. (Christopher J. Mruk , 2006. p. 152).	
26	26/MU/H M/45.45/G F/LS	Sergeant Qiang: <i>Hua Jun, report to commander Tung.</i>		Gender Factor	Low Self-Esteem	After seeing Mulan's (Hua Jun) fighting ability, the commander calls Mulan. Mulan thought that her disguise as a man would be found out, so she was scared. Gender affects Mulan's self-esteem, where she always hides her gender as a woman because she won't be accepted in her current environment. Gender issues in women are indeed a factor of acceptance and rejection from the environment, as experienced by Mulan (Christopher J. Mruk, 2006. p. 72). The influence of this gender forms low self-esteem, so she is not confident, which causes fear	Valid


						and anxiety for Mulan (Christopher J. Mruk, 2006. p. 152).	
27	27/MU/H M/47.04/G F/CBS	<p>Commander Tung: <i>Why you hide it?</i></p> <p>Mulan: <i>I... I don't know.</i></p>		Gender Factor	Competence Based Self-Esteem	During the conversation, Commandant Tung asked why Hua Jun (Mulan) hid the <i>chi</i> within him. This action was taken because she is a woman, and women who have <i>chi</i> are considered a disgrace. The influence of this gender affects Mulan's self-esteem, where she only feels competent but doesn't feel worthy of showing it because her gender is not male (Christopher J. Mruk, 2006. p. 168).	Valid
28	28/MU/H M/47.26/P F/HS	The <i>chi</i> pervades the universe and all living things. We are all born with it.		Parental Factor	High Self-Esteem	After facing Commandant Tung, Hua Jun (Mulan) begins to feel that she is competent and worthy to use the <i>chi</i> passed down by her father to defend her country and kingdom, so she begins to learn more about the <i>chi</i> she has.	Valid


		But only the most true will connect deeply to his chi...and become a great warior.				Genetic factors influenced Hua jun (Mulan), when she started to like and accept <i>chi</i> that her father passed down so she learned it. This chi affects Mulan's self-esteem, acceptance of <i>chi</i> will bring her high self-esteem. She is starting to feel competent, and worthy, and dare to open up to new experiences to get to know her abilities better, including high self-esteem (Christopher J. Mruk, 2006. p. 168).	
29	29/MU/H M/48.51/V F/HS	-		Values Factor	High Self- Esteem	After hearing the advice from Commander Tung, Mulan's days, still disguised as Hua Jun, are getting more consistent. She began to be confident in her abilities, and felt that the <i>chi</i> in her was a gift. In the picture, she confidently started lifting both weights	Valid


						and managed to overtake her friends in front of her. Mulan's actions are influenced by self-values, a state in which a person begins to accept himself and affects her directly, and helps give us a sense of similarity or unique personal identity (Christopher J. Mruk, 2006. p. 69). This self-worth has an impact on high self-esteem so that Mulan feels comfortable with herself and feels acceptable, and can accept those around her regarding her skills (Christopher J. Mruk, 2006. p. 153).	
30	30/MU/H M/50.27/V F/HS	-		Values Factor	High Self- Esteem	After going far enough, Mulan finally made it past her friends and to the top of the hill. The action is the effect of self-values, where it is a state in which a person begins to accept and influence directly. It helps to give us a sense of	Valid


						<p>commonality or unique personal identity (Christopher J. Mruk, 2006. p. 69). Self-values bring Mulan to high self-esteem, it can be seen that she is very confident, optimistic, and understands competence so that (Christopher J. Mruk, 2006. p. 168).</p>	
31	<p>31/MU/H M/52.13/V F/CBS</p>	<p>Commander Tung: <i>Loyal, brave and true!</i> Mulan: <i>Loyal, brave.</i></p>		<p>Values Factor</p>	<p>Competence Based Self-Esteem</p>	<p>Before training, all soldiers are gathered, and there must be a reading of the three virtues: loyal, brave and true. This third virtue burdens Mulan, so she never reads the third virtue. This is because she is lying or hiding her identity as a woman. The social values in this scene are the three virtues, these virtues influence self-esteem because these "local" values are formed earlier and are experienced directly, so they tend to have a strong influence</p>	<p>Valid</p>


						(Christopher J. Mruk, 2006. p. 69). Social values influence Mulan's self-esteem, where she feels competent for 2 virtues but is not worthy to mention the last virtue because she is lying that (Christopher J. Mruk, 2006. p. 168).	
32	32/MU/H M/53.01/V F/LS	Mulan (Hua Jun): <i>Commander tung, there's something that weighs heavy on my heart. I need to confess it to you. It has to do with the three virtues.</i>		Values Factor	Low Self-Esteem	Realizing her lie and being burdened with the three virtues, Mulan is so worried that she plans to tell Commander Tung the truth. But Mulan's words were cut off before saying it and only considered pre-war doubts. The social values here are about the three pillars. These values greatly impact certain groups, such as in the realm of warriors in the film Mulan, because these values include "local values" and were formed earlier so that these three values are highly	Valid


						respected (Christopher J. Mruk, 2006. p. 69). The influence of social values affects self-esteem, it can be seen that Mulan's attitude is anxious and wants, to be honest, is a sign that she is not confident, which is a low characteristic (Christopher J. Mruk, 2006. p. 152).	
33	33/MU/H M/54.36/V F/HS	-		Values Factor	High Self- Esteem	In the picture above, it can be seen that bori-khan's soldiers have killed the 4th battalion, it is a sign that the 5th battalion will soon go to war. Seeing that her friends were starting to get scared, Mulan built her confidence to be ready and optimistic about the war right before her. Mulan's attitude is influenced by self-values, where she has accepted <i>chi</i> within herself and is confident in her abilities (Christopher J. Mruk, 2006. p. 69). This Chi leads her	Valid



						to be optimistic and self-confident, resulting in high self-esteem (Christopher J. Mruk, 2006. p. 168).	
34	34/MU/H M/55.57/V F/HS	<p>Friend 1: <i>Who knows who will live past tomorrow? We may never see each other again.</i></p> <p>Mulan: <i>My father once said.. "there is no courage without fear". So this is natural.</i></p>		Values Factor	High Self-Esteem	In this dialogue, Mulan begins to convince her friends not to be afraid of facing war while they are always together. Mulan's words arose because the people around her believed in her, recognized her abilities, and respected her as Hua jun. The influence of the surrounding environment is included in the social value of the subculture hypothesis, namely relating self-esteem to social groups such as the surrounding environment (Christopher J. Mruk, 2006. p. 69). This influence has an impact on Mulan's self-esteem, where she feels she has to be brave, confident and optimistic so that it	Valid


		<p>Friend 2: <i>Well, it doesn't feel natural.</i></p> <p>Mulan: <i>Listen to me, all of you. We will live I guarantee it. Because I will protect you. We'll protect each other. We'll fight for each other.</i></p>				brings her high self-esteem (Christopher J. Mruk, 2006. p. 168).	
35	35/MU/H M/58.12/V F/LS	-		Values Factor	Low Self- Esteem	When she arrived at the battlefield, Mulan saw Bori-khan's soldiers in front of her eyes, after she had previously encouraged her other friends, it turned	Valid


						<p>out that there was a sense of fear and anxiety in Mulan marked by her sighing and looking around. The social values here are the circumstances around Mulan, after she saw many bori-khan soldiers, she felt anxious and afraid. The surrounding environment influences Mulan's anxiety and fear, so her self-esteem becomes low self-esteem (Christopher J. Mruk, 2006. p. 152)</p>	
36	36/MU/H M/01.00.2 3/VF/HS			Values Factor	High Self- Esteem	<p>After the commander ordered the left wing to advance, Mulan, confident in her abilities and <i>chi</i> bravely stepped forward to chase and shoot at the enemy. The concept of self-values, namely the self-assessment criteria, makes Mulan confident in herself and her abilities (Christopher J. Mruk,</p>	Valid


						2006. p. 69). This value influences his self-esteem so that he creates a courageous and optimistic attitude and moves forward to fight the enemy. This brave, confident and optimistic attitude depicts high self-esteem (Christopher J. Mruk, 2006. p. 168).	
37	37/MU/H M/01.01.0 4/VF/HS	-		Values Factor	High Self- Esteem	Soldiers on the left flank and Mulan advance against the army of bori-khan. Many fall and the rest return to retreat. Seeing that the other soldiers were retreating, Mulan kept advancing and chasing the bori-khan soldiers. She made this decision because she believed in her abilities and was sure she could defeat them, even though she was alone. The self-values here are Mulan's belief in herself and her competence (Christopher J. Mruk,	Valid


						2006. p. 69). Self-values influence Mulan's brave and optimistic actions to bring high self-esteem (Christopher J. Mruk, 2006. p. 168).	
38	38/MU/H M/01.03.0 5/GF/CBS	<p>Witch: <i>Ask again, who are you?</i></p> <p>Mulan: <i>I'm Hua jun. soldier in the emperor's imperial army!</i></p> <p>Witch: <i>Then you will die pretending to be something you're not.</i></p>		Gender Factor	Competen ce Based Self- Esteem	<p>When she advanced and followed bori-khan's soldiers, Mulan met a witch who helped bori-khan. When asked by the witch about her true identity, Mulan avoided it because she didn't want her secret to be exposed. Gender here influences Mulan herself, because she is afraid that she will not be accepted by the environment where she is now (Christopher J. Mruk, 2006. p. 72). So that impacts Mulan's self-esteem, where she has competence in herself but feels unworthy, so she doesn't dare to tell the truth because of her gender (Christopher J. Mruk, 2006. p. 154).</p>	Valid

39	39/MU/H M/01.03.4 3/VF/HS	And Hua Jun did die. For a lie can only live so long. But Mulan... Mulan lived.		Values Factor	High Self-Esteem	After fighting with the witch, Mulan is finally thrown and passed out. Upon awakening, she sees the three virtues in her sword, and is determined to show her true self to her friends and commanders. She finally got up, and took off all the attributes of Hua Jun to help other soldiers in war. Self-values influences Mulan's actions. When confidence and self-acceptance of her identity emerge, this belief leads Mulan to be honest, optimistic, and believe in herself, giving rise to high self-esteem (Christopher J. Mruk, 2006. p. 168).	Valid
40	40/MU/H M/01.05.2 7/VF/HS	Mulan: <i>True</i>		Values Factor	High Self-Esteem	After getting up, Mulan decided to go and help the other soldiers with her true identity. She no longer hides who she is, because she believes in her value as Mulan. The self-values here are	Valid

						Mulan's actions that are confident and accept herself as Mulan so that it is the background for her behaviour that wants to show her identity (Christopher J. Mruk, 2006. p. 69). Self-values bring optimism, confidence, and comfort to herself (Christopher J. Mruk, 2006. p. 153).	
41	41/MU/H M/01.06.0 1/VF/HS	-		Values Factor	High Self- Esteem	After returning to the battlefield, Mulan believes herself and her abilities to be Mulan and not Hua Jun. in this scene Mulan bravely shows who she is and helps the royal army to fight against the army of bori khan. Self-values bring high self-esteem to Mulan, evidenced by being brave, optimistic, and confident in herself and feeling competent and worthy when fighting	Valid

						enemies. This is included in the characteristics of high self-esteem (Christopher J. Mruk, 2006. p. 168).	
42	42/MU/H M/01.08.0 1/VF/HS	-		Values Factor	High Self- Esteem	Finally, Mulan came to the battlefield and helped the royal soldiers. Unexpectedly, a magician assisted Bori-Khan's army in defeating the kingdom's army. Mulan, who knew this, immediately helped trick the fake soldiers behind them, so the bori-khan soldiers focused on Mulan hiding behind a rock. Mulan's actions in devising a strategy to save the royal army are impacted by value factors, namely self-values, where she knows her abilities and uniqueness regardless of who she is (Christopher J. Mruk, 2006. p. 69). These self-values affect	Valid


						Mulan's self-esteem, where she is optimistic that she can do tricks and help royal soldiers (Christopher J. Mruk, 2006. p. 168).	
43	43/MU/H M/01.12.2 7/GF/CBS	<p>Mulan: <i>I'm Hua Mulan. Forgive me.</i></p> <p>Commander Tung: <i>You are an imposter. You've betrayed the regiment. You've brought disgrace to the Hua family.</i></p>		Gender Factor	Competence Based Self-Esteem	<p>After successfully overthrowing the enemy soldiers, Mulan returns to her friends and reports to the commander. Here she apologized to the commander and the others for hiding her identity as a woman all this time. The gender factor here is Mulan's identity as a woman. The gender causes her to hide her identity and claim to be a man because even though she has the ability and talent, her identity as a woman will not be accepted, so she feels unworthy. Included in the competence-based, where a person shows a high attitude of competence but not while the sense of</p>	Valid


						worthiness is lacking (Christopher J. Mruk, 2006. p. 154).	
44	44/MU/H M/01.12.5 8/GF/CBS	<p>Sergeant Qiang: <i>Commander, what is the punishment assigned to this imposter?</i></p> <p>Commander Tung: <i>Expulsion.</i></p> <p>Mulan: <i>I would rather be executed.</i></p>		Gender Factor	Competence Based Self-Esteem	<p>After admitting who she was in front of everyone. The commander also considers Mulan a fraud, and disgraceful, so he kicks her out. There Mulan left with a heavy heart, a high sense of disappointment in herself, and felt that she had failed in carrying out the mission because her identity had been exposed. Mulan's identity as a woman is a gender factor that makes her not feel worthy of being anywhere, even though she has the abilities and talents within her (Christopher J. Mruk, 2006. p. 154).</p>	Valid


		<p>Sergeant Qiang: <i>From this moment forward, you are expelled from the emperor's imperial army</i></p> <p>Commander Tung: <i>If you show your face again, your wish to be executed will be granted.</i></p>					
45	45/MU/H M/01.13/5 7/VF/LS	-		Values Factor	Low Self- Esteem	The commander, who did not accept Mulan's honesty, kicked Mulan out. Mulan finally left to get away from the	Valid






royal commander and soldiers. She didn't know where to go because her identity had been exposed. Mulan burst into tears because she felt she had failed to bring honor, to her family and kingdom and felt alienated. The value factor here is social value, which is related to the surrounding environment, which means a lack of acceptance of Mulan's honesty (Christopher J. Mruk, 2006. p. 69). This factor affected Mulan's self-esteem; she expressed her disappointment by crying, feeling alienated because she was kicked out of the regiment and feeling like a failure, which is a low self-esteem character (Christopher J. Mruk, 2006. p. 82).


46	46/MU/H M/01.16.0 0/VF/HS	<p>Witch: <i>Join me. We will take our place together</i></p> <p>Mulan: <i>I know my place. And it is my duty to fight for the kingdom and protect the emperor.</i></p>		Values Factor	High Self- Esteem	<p>After going away, Mulan met a witch who helped Bori-khan. The witch persuades Mulan to join together, but Mulan refuses. Seeing Mulan's confidence, the witch provided information about a trap attack carried out by Bori-khan. From there Mulan was sure of herself and determined to help the royal army and protect the king. So she decided to go to the commander. Mulan's attitude of refusing the witch's invitation symbolizes self-values, where she has built criteria within herself (Christopher J. Mruk, 2006. p. 69). These self-values have an impact on Mulan's self-esteem, where self-assessment is related to self-esteem and behavior, so that in this scene Mulan is</p>	Valid
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						confident, optimistic and sure of herself so she decides to go to the commander to save the king (Christopher J. Mruk, 2006. p. 168).	
47	47/MU/H M/01.16.5 1/VF/HS	Mulan: <i>Commandant tung, we must ride to the emperor. His life is in danger.</i>		Values Factor	High Self- Esteem	After hearing the witch's statement, Mulan returns to the residence and confronts Commander Tung to inform her that the king's condition is being threatened and Bori-Khan's soldiers are trying to infiltrate the palace. After previously feeling alienated because she was kicked out, she returned feeling confident and aware of her abilities so that she could save the king from her enemies. For this reason, Mulan went to Commander Tung to share this information. Mulan's return to the resident is influenced by confidence in her abilities and herself,	Valid


						which this feeling will build her true identity. (Christopher J. Mruk, 2006. p. 69). This gave rise to a high self-esteem and feeling that her environment could accept her, so she returned to the resident (Christopher J. Mruk, 2006. p. 168).	
48	48/MU/H M/01.18.3 9/VF/HS	<p>Commander Tung: <i>Hua Mulan, your actions have brought disgrace and dishonor to this regiment, to this kingdom and to your own family. But your loyalty</i></p>		Values Factor	High Self-Esteem	<p>Upon arriving at the resident, Mulan conveyed everything she knew about Bori-khan's army deception attack. Finally, all of her explanations were accepted, and she was entrusted with leading her troops to the palace. Acceptance from the surroundings is included in the value factor, more precisely social value. This value relates self-esteem to certain social groups such as the surrounding environment (Christopher J. Mruk,</p>	Valid


		<i>and bravery are without question. You will lead us as we ride to the imperial city.</i>				2006. p. 69). Due to the good reception around, Mulan is finally optimistic and confident and feels worthy of being able to save the king, this is a characteristic of high self-esteem (Christopher J. Mruk, 2006. p. 168).	
49	49/MU/H M/01.19.2 0/VF/HS	-		Values Factor	High Self- Esteem	Commander Tung's trust in Mulan to lead the troops made her confident that she was at the forefront of the soldiers going to the palace to save the king. Beliefs around are included in the value factor, namely social value (Christopher J. Mruk, 2006. p. 69). Social values affect Mulan's self-esteem, so she has high self-esteem and leads troops because of her confidence (Christopher J. Mruk, 2006. p. 168).	Valid


50	50/MU/H M/01.22.4 2/VF/HS	<p>Mulan: <i>Ambush!</i></p> <p>Commander tung: <i>protect the emperor, Clear her parth! Don't leave her side!</i> <i>She must get through.</i></p>		Values Factor	High Self- Esteem	<p>Mulan's troops finally arrived. It turns out that bori-khan's army has controlled the palace. The commander then ordered the soldiers to give way to Mulan so they could save the king. Seeing that, Mulan bravely fought all the bori-khan soldiers. Collaboration with the surrounding environment which is included in social values, makes Mulan feel brave, trust and believe in her ability to save the king so that high self-esteem is born (Christopher J. Mruk, 2006. p. 168).</p>	Valid
51	51/MU/H M/01.26.0 5/VF/HS	<p>Mulan: <i>You told me my jouney was impossible. Yet here I stand. Proof that</i></p>		Values Factor	High Self- Esteem	<p>Arriving at the kingdom, Mulan actually met a witch, she then convinced the witch that she could still be on the right path, the witch also provided assistance and information on where the king was. Mulan's belief in</p>	Valid



		<p><i>there is a place for people like us.</i></p> <p>Witch: <i>No, it's too late for me.</i></p> <p>Mulan: <i>You can still take the noble path, please. I need your help.</i></p>				<p>herself is marked by advising the witch, meaning that she has accepted herself and all her shortcomings. This is included in self-values or values built by herself to build self-identity (Christopher J. Mruk, 2006. p. 69). This self-identity brings high self-esteem to Mulan, because she already understands herself, believes and is optimistic about the path she has chosen (Christopher J. Mruk, 2006. p. 168).</p>	
52	52/MU/H M/01.26.4 5/VF/HS	<p>Mulan: <i>Where's the emperor?</i></p>		Values Factor	High Self- Esteem	<p>After meeting with the witch, the witch turns into an eagle and goes to show Mulan the way where the king is. Mulan then followed her to meet the king. Support from the social environment, namely witch, is a factor of social value because it relates to the</p>	Valid


						<p>response of the surroundings or the surrounding environment (Christopher J. Mruk, 2006. p. 69). This factor has an influence on Mulan's self-esteem, so she is optimistic and follows the eagle to save the king. This optimistic attitude is included in high self-esteem (Christopher J. Mruk, 2006. p. 168).</p>	
53	53/MU/H M/01.27.1 5/VF/HS	-		Values Factor	High Self- Esteem	<p>The scene in the picture is Mulan following the witch to find out where the king is. In this scene, Mulan seems to understand already the values that exist within her, this self-assessment ability will later form one's self-identity to create a relationship between values and self-esteem (Christopher J. Mruk, 2006. p. 69). This self-worth has influenced Mulan to know competence and brings her a sense of worth to</p>	Valid


						create high self-esteem, this is evidenced by the scene of Mulan following the witch without fear so that she can pass through the obstacles in front of her (Christopher J. Mruk, 2006. p. 168).	
54	54/MU/H M/01.29.2 3/VF/HS	Witch: <i>Take your place, Mulan.</i>		Values Factor	High Self-Esteem	Mulan went to follow the witch, then she arrived somewhere. Bori-khan throws arrows at Mulan from far away, but the witch sacrifices herself and protects Mulan. Seeing the sacrifice of the witch, Mulan's confidence in her abilities grows, and her enthusiasm to defeat bori-khan and save the king is even higher. The value factor here is social values, namely the sacrifice of the people around, more precisely the sacrifice from a witch. This value factor increasingly awakens Mulan's	Valid


						enthusiasm and self-confidence to beat bori khan and includes high self-esteem (Christopher J. Mruk, 2006. p. 168).	
55	55/MU/H M/01.30.4 8/VF/HS	Borin Khan: <i>The girl who has come to save the dynasty.</i>		Values Factor	High Self-Esteem	After arriving at the location where the king was held captive, Mulan bravely fought bori-khan regardless of gender. She does this because she believes in her abilities, has accepted her uniqueness and has built his identity as a fighter (Christopher J. Mruk, 2006. p. 69). Self-values affect self-esteem, and create a relationship between self-esteem and behavior, Mulan's courageous and optimistic behavior against bori-khan illustrates high self-esteem (Christopher J. Mruk, 2006. p. 168).	Valid


56	56/MU/H M/01.31.4 1/VF/HS	<p>Mulan: <i>No!</i> Emperor: <i>Rise up. You are a mighty warrior. Rise up like a phoenix. Fight for the kingdom and its people.</i></p>		Values Factor	High Self- Esteem	<p>When fighting bori-khan the sword he was using suddenly fell into the lava and disappeared. Mulan was silent for a moment lamenting over her sword, but the king encouraged Mulan, so she got up and fought again to beat bori-khan. The surrounding environment influences Mulan's attitude, namely support from the king, this support is included in social values, or values related to acceptance or response from the surrounding environment (Christopher J. Mruk, 2006. p. 69). This affects Mulan's optimistic attitude and rises to fight bori-khan who shows high self-esteem.</p>	Valid
57	57/MU/H M/01.33.4 3/VF/HS	-		Values Factor	High Self- Esteem	<p>When bori-khan was about to kill the king with an arrow, the king caught the arrow. The king then throws arrows at</p>	Valid


						<p>Mulan and asks her to kill bori-khan. Mulan, who understood the king's order, nodded and flew to kick an arrow at borikhan until it stuck in the chest and died. The value here is self-value, where Mulan's nod symbolizes her belief in her abilities and herself (Christopher J. Mruk, 2006. p. 69). This value led to an action, namely kicking an arrow toward Bori-Khan optimistically and right on target. The act symbolizes high self-esteem (Christopher J. Mruk, 2006. p. 168).</p>	
58	58/MU/H M/01.35.3 8/VF/HS	<p><i>Emperor: Hua Mulan, the people owe you a debt of thanks. I owe you in my life. In gratitude for your service</i></p>		<p>Values Factor</p>	<p>High Self- Esteem</p>	<p>After successfully defeating Bori-Khan and his soldiers, the king thanked Mulan and invited Mulan to become a royal officer. The social value here affects Mulan's self-esteem, which is the people's and the king's response</p>	<p>Valid</p>

		<p><i>and dedication, I invite you to take your place with our greatest decorated warriors as an officer in the Emperor's Guard.</i></p>				<p>regarding Mulan's actions to save the kingdom and its people. This response from people around gave Mulan confidence and comfort with herself, and she felt that other people could accept her and vice versa, this is a feature of high self-esteem (Christopher J. Mruk, 2006. p. 153).</p>	
59	59/MU/H M/01.36.0 1/VF/CBS	<p>Mulan: <i>Your Majesty, I'm deeply honored by this immeasurable invitation, but with humble apologies I cannot accept it. I left home under cover of darkness and betrayed my family trust. I made choices I</i></p>		Values Factor	Competen ce Based Self- Esteem	<p>When offered by the king to become a royal officer, Mulan refused this. Because she had left home and betrayed her family's trust, she wanted to return to her family to practice the three virtues of being loyal, brave and true. Values, namely social values regarding the three virtues here, affect Mulan's self-esteem. Social factors in subcultural groups are considered more influential, especially for members of a</p>	Valid

		<p><i>knew would risk their dishonor. Since then I have pledged an oath to be loyal brave and true. In order to fulfill this oath I must return home and make amends to my family.</i></p>				<p>particular group because these "local" values are formed earlier and are experienced directly so they tend to have a strong influence (Christopher J. Mruk, 2006. p. 69). Mulan's act of refusing illustrates that her competence does not deserve an award as long as she has not met her family, just as competence-based shows a high level of competence but a low sense of worthiness (Christopher J. Mruk, 2006. p. 154).</p>	
60	<p>60/MU/H M/01.40.2 4/PF/HS</p>	<p>Mulan: <i>Forgive me, father. I stole your horse, I stole your sword, I stole your amor and the sword I lost it.</i></p>		<p>Parental Facator</p>	<p>High Self- Esteem</p>	<p>After returning, Mulan finally arrived at her village and met her mother, father and sister. There Mulan apologized to her father because he had left without saying goodbye and stole his father's horse, sword, and armor. Then, her father apologized to Mulan</p>	<p>Valid</p>

		<p>Father: <i>It is my daughter that means everything to me. And it is I should apologize. My foolish pride drove you away.</i></p>			<p>and was happy that she could return safely and meet her family. The parental factor here influences her self-esteem. Her parents' acceptance of what has happened and what Mulan is doing impacts high self-esteem, feeling comfortable with herself, and feeling that her family has accepted her for who she is (Christopher J. Mruk, 2006. p. 152).</p>	
61	<p>61/MU/H M/01.42.3 7/VF/HS</p>	<p>Sergeant Qiang: <i>Under order of his imperial majesty the emperor, we present this gift to hua Mulan. She has saved the dynasty. The entire</i></p>		<p>Values Factor</p>	<p>High Self- Esteem</p>	<p>Commandant Tung and sergeant followed Mulan to give a gift from the king, a sword with 4 virtues, and asked Mulan about the offer to become a royal officer. The social values are a form of appreciation for the environment around Mulan regarding Mulan's actions that saved the king. Which includes the subculture</p> <p>Valid</p>

		<i>kingdom is in her debt.</i>				hypothesis that relates self-esteem to social groups such as the surrounding environment (Christopher J. Mruk, 2006. p. 69). Appreciation for Mulan's actions brought her high self-esteem so that she believes and believes in competence, namely <i>chi</i> that is in herself and feels worthy of showing <i>chi</i> even though her gender is female (Christopher J. Mruk, 2006. p. 168).	
62	62/MU/H M/01.43.1 1/VF/HS	Sergeant Qiang: <i>As benefit a great warrior, the sword is marked with the pillars virtue.</i> Father: <i>Loyal, brave, and true, and what</i>		Values Factor	High Self-Esteem	After getting a gift from the king in the form of a sword, it turns out that there are new virtues inspired by Mulan's because, the actions which are loyal to her family, to sacrifice, brave, and serving her family can bring her family to true honor. Here it is clear that Mulan feels proud and accepts <i>chi</i> that is in her, a social value. This <i>chi</i> has an	Valid

		<p><i>is this fourth virtue I see?</i></p> <p>Commander Tung: <i>Read it aloud, Mulan.</i></p> <p>Mulan: <i>Devotion to family.</i></p>			<p>impact on self-esteem for Mulan, because she feels herself with <i>chi</i> in her body has been accepted by her family and the environment around her where she lives, thus creating high self-esteem (Christopher J. Mruk, 2006. p. 152).</p>		
63	63/MU/H M/01.44.0 8/VF/HS	<p>The green shoot has grown up to the sky and her ancestors celebrate her in the vault of the heavens. The girl became a soldier. The girl became a leader. And the leader became a legend.</p>		Values Factor	High Self-Esteem	<p>In this picture, Mulan has accepted herself very well, believes in her competence, and finally succeeded in proving to everyone that gender is not a barrier for women to have <i>chi</i>, nor is it a barrier for a woman to become a warrior. Here it is described that self-acceptance is a form of self-valuation so that Mulan's identity is created as she hopes, namely wanting to be herself without covering and hiding anything</p>	Valid

						(Christopher J. Mruk, 2006. p. 69). The identity formed influences Mulan's self-esteem, where her success brings her self-confidence, knows her competence, and feels worthy, so she has high self-esteem (Christopher J. Mruk, 2006. p. 168).	
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