

The Impact of The Boss Baby 2 Animated Film on Children's Personality and Behavior

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Abstract

This research aims to find out the impact of The Boss Baby 2 Animated Film on Children's Personality and Behavior. This research uses descriptive qualitative method and Sigmund Freud's theory to analyze the impact of watching animated films on various aspects of children's personality and behavior focusing on the Id, Ego, and superego. The researcher found that The Boss Baby 2 is about adult issues framed from the children's perspective and id are too dominant in this animated film so it is recommended children watching this film with adults. The researcher hope, that readers can develop a better understanding of psychoanalysis study through this research and hope can be an additional reference in studying psychoanalysis for further researcher

Keywords: Freud's theory, id, ego, superego

Introduction

Film continues to evolve over time as the age of technology and information grew. Film is one of the audio-visual literary genres that serve as an act of communication aimed at sharing ideas, knowledge, thoughts, and messages. According to the understanding of mass communication, a mass media area newspaper, articles, magazines, radio, television, and film. Films are divided into several categories including feature films, newsreels, documentaries, and animated films (Tawakkal et al., 2021). An animated film is a series of images that move and

appear alive. It's also can be media study for children as it can enhance children's interest, personality, and imagination, and support the children's language and behavior development.

Today, parents are working harder to fulfill the family's necessity more than pay attention to their children. According to behaviorist theory, a child is born without any ability and must learn through conditioning from the environment (Saracho, 2023). Therefore, it is important for parents to provide a positive and nurturing environment for their children to develop good language and behavior habits. Compared to the parents in the past who lived in family care, now children live without parental control and tend to spend their enjoyment on social media or watching television so that all the broadcast content from social media or television its raw form perceived which affects in child development. Clark (in Shin & Li, 2017) stated that it is debatable whether these new technologies have an overall positive or negative impact on children, scholars suggest that the impact of media on children largely depends on the proper management and mediation of its use.

The young age of children is very critical and easily how to learn from seeing and imitating. Sometimes imitating fictional characters can prove to be both harmful and dangerous to children effect on their behaviour, attitude and character. A classic example that can be mentioned here is the number of children who would like to smoke or perform a dangerous stunt sequence, just because their favorite characters do the same on screen especially animation film (Soundararaj, 2020). Animations have a great impact on the children and quickly captures on their attention. Therefore, it is the premise of the time that caricature artists must be more thorough and careful when creating caricatures to suit the psychology of children. Whatever the child forms association with including the media-television and film becomes part of his or her environment which will therefore contribute to his or her overall developmental process (Adjeketa, 2015)

Animation are very popular among Children. The animation films in addition to fun for children are also able to stimulate the imagination, give a lasting impression in memory and have a great ability to attract attention, influence the attitudes and behavior of children (Handayani & Ahmadi, 2020). Animated film also has influenced children's thinking, intellectual and communication skills. Watching animation film is one of the entertainment media for children but has both positive and negative effects on the cognitive development and behavior for children. The most noticeable and visible effect of animation film is to teach children a new language and improve their vocabulary. The style and role of the animated film

characters can also influence children to imitate the style or distinctive language of some of the scenes from the film (Ghilzai et al., 2017) 4

While there have been several studies investigating the impact of watching animated films on children, current research generally tends to focus on general aspects of the influence of media on children as a subgenre with unique characteristics. Therefore, the gap from this research focusing more on illustrations of child characters, utterances, and their behavior in *The Boss Baby 2* animated film and its influence on children's personality development and behavior through this film. The main character of this animated film is an adaptation of an adult in the form of a baby. There are also other characters show the visuals of children, so children will definitely be very interested in this movie. However, even though the film depicts a child illustration, there are several scenes that do not portray the good behavior of the children in the film.

This research refers to the psychoanalysis's theory by Sigmund Freud to analyze the impact of watching animated films on various aspects of children's personality and behavior focusing on the Id, Ego, and superego. According to Freud (in Singh, 2021), structure of the mind divided into three parts :

a. Id

It functions in the unconscious level and it is closely tied to instinctual and biological processes. It is the primitive core from which the ego and the superego develop. It is based on 'pleasure principle' the idea that all needs have to be satisfied immediately, avoiding pain and seeking pleasure

b. Ego

It focuses on ensuring the id's impulses are expressed effectively in the context of the real world. The ego operates on the reality principle, mediating between the impulsive desires of the id and the moral standards of the superego. The ego, as a source of rationality, conforms to the 'reality principle' – delaying the discharge of energy from the id until an appropriate object or activity can be found

c. Superego

Third structure, the superego, which provides moral guidance, embodying parental and societal values. The superego's influence is based on societal and parental expectations, shaping behavior through a sense of right and wrong. It often leads to feelings of guilt or pride based on whether an individual's actions align with these internalized moral standards.

By analyzing used Sigmund Freud's theory, this study will explore how watching the animated film "*The Boss Baby 2*" influences changes in a child's

personality, and whether this film is suitable for children to watch. The significant of this research is to support understanding of the influence of media, especially animated films, on children's development. Provides valuable information for parents, educators, and policy makers in guiding children's media experiences as well as Contributes to the scientific literature related to child developmental psychology and media. By strengthening the theoretical foundations of this research, the researcher hope can Identify unique patterns in changes in a child's personality and language that can be linked specifically to the animated film The Boss Baby 2.

Methodology

The method of this research used descriptive qualitative method. Daniel (in Vidhiasi et al. 2023) stated qualitative study considers human thought and behavior in social context and covers a wide range of phenomena in order to understand and appreciate them thoroughly. Qualitative research aims to describe, explain and interpret the data collected. The method was applied by describing and analyzing data relevant to the focus of analysis. Therefore, the qualitative method was the suitable method in this research to figure out the personality and behaviour uses psychoanalytic theory. According to Wellek and Werren (in Mukhsin, 2022) psychology can be used in literary works by studying author's psychology, character's psychology, and also reader's psychology.

In this research, the researcher uses psychoanalytic literary theory by Sigmund Freud. In the process of explaining literature psychoanalysis has been used in the literature process as a source for psychoanalytic conceptions (Hossain, 2017). This is because the psychoanalytic concepts developed by Freud provide deep and relevant insights into the understanding of literary works, revealing meanings that may be hidden behind the characters' words and actions.

In collecting data, the researcher used this method as follows: a) The data obtained by watching the The Boss Baby 2 animated Films directed by Tom McGrath and distributed by Walt Disney Pictures and Walt Disney Animation Studios America in 2021, b) Data stored and interpreted according to the Psychoanalytic thoery in each dialog and action which focus on children character in the boss baby 2 animated film c. Draw conclusion by matching the highlight part with the psychoanalytic literary theory and its traits

Findings and Discussion

Based on data analysis used Sigmund Freud's theory, the researcher found there are three parts of human personality, namely the id, ego and superego in *The Boss Baby 2* animated film, which describes as follow:

a. Id

Data 1

Tim: “Stop Interrupting!” (in 0:16:3 second)

Based on data 1, the scene shows that Ted consistently interrupts Tim as he tries to explain who Tina really is. This impulsive behavior and disregard for Tim's attempt to convey information could be seen as a manifestation of the id. The id is often associated with the desire for immediate pleasure and can lead to impulsive actions without considering the impact on others. As (Sari et al., 2019) states that Id only arises from pleasure without being realized by values, ethics, and morals. In the case of Ted in the film, his interruptions may stem from a desire for immediate satisfaction, perhaps driven by curiosity, excitement, or a lack of patience. This behavior aligns with the id's tendency to prioritize personal desires over social conventions.

Data 2

Ted: “I’m better with this kind of thing!” (in 0:21:37 second)

Based on data 2, the scene shows that Ted's action of snatching the reducer Formula from Tim's hands without consideration for Tim's feelings or the established protocol may be seen as an expression of the id. In relation of Wang (2020) stated that the pleasure principle of the id is to let go of instinctive drives and suppress the desire to fulfill pleasure and consider oneself better than other people. Ted's belief that he is better at commanding the mission and his impulsive snatching of the formula suggest a prioritization of his personal desires and a lack of consideration for Tim's role or feelings. This behavior aligns with the id's inclination to act in a self-centered manner, pursuing immediate satisfaction without necessarily adhering to social rules or cooperative norms (Hart & Hart, 2023)

Data 3

Tina: “Well, I’m the boss, applesauce. And I think you two are better together than you are apart”

Ted: “Well, I work alone– or at least not with him” (In 0:25:54 second)

Based on data 3, Ted's comment about Tim being dumb and his refusal to work with him reflects a certain level of arrogance and a desire to establish himself as superior. This behavior aligns with the id's inclination to prioritize personal

desires and satisfaction over social considerations. Ted, in this instance, seems to derive pleasure from asserting dominance and limiting others, potentially to bolster his own ego. Wang (2020) states that the id follows the pleasure principle to meet instinctive needs further reinforces the idea that Ted's behavior is driven by an immediate desire for personal satisfaction.

Data 4

Ted: "Ah. If you want something done right, do it yourself"

Tina: "We're all in it together"

Ted: "Every man for himself" (In 0:26:10 second)

Based on data 4, the scene shows that Tina offers Ted to work together in completing the mission, but Ted disagrees. Ted is more self-centered and thinks he can do everything by herself. Ted's decision to reject Tina's offer and insist on working alone may be indicative of id-driven behavior. In this case, Ted's belief that he can do everything himself reflects a desire for personal satisfaction and a potential reluctance to share the success or control with others. Meanwhile Karimah (2022) stated that the id is about the pleasure principle as he struggled to achieve success.

Data 5

Tim: "Go left! Go left!"

Ted: "I'm gonna go where navigation says"

AUTOMATED VOICE: Turn left.

Ted: "Thank you, navigation" (In 0:31:10 second)

Based on data 5, the scene shows that Ted and Tim are trying to take a pony to school after being left by the school bus, Ted's refusal to follow Tim's suggestion to turn left can be analyzed in terms of Sigmund Freud's concept of the id. Freud (in Sa'diyah, 2017) stated that The id is the impulsive and pleasure-seeking aspect of personality that operates on the pleasure principle, seeking immediate gratification. Ted's decision to dismiss Tim's suggestion and follow the navigation directions instead may reflect an id-driven behavior. The id often tends to prioritize personal desires and opinions without necessarily considering the input or perspectives of others. In Ted's case, the pleasure may come from asserting his own opinion and maintaining control over the situation, even if it means going against Tim's suggestion.

Data 6

Nathan: "You'll be singing a different tune at rehearsal. The wrong tune. Hahaha"

(In 0:42:26 second)

Based on data 6, the scene shows that Nathan mocks Tabitha and expressing happiness at making her sad, we can interpret Nathan's behavior through the lens of Sigmund Freud's concept of the id. The id is the impulsive and pleasure-seeking aspect of personality that operates on the pleasure principle, seeking immediate gratification without being constrained by moral or ethical considerations (Fengli, 2015). The pleasure Nathan derives from making Tabitha sad reflects a desire for immediate personal satisfaction, even at the expense of someone else's feelings. This scene also touches on the concept of Schadenfreude, the pleasure derived from the misfortune of others (Van Dijk & Ouwerkerk, 2014). Nathan's happiness at making Tabitha sad can be seen as a manifestation of this phenomenon, where his id-driven desire for personal satisfaction is fulfilled through the perceived misfortune of someone else.

Data 7

Meghan: "Let me do it, Nathan. I want to sing the song"

Nathan: "No, I want to see her fail" (in 0:51:21 second)

Based on data 7, the scene shows that Nathan refuses Meghan's offer to replace Tabitha in singing at the pageant event for Tabitha to fail and be embarrassed. Nathan's refusal to let Meghan replace Tabitha, coupled with his expressed desire for Tabitha to fail and be embarrassed. This scene, showcasing how individual desires, particularly those driven by the id, can impact social interactions. Nathan's refusal to let Meghan replace Tabitha emphasizes his id-driven motivation to see Tabitha fail. In relation with that, Wang (2020) states that the id follows the pleasure principle to desire for personal satisfaction.

Data 8

Dr. Armstrong: "Yeah, but some things are more important than money"

Teddy: "Please don't say "love."

Dr. Armstrong: "Power" (In 0:55:59 second)

Based on data 8, Dr Armstrong as the antagonist character believes power is above all. The desire to dominate, and the pleasure derived from being feared could be indicative of id-driven behavior. The id is often associated with self-centered desires and impulses, and the pursuit of power and authority for personal satisfaction resonates with the id's inclination towards immediate pleasure. Dr. Armstrong, as the leader of evil baby, seeking dominance and pleasure through the exercise of power, it aligns with Freud's idea that the id seeks to satisfy its instinctive needs without necessarily considering the well-being of others or societal norms (Alzeer & Benmerabet, 2023)

Data 9

Dr Armstrong: “Are you gonna let grown-ups push you around?”

Babys: “No, no! No, no, no!” (In 0:59:36 – 1:00:35 second).

Based on data 9, the context of the scene shows that Dr. Armstrong having malicious intentions and encouraging babies to rebel against their parents. Dr. Armstrong is depicted as feeling smarter than his parents and having the intention to destroy the world. He did this because he thought that babies should not be ordered around by their parents. In relation with that, Sa'diyah (2017) stated that, the id has no acknowledgment with logic or reality since it is not governed by laws of reason or logic and it does not possess values ethics or morality.

Data 10

Dr Armstrong: “Now we can make parents do whatever we want” (In 1:24:27 second)

Based on data 10, Dr. Armstrong is depicted as feeling smarter than his parents and having the intention to destroy the world by exploiting intelligent babies, which may align with elements of the id to Sigmund Freud's psychoanalytic theory that impulse for immediate satisfaction, power, pleasure, and the id's pursuit of immediate gratification. The idea that all parents would bow down to him further emphasizes the power and control that Dr. Armstrong desires for dominance over others. According to Nolen (2020), Id is driven by the pleasure principle, which changes from all needs and desires.

b. Ego

Data 1

(In 05:20 – 06:15 second)

In 05:20 – 06:15 second, the scene shows that Tim tries to sing and read a bedtime story to Tabitha, but Tabitha keeps refusing it because her schedule is busy tomorrow at school so Tim discourages her from comforting Tabitha and chooses to leave her so she can sleep fast. Based on data 1 of ego, we can analyze Tim's behavior through Sigmund Freud's psychoanalytic theory, particularly focusing on the ego. According to Freud (in Nolen & Arianto, 2020) Ego is the component that is responsible for dealing with reality, which seeks to meet the needs of the id in an appropriate social and reality way. Tim recognizes the importance of Tabitha's busy schedule and adjusts his approach to accommodate her needs, reflecting a balance between his nurturing instincts and the reality of the situation.

Data 2

(In 12:15 – 15.00 second)

In 12:15 – 15.00 second, the scene shows that Tina tells Tim to call Ted but Tim refuses. Tina kept pushing even though Tim didn't want to. The next day, Tina still calls Ted with Tim's voice recorded the night before. Tina does this so she can get Ted and Tim back together. This action could be interpreted as a compromise between personal desires and external circumstances. Tina may perceive that getting Ted and Tim back together is in the best interest of the group, and using the recorded voice could be a practical solution to achieve that goal. It adds complexity to the characters' relationships and demonstrates the ego's role in finding practical solutions. In relation with Wang (2020) the ego follows the reality principle, whose duties are adaptation and submission. The purpose of the reality principle is to delay and stopping tenseness, until the needs are satisfied and found.

Data 3

***Tina: "Well, I'm the boss, applesauce. And I think you two are better together than you are apart"* (In 0:25:52 second)**

Based on data 3, Tina's decision to have Ted and Tim work together, despite Baby Corp only gave the mission to Ted, but Tina decided that Ted should be able to work with Tim because she is the boss, this consistent with ego characteristics. The ego aims to find solutions that balance individual desires and external circumstances for the success of the overall mission or goal (L. Wang & Lv, 2020). In this context, Tina's assertion as boss also involves a practical approach to achieving mission goals. The ego, as a mediator between conflicting demands, plays a key role in finding a balance between individual desires and the demands of the external environment that contribute their mission success.

Data 4

***Tina: "Ugh. Well, then we'll take care of it. You know what, Baby Corp. I quit!"* (In 1:11:09 second)**

Based on data 4, the scene shows that Tina receives a message from Baby Corp that they are no longer needed to complete the mission, her decision resigns from Baby Corp and choosing to continue the mission with Tim and Teddy, can be analyzed as the ego of Freud's theory. Her anger and rebellion may be driven by a desire to continue the mission for the greater good, considering the potential danger posed by Dr. Armstrong. The ego, in this instance, is taking charge and making decisions that prioritize the mission's objectives over external authority. Meanwhile Singh (2021) stated that Ego is the conscious mind, responsible for our feeling of identity and continuity

c. **Superego**

Data 1

Carol: “Time to go buy a Christmas tree”

Tabitha: “But we already have a Christmas tree” (In 0:16:48 second)

Based on data 1, the scene shows that Tabitha and her mother, Carol, attempt to listen to Tim and Ted's conversation from behind the door but Carol puts headphones on Tabitha and asks her to buy a Christmas tree, we can analyze Carol's behavior as superego of Freud's theory. Freud (in Sa'diyah, 2017) stated that superego is the moral of personality and it serves as the person's moral code. He also Freud adds that the ego develops through a child assimilation with his parents regarding what is good and virtuous and what is bad and sinful. Carol is mindful of the importance of privacy and respecting others' boundaries, as listening in on private conversations is considered inappropriate behavior. By putting headphones on Tabitha and redirecting her to buy a Christmas tree, Carol is acting in accordance with the superego's influence to prevent actions that may infringe upon others' privacy or violate societal norms.

Data 2

Tina: “Excuse me. I hate to interrupt, but may I make a suggestion? Why don't you both suck it?” (In 0:16:55 second)

Based on data 2, the scene shows that Tim and Ted are constantly arguing, and Tina is forced to stop their argument even though she doesn't like interrupting people's conversations, we can analyze Tina's intervention can be seen as an expression of the superego. The superego seeks to maintain social harmony and prevent conflicts that may disrupt interpersonal relationships (Behrendt, 2016). Tina's action to stop the argument between Tim and Ted aligns with the superego's function of upholding moral standards and promoting behaviors that contribute to the greater good. The Superego appears as the portion of the psyche that is moralistic and idealistic, which means that superego counters id's pleasure and ego's realistic principle (Kariimah, 2022).

Data 3

Ted: “And eventually, you have to grow up”

Tina: “Just because you grow up, it doesn't mean you have to grow apart” (In 1:09:42 second)

Based on data 3, the scene shows where Tina invites Teddy to talk about his feelings and advises him not to stay away from his brother, we can find Tina's actions can be analyzed as superego. The superego encourages empathy, understanding, and maintaining positive relationships with others, particularly

family members. In dealing with that, Afkarina (2019) stated, Super-ego is about value, rules, ethical and moral of personality system. It is also involved good or bad things of what people want or what people do.

Data 4

Ted: “Working as a team, we will strike at the pageant” (In 1:11:37 – 1:13:24 second)

Based on data 4, the scene shows that Tim and Ted reconcile and join forces with Tina to devise a strategy against Dr. Armstrong, from a psychoanalysis by Freud's theory, this cooperative effort can be connected to the superego. previously Tim and Ted didn't get along at all as brothers, but they recognize the need to work together and not be divided. The superego often encourages individuals to prioritize unity, cooperation, and positive relationships with others, especially within the familial context. According to Afkarina (2019), Super-ego is moral aspects of personality because it is specify about what something true or false, appropriate or not, so as someone can act something with moral of society.

Data 5

Tim: “I’m sorry that I missed your graduation”

Ted: “I’m sorry I missed your one wedding”

BOTH: “I’m sorry I wasn’t there for you” (In 1:20: 23 – 1:21:56 second)

Based on data 5, the scene shows that Tim and Ted express their feelings, admit mistakes, and apologize to each other. This can be analyzed in the context of the superego of Freud's theory. In this scene, the characters' actions align with the psychological concept of the superego, emphasizing the importance of moral reflection, taking responsibility for one's actions, and nurturing positive relationships. Endrawati (2022) stated that superego is a part of the unconscious that is the voice of conscience (doing what is right) and the source of self-criticism, and plays as the controlling of the id's impulses.

Data 6

Dr Amstrong: “Look at you. You’re smart. You’re strong. You don’t need parents. What can they possibly offer you?”

Tina : “How about unconditional love?” (In 1:32: 21 second)

Based on data 6, the scene shows that Tina tries to realize Dr Amstrong that parents love us from the heart not because they want to. Parents are the first humans to care for and give love wholeheartedly. Tina's message about parents loving their children from the heart and being the first humans to care for and give love wholeheartedly reflects a moral understanding associated with the superego. Meanwhile, Freud (in Afkarina & Wardhani, 2019) stated that fear of punishment

and desire to approval make children identify themselves with parents moral advises. Identify of parents obtain to super-ego formation.

Data 7

Tina: "My real mission was getting you two back together" (In 1:34:37 second)

Based on data 7, interpreted that Tina's real mission is not only thwarting the evil plans of Dr. Armstrong but also to address the strained relationship between the two brothers, Tim and Teddy. The resolution of interpersonal conflicts between Ted and Teddy align superego of Freud's theory. The idea that "fellow brothers are not divided but must maintain a close relationship with each other" corresponds with the superego's emphasis on social bonds, particularly within the family. In dealing with that Aparicio (2014) The Super-Ego originates from an individual's interaction with their socio-cultural environment. The awareness of an authoritarian presence imposed by social order is experienced by the individual's interaction with their surrounding community.

Data 8

Ted: "You are the best brother in the world" (In 1:36:27 – 1:37:37 second)

Based on data 8, the scene shows that Tim receives a letter from his brother. Ted who had already been busy and didn't join Tim's family is now back together. Tim realizes that no matter how busy he is, he must also make time for his family and should always be nice to his brother. Tim's understanding that, despite Ted's busy schedule, it's crucial to make time for family and to maintain positive interactions with his brother, aligns with the moral and ethical considerations often associated with the superego. In dealing with that Endrawati (2022) stated that the superego operates as a moral conscience, and the ego is the realistic part that mediates between the desires of the id and the superego.

Data 9

(In 1:38:04 – 1:38:14 second)

Based on data 9, the scene shows that Dr Armstrong is now back at his parent's house and also apologized to his parents. Dr Armstrong realizes that no matter how far he goes, no matter how bad he is to his parents, in the end, he still needs parental love. In this case, we can find Dr. Armstrong's action can be analyzed as superego of Freud's theory. Afkarina (2019) stated, Super-ego is about value, rules, ethical and moral of personality system. It is also involved good or bad things of what people want or what people do. The superego might have played a role in Dr. Armstrong's acknowledgment of the moral and emotional significance of family

bonds, leading him to express regret for any negative actions or attitudes toward his parents.

Conclusion

After being analyzed using psychoanalysis by Sigmund Freud, the researcher concludes that *The Boss Baby 2* animated film is about adult issues framed from the perspectives of children. From the data analyzed, id data is the most commonly found in this film. The character of Dr Armstrong really dominates Id personally because of his negative thoughts as a child soul doesn't want to be arranged by his parents. He also likes to look down on others so does Ted, and the other children's characters. However, Tina as a superego character reminds them to determine the norms and rules that exist in their environment. Ego and Superego in each character make them aware that not all self-satisfaction to be met and obeyed, as it affects a bad impact on others.

As the result, animated films that are too dominant in character Id can cause aggressiveness in children's behavior so that the impact of the film will affect the child's personality to be impulsive, uncontrollable, or even criminal. Although many child characters are visualized in *The Boss Baby 2* animated film, the researcher finds a lot of dialogue and scenes from each character are not worthy of being imitated by children such as against parents, siblings' conflict, and selfishness over others. However, this film also contains moral and ethical messages that can be accepted by audiences of all ages. The inclusion of themes related to family, morality, and personal growth contributes to the overall narrative and character development.

After drawing conclusions, The Researcher suggests when children watch the boss baby 2 animated film, they should be supervised or accompanied by their parents. It's even better if this animated film is watched with family. The researcher hope, that readers can develop a better understanding of psychoanalysis study through this research and hope can be an additional reference in studying psychoanalysis for further researcher because this research only studies the psychoanalysis uses Sigmund Freud's theory. Then it will be interesting for further research to use psychoanalysis theories of other experts who adhere personality and behaviour and not only use films as a data source.

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