

Analysis of Needs Seen in “Finding Dory”: A Movie Directed by Andrew Stanton

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Abstract

This study examines the character development of Dory in the animated film *"Finding Dory,"* directed by Andrew Stanton, through the framework of Maslow's hierarchy of needs. The research aims to identify the various needs reflected in Dory's character and analyze how the fulfillment of these needs influences her growth throughout the narrative. Utilizing qualitative methods, the study analyzes key scenes and dialogues to illustrate Dory's physiological, safety, belongingness, self-esteem, and self-actualization needs. The findings reveal that while Dory's physiological needs are minimally depicted, her safety needs are evident as she navigates vulnerable situations. Her profound desire for belongingness and love drives her quest to reunite with her family, highlighting the importance of relationships in her character development. Additionally, the study illustrates how Dory's journey enhances her self-esteem and leads to self-actualization as she learns to embrace her identity and capabilities. This research underscores the significance of character education in understanding personal growth and emotional intelligence. The insights gained from Dory's character can serve as a valuable resource for educators and parents, emphasizing the role of films in facilitating discussions about character development and the fulfillment of human needs. The study concludes with suggestions for incorporating character education into curricula and further research opportunities in the field of film analysis and character studies.

Keywords

Maslow's hierarchy of needs, character development, movie, Finding Dory, film analysis

INTRODUCTION

This research begins with a discussion about education of building character. Every human being or individual in this world needs education. Education plays an important role in improving the quality of human life. National character building is not something new and specifically as an effort in Indonesia to improve human quality. Malik (2018) described that education is essential for fostering potential and improving the quality of human life. With proper character or behavior in the field of education, children can develop their abilities, share their expertise, and inspire others. The spiritual authority of religion, controlled behavior, personality, and intelligence are all qualities that humans possess because they have the capacity to deliberately develop their potential (Zohar & Marshall, 2000).

Berkowitz & Beir (2005) explains that character and education cannot be separated because they are part of education itself. Instead of focusing more on the knowledge itself, a very essential part that deserves more emphasis is character education, which has affective components. Megawangi (2004) elaborates that character education is a way to educate children in order to make them capable to create thoughtful choices and practice it in daily life, thus they can make a positive contribution to their environment. It is acknowledged as a value and a source of good behavior for human being when students have the capacity to make wise decisions and put them into effect in daily life.

Regulation of the Minister of Education and Culture in Indonesia (Permendikbud), number 20 Year 2018 Article 2 verse (1) stated: “*PPK (Penguatan Pendidikan Karakter)* is implemented by applying values of Pancasila in character education which are religious values, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalist, patriotic, appreciative, communicative,

peace loving, reading interest, environment care, social care, and responsible.” All those character education values are implemented of five main character education namely religious, nationalist, independent, integrity, and mutual cooperation, those must be interrelated one with another.

Therefore, undeniably, character, education, motivation, plays a very crucial role in developing someone's character, which involves behavior and attitude in which a person has sympathy and empathy for other people. However, there are still many obstacles in implementing character education because each person has a different background due to the environment in which a person lives. One significant challenge is the lack of consensus on core values across diverse cultural, religious, and socioeconomic contexts, which can lead to conflicting interpretations of what constitutes “good character” (Berkowitz & Bier, 2005).

Moreover, many actions and unethical behavior can be found in the school environment. Deviant behavior can be detected easily by see such acts like speaking rudely or dirty, disregarding school rules, not being disciplined, smoking, skipping classes, sex offenses, lack of manners, not respecting others, and various other violations of norms (Turiel, 2002). Therefore, students who have a deteriorating character must be guided to become better individuals in the future.

In addition, there are many ways teachers can do to develop or build students' character. For instance, the students can get an example from the teacher and the environment. Teachers can also use another way, which is by using media to help the teaching and learning process as a strategy. Hakim et al. (2023) says teaching strategy is the overall plan for a lesson, including its goals and structure, while tactics are the specific steps used to teach it.

In fact, media has had a significant impact on character development in this era, because it is rapidly evolving every

day as a development of technology (Buckingham, 2007). Indeed, one of the various media that rapidly evolving is electronic media that includes visual, audio, and audio visual which play a significant role as educational medium.

As an audio-visual medium, movie can be used in the process of building emotions, attitudes, and even problem solving (Mukarromah, 2019). Movie not only contains entertainment, but also element of education for the audience. Besides those facilities, movie can function as a learning media. Furthermore, children are eager to copy behaviors they may observe in a movie because they have good memories at this young age. Also, character development is not limited to formal and informal education. Along with the advancement or development of science and technology, it is possible to build character through other educational media, such as mass media both printed, and electronic. In addition, from visual, audio, and audio-visual media are examples of electronic media. Fortunately, there's one kind of media that deals with it, namely movies.

Normally, character's characterization can be found in conversation. The conversation in the movie can be great example of good behavior because it represents the complex case of characterization in order to find out what the main character act by saying something. In this case, a script is an essential part in a movie because it contains the dialogues spoken by the characters on the movie. Despite of that, the importance of learning about character's characterization and how to develop the character through a movie is important because it is a part of literature. In addition, in line with Harmer (2010) stated that "watching movies in class gives students a better understanding of the language being used as well as general behavioral and linguistic insights".

Nowadays, there are many movies or contents with various genres. As is the case with the movie that will be studied by the researcher, *Finding Dory* (2016) is an animated movie where most of the characters are water creatures with a fish named Dory as the main character.

The researcher choses *Finding Dory* (2016) movie as the object of this study. *Finding Dory* (2016) was produced by Walt Disney Pictures and Pixar Animation Studio. This movie is the sequel to *Finding Nemo* (2003) and also the characters in the movie reappear. This sequel depicts a long journey and the efforts of who was separated from her family and as the main character in finding a long-forgotten parent because she has short-term memory or it can be said that she's easy to forget anything that happened to her. In each of her adventures across the ocean in California, she is indirectly assisted by other characters, namely Nemo, Marin, Destiny, Hank, Bailey, and Dory's parents.

Those characters have their own their own set of issues or conflicts and disadvantages. Yet, their spirits were not dampened, and Dory eventually found her parents and gained the courage to rely on and believe in herself. The researcher is deeply interested in analyzing characters in *Finding Dory* movie. The researcher analyzed the characters based on Maslow's theory and how the needs of character develop in the movie *Finding Dory* through the main character.

The reason why the researcher chooses this movie is because the researcher saw Dory unintentionally builds her own character through many obstacles she faced in her journey, the same pattern from the prequel, namely *Finding Nemo* (2003). Dory's character is described as a forgetful, fearful, cheerful, strong, care, clumsy, helpful, optimistic,

being herself and creative. Since the beginning of *Finding Nemo* movie, she is described as a fish with a memory issue. However, she often experiences memory glitches that occurred from the incident or event several hours before or even in the past, it also happened at the core of the adventure in the *Finding Dory* movie. Especially when she remembers that she has parents, she subconsciously forgets because she has short-term memory and memory loss.

Hence, those shortcomings become the basis for Dory's character to become stronger and not give up easily. Thus, even though she has memory problems, Dory subconsciously applies what her parents instilled in her from childhood, such as do not be afraid, do not give up easily, and keep trying. Moreover, "Just keep swimming" is Dory's life motto, given by her parents when she was little, and this indirectly motivates Dory to face every problem in her life. This motto can be interpreted as an encouragement that if life presses her, she just needs to move forward and be steadfast in living it.

Dory's parents also taught Dory to be an independent person because they were aware of their child's memory issues. They gave Dory the advice that if she wanted to go out to play, she had to put shells on every road or path she ever passed, so that on her way home, she wouldn't get lost. This becomes a lesson and a memory that remains for Dory at the end of the story, it also becomes a clue to guide her to find her parents, who apparently have never stopped looking for her and are waiting for Dory to return home.

Moreover, as the movie progresses from the prequel *Finding Nemo* (2003) to *Finding Dory* (2016), the researcher sees the gradual but definite steps of Dory's character and becomes stronger over all the obstacles and tests she experiences in her life. Obviously, Dory's interactions with other characters, such as her parents, Nemo, Marlin, Hank, Bailey, and Destiny, contribute directly or indirectly to characterization and character development.

Throughout her perilous journey, Dory must stay alert to any dangers that might exploit her condition. To survive, she needs to fulfill her basic needs. Given these circumstances, the researcher chose Abraham Maslow's Hierarchy of Needs theory to classify the main character's needs and analyze the character's process or development in fulfilling her needs during her journey to achieve her goal.

In addition, there are several reasons why the researcher chose Maslow's hierarchy of needs as the theory for this study. Firstly, Maslow's theory states that humans are motivated to fulfill their basic needs first before they can move on to higher needs. In the movie *Finding Dory*, the character Dory is depicted as having a strong basic need for security and love. She constantly searches for her parents and is afraid of losing them. Her need for security and love motivates many of her actions in the movie. Besides the basic needs, Dory also shows a higher need for self-actualization. She wants to be an independent fish and help others. Her need for self-actualization is evident in her determination to find her parents and in her efforts to help other fish she meets along the way.

Secondly, Maslow's theory can help analyze Dory's character development. Throughout the movie, Dory undergoes several changes and character development. Initially, she is depicted as a forgetful and fearful fish. However, over time, she learns to overcome her fears and become more independent. This change can be analyzed within the framework of Maslow's hierarchy of needs.

When Dory first meets Marlin, she is very dependent on him for security and love. She constantly follows him and is afraid of being left behind. However, over time, Dory begins to learn to meet her own needs. She learns to navigate on her own and find her way back to her parents' home. This change shows that Dory has fulfilled her basic needs for security and love.

Dory also shows development in terms of self-actualization. Initially, she is only focused on finding her parents. However, over time, she begins to help other fish she meets along the way. She helps Hank escape from the Cleveland Aquarium and helps Destiny find her family. This change shows that Dory has started to fulfill her need for self-actualization.

Thirdly, Maslow's theory can provide insights into the themes of the movie *Finding Dory*. *Finding Dory* has several main themes, including love, family, and perseverance. Maslow's theory can help others to understand these themes better. The theme of love is clearly seen in the relationship between Dory and Marlin.

Dory deeply loves her parents and is determined to find them. Marlin also loves Dory very much and is willing to do anything to help her find her parents. The theme of family is also crucial in the movie. Dory consistently searches for her parents, whom she considers her family. She also finds a new family in Marlin and other fish she meets along the way. The theme of perseverance is also clearly seen in Dory's character. Despite being forgetful and afraid, she never gives up on her dream of finding her parents. Her persistence finally pays off when she reunites with them at the end of the movie.

Overall, Maslow's theory serves as an effective and appropriate framework for analyzing *Finding Dory* movie. It provides insights into the characters, their development, and the underlying themes of the movie.

RESEARCH METHOD

Research Design

As stated by Nayak & Singh (2015), "research design outlines how the research will be carried out". They added that the research design describes the inclusive plan for gathering information in order to determine the research's objective.

Research methodology simply defined as the method or plan to thinking and arrange the preparation in order to accomplish the research objectives. The researcher will use descriptive qualitative method to describe the needs based on the kinds of hierarchy of needs by Maslow's theory that reflected in *Finding Dory* movie. Qualitative research is a descriptive approach that seeks to explore and understand the meaning individuals or groups ascribe to social or human experiences, as emphasized by Nunan (1992), Bogdan and Biklen (1998), Creswell (2014), Taylor et al. (2015), and Merriam and Tisdell (2016). Instead of numbers, the information gathered is in the form of words or images. Instead of focusing on data analysis by numbers, qualitative studies analyze data from various sources, including words, videos, transcripts, records materials, recordings, photographs, documents, products, and notes.

By using descriptive qualitative research, the researcher reviews all of the data, makes sense of it, and organizes it into categories that connect to all of the data sources, but the outcomes convey the data in the form of descriptions.

The source of Data

The source of the data will be taken from the dialogues, words, phrase, clause, sentences, and scenes of *Finding Dory* movie, directed by Andrew Stanton and produced by Lindsey Collins. In this case, the researcher will take and analyzing the dialog by watching the movie.

Primary data is data obtained directly from the source, observed and recorded for the first time. The primary data source in this research is *Finding Dory* movie whether from the dialogues, words, phrase, clause, sentences, and scenes.

Secondary data is data obtained from a second source or secondary sources (Kriyantono, 2005: 44). In this research, secondary data sources will be obtained from internet or web, book, and journal. Then secondary data becomes the source is the subtitle file.

Data Collection Method

The means by which a researcher gathers data are known as data collection methods. According to Ary et al. (2010: 435), written documentation may also be used in qualitative research to understand the phenomenon being studied. The researcher chooses documentary technique for collecting data. Here are a few stages and phases in order to analyze the data. The steps involved in gathering data are as follows:

1. Download the movie of *Finding Dory* (2016) on <https://www.hotstar.com>
2. The researcher will watch the movie.
3. Highlighting the words that indicate the needs that reflected through the main character based on the theory of Maslow's hierarchy of needs.
4. Classifying, after identifying the data, the researcher will classify the scenes that indicate the needs and the fulfillment of needs that influence the development of the character through the dialogues, words, phrases, clauses, scenes, and acts or behaviors in the *Finding Dory* movie.

The Data Analysis Methods

1. Identification
At this point, the researcher will identify the data by downloading the *Finding Dory* movie, then watching the movie first and looking at the characters in the movie. The researcher will watch the movie. Then, highlight the words that indicate the needs that reflected through the main character based on theory of Maslow's hierarchy of needs. The data for this study is in the form of conversation, which involves character conversation.
2. Classification
After identify the data, the researcher will classify the scenes that indicate the needs that reflected through the main character based on the dialogues, words, phrase, clause, scenes, and act or behavior in the *Finding Dory* movie.
3. Explanation
At each hierarchy of needs point found, the researcher will explain the characters in the movie that have been matched based on references from the needs that reflected through the main character based on Maslow's theory. Thus, for each classification, the researcher will explain the reasons why the character falls into each category. Also, the researcher will

explain how the fulfillment of needs influences the development of the character.

4. Conclusion

In the final stage, the researcher will draw a conclusion about the needs that reflected through the main character found and also how the fulfillment of needs influences the development of the character.

RESULT AND DISCUSSION

Findings

This chapter presents the data analysis, addressing the research questions outlined in the research question. The questions are: 1) What needs are reflected through the main character of *Finding dory* movie? 2) How are the fulfillment of needs influence the development of the character? The researcher uses the movie *Finding Dory* as the data source, focusing on the main character, Dory, who demonstrates various needs through her dialogues. The findings include the hierarchy of needs of the main characters in the movie and the fulfillment of needs influence the development of the character.

Kinds of Hierarchy of Needs Found

Physiological Needs

Based on the analysis of the *Finding Dory*, the researcher found that physiological needs as the most fundamental level in Maslow's hierarchy of needs are reflected in several scenes. The researcher identified 3 scenes as physiological needs. These needs involve basic aspects essential for survival, such as the need for food, water, and rest. In the context of this movie, the researcher identified at least three scenes that indicate the fulfillment or lack of fulfillment of these physiological needs. These scenes illustrate how the characters, especially Dory, instinctively respond to their physical conditions whether feeling hungry, exhausted, or searching for a source of water.

Safety Needs

Based on the analysis of the *Finding Dory*, the researcher found that the need for safety, is clearly portrayed in several key scenes. Through the analysis, the researcher found 15 scenes depict aspects of safety needs. This need includes both physical and emotional security, as well as the desire to feel protected from potential threats. Here are the main points of them all, Dory as the main character, displays protective behavior toward herself and her friends, instinctively responding to danger in order to shield them from harm. She also explicitly asks for help in certain moments to ensure safety, reflecting her internal drive to seek a secure and comforting environment. In addition to physical safety, Dory seeks emotional reassurance, especially when faced with unfamiliar or uncertain situations. These scenes highlight her need to avoid danger and detection, and to find a stable and secure environment.

In conclusion, the movie clearly illustrates that the main character has a strong motivation to seek both physical and emotional safety, which represents a crucial aspect of the second level in Maslow's hierarchy of needs.

Belongingness and love needs

Through the analysis of the movie, the researcher identified 17 scenes that illustrate elements of love and belonging needs. Dory exhibits a deep desire for relationships

filled with empathy, care, acceptance, and emotional support. She longs for reconnection with her parents, demonstrating her need to be understood, emotionally supported, and unconditionally accepted. Her friendships with Marlin and Nemo also reflect her need to feel included, loved, and supported within her social group. The moment when Dory reunites with her parents symbolizes the fulfillment of her deepest emotional longing for familial love, acceptance, and connection. Throughout her journey, Dory not only seeks love but also shows her ability to give affection and believe in nurturing relationships.

In conclusion, Finding Dory clearly illustrates that love, emotional connection, and a sense of belonging are essential emotional needs that strongly influence Dory's character growth and motivations throughout the movie.

Self-Esteem Needs

Based on the analysis of the movie, researcher identified 14 scenes that reflect esteem needs. The researcher found that Dory expresses her desire to be effective and capable, as seen in her efforts to build her friends' confidence and offer emotional support. She often encourages others not to give up, which demonstrates both her own confidence and her respect for others' abilities. Additionally, she shows a clear need to be understood, valued, and respected by those around her. Dory's praise for others not only helps boost their self-esteem but also fulfills her own esteem needs by affirming her identity as a supportive and appreciative friend. She knows her self-worth, believe in herself, remains unfazed by negative treatment, and continues to believe in herself.

In conclusion, both self-esteem and the need for respect from others, is an essential part of Dory's character development and contributes significantly to her growth and determination.

Self-Actualization Needs

Through the analysis of the movie, the researcher identified 43 scenes in total, that illustrate elements of self-actualization need in a whole.

- ***Efficient Perception of Reality (EPR)***
No scenes were found throughout the movie that represent this kind of self-actualization need.
- ***Acceptance (ACC)***
The researcher found 2 scenes that identified as self-acceptance. Dory learns to accept herself, including her short-term memory loss, without shame—embracing it as part of what makes her unique. Throughout her journey, she shows that accepting oneself and overcoming fear are essential to living fully. She sees imperfection not as a weakness, but as a strength that helps her grow and connect with others.
- ***Spontaneity (SPO)***
The researcher only found one scene that identified as spontaneity need when Dory spontaneously recalls the fake pipe, Destiny. Destiny asks Bailey, a beluga whale, to use his echolocation ability to locate Dory and provide directions so she can find her way out.
- ***Problem Centering (PC)***
The researcher found 14 scenes that indicate the problem centering need. In this movie, Dory demonstrates a solution-oriented mindset when facing challenges, especially during the scene where she must navigate

through the pipes to reach her parents. With Dory keeps her focus on the goal rather than on her personal fears, which shows a strong task-oriented mindset. Her ability to concentrate on solving external problems, despite her memory challenges, reflects her determination and purposeful action. She also shows leadership and decisiveness under pressure while maintaining a positive attitude even when facing her fear of abandonment.

- **The Need for Privacy (NP)**
By choosing to explore alone, she is exercising her autonomy and pursuing her own path.
- **Independence of Culture and Environment (ICE)**
No scenes were found throughout the movie that represent this kind of self-actualization need.
- **Continued Freshness of Appreciation (CFA)**
The researcher found 4 scene that identified as continued of freshness of appreciation. When, Dory expresses genuine appreciation for the beauty of the stingray migration, admiring the awe-inspiring movement of the sea creatures. She also shows a deep sense of wonder while gazing at the beauty within the aquarium, fully immersed in her surroundings.
- **Peak Experiences (PE)**
Dory's reunion with her parent reflects a moment of ultimate clarity, emotional connection, and a deep sense of completeness.
- **Social Interest (SI)**
The researcher found 3 scenes; Dory demonstrates a strong sense of care for others and a desire to build meaningful social connections. She immediately responds to Marlin's plea for help, showing her keen awareness of others' needs and her willingness to assist without hesitation. Furthermore, Dory shows deep interest in rekindling friendships and doing whatever she can to support her companions.
- **Interpersonal Relations (IR)**
The researcher found 7 scenes that identified dory has many interpersonal relations. All of them are reflected through the movie, where Dory's meaningful interactions with others: such as Marlin, Nemo, her parents, Destiny, Bailey, Hank, the sea otters, and even herself. Highlight her development in empathy, creativity, confidence, and authenticity. These interactions demonstrate that Dory not only grows through support but also inspires and empowers others.
- **Democratic Character (DC)**
The researcher found 2 scenes that indicate dory has democratic side throughout the movie. Dory not only grows emotionally and personally, but also demonstrates democratic values such as fairness, equality, and shared decision-making in her interactions with others.
- **Discrimination Between Means and Ends (DBME)**
No scenes were found throughout the movie that represent this kind of self-actualization need.
- **Unhostile Sense of Humor (USH)**
No scenes were found throughout the movie that represent this kind of self-actualization need.
- **Creativeness (CR)**
In this context, creativity goes beyond artistic talent; it involves thinking imaginatively and flexibly, finding unique solutions to unexpected problems, and applying one's inner potential to real-life situations. Dory exhibits

quick-thinking and originality when facing obstacles. She consistently demonstrates the ability to think outside the box, explore new possibilities, and act without being limited by fear. Her actions reflect a fully functioning individual who embraces uncertainty and expresses herself authentically.

- **Resistance to Enculturation (RE)**

No scenes were found throughout the movie that represent this kind of self-actualization need.

Discussions

Types of Hierarchy of Needs Found in the Movie Finding Dory

The researcher presents the findings related to the types of hierarchy of needs identified in the movie Finding Dory through the lens of Maslow's hierarchy of needs theory. The main character in the movie exhibits various levels of needs: physiological needs, safety needs, belongingness and love need, self-esteem needs, and self-actualization needs.

- **Physiological Needs**

Based on the dialogues the researcher identified as physiological need, sometimes Dory does not explicitly show physiological needs through dialogue, but as a fish, she certainly needs food and oxygen to survive. The researcher found 3 dialogues that indicate Dory's physiological needs as the main character.

Performed at : 00:28:54

Young Dory: "I like shells"

This might reflect her need for food.

Performed at : 00:07:24

Dory: "Yeah, sorry. Back to bed. Back to bed. Hey, Marlin! Oww!"

Dory, Marlin and Nemo sleep, it provides a picture of fulfilling Dory's psychological need for rest when she says 'Yeah, sorry. Back to bed. Back to bed.' Dory, Nemo, and Marlin rest their entire bodies by sleeping at night and waking up the next morning.

Performed at : 01:16:08

Dialogue :

Dory: "Water. Water. I need water."

Additionally, after a "cuddle party" with the otters and intentionally causing a traffic jam, then she successfully finds her friends. However, after some time in the cuddle party without water, her quite heavy breathing leads her to say 'Water. Water. I need water.' Fortunately, Hank quickly takes action and brings Dory to the aquarium inside the truck. By expressing the need for water, Dory is referring to her need to breathe and survive, because for aquatic creatures like Dory, water is essential for life. This reflects her awareness of her physical condition and the immediate necessity to stay alive.

- **Safety Needs**

The researcher found 15 findings that indicate Dory's safety needs as the main character, and here are few findings as the example:

Performed at 00: 11 : 22

Dory: "Okay, you hear that? Okay, everybody stays back from the edge. Come on."

During Mr. Ray's class field trip to the open ocean, Dory instinctively urges her friends to return to the group. This demonstrates a strong desire to return to her comfort zone, where she feels safer and more protected. It also reflects Dory's protective behavior. Dory's actions highlight a protective instinct that often arises when the need for security is unmet. She tries to shield herself and her friends from potential dangers that might be present in the open ocean.

Performed at : 01: 05: 06

Dory: "My. My them. Them. Them. Help. Help. Please. They're gone! Lost. I've lost everyone. There's nothing I can do!"

She feels scared and vulnerable after being separated from Hank, Marlin, and Nemo, due to her memory issues that make it difficult to navigate alone.

Performed at : 00: 33 : 37

Dory: "That's... I'm... I... see, I can't because I'm not so good with directions."

Dory: "But, Hank, I can't go in the pipes alone. I'll forget where I'm going."

Her hesitation to travel alone through the pipes to Cleveland shows her awareness of danger and her vulnerability due to her short-term memory loss, which heightens her need for a secure environment. Also, when she asks for help in a threatening situation, Dory actively seeks protection, demonstrating her need for security.

• **Love and Belongingness Needs**

According to Maslow's hierarchy, love and belonging needs involve forming emotional relationships, seeking affection, and being part of a group. Belongingness and love need refer to the desire to both give and receive love from those around us. This includes a deep yearning for affection from family, friends, children, spouses, and loved ones. The lack of relationships with friends, children, family, or a significant other can lead to feelings of loneliness, isolation, and a lack of connection. The researcher found 17 findings that indicate Dory's love and belonging needs as the main character.

Performed at : 00: 52 : 55

Young Dory: "Oh no, don't cry, Mommy. Don't cry."

Jenny: "Do you think she's... that she can make it on her own, Charlie?"

Charlie: "Oh, honey. It'll be okay."

Young Dory: "Mommy loves purple shells."

When young Dory saw her mother crying because Jenny is worried about her daughter's condition, she assumes that Dory is very fragile and in need of others in her life. This level emphasizes the importance of emotional bond, connections, also empathy to others. Dory's reassurance to her mother reflects her care and concern, aiming to provide emotional support and strengthen their familial bond. It's an expression of love and an attempt to comfort, which is fundamental to satisfying the need for love and belongingness

Performed at : 01 : 01 : 44

Dory: "I'm coming, Mommy! I'm coming, Daddy! Whoo-hoo! Almost home. Almost home. I'm almost home."

That dialogue underscoring her longing for familial connection and acceptance. Her emotional reunion with her parents fulfills this deep need for love and belonging, restoring her sense of security within her family.

Performed at : 01: 12: 12

Dory: "Mom, Marlin and Nemo are more than good friends, they're family. And I have to get them back. See, when they found me it felt like fate."

Dory's statements highlight her emotional bond with them and her understanding of the importance of close relationships. Dory's drive to find Marlin and Nemo again proving her need to reunite with the people she loves and feels a sense of belonging with. These scenes demonstrate Dory's drive to maintain and restore meaningful connections, fulfilling her need for love, acceptance, and belonging.

• **Esteem Needs**

Self-esteem needs refer to the human desire for respect. Maslow categorized self-esteem into two types: self-respect and respect from others. Self-respect originates within the individual and is associated with feelings of confidence or competence. Respect from others, on the other hand, involves seeking appreciation, recognition, or admiration from those around them. The researcher found 14 findings that indicate Dory's esteem needs as the main character, and here are few findings as the example:

Performed at: 00: 44 : 25

Dory: "No, you listen to me. I know you're scared, but you can't give up. Follow me. Just keep swimming. Just keep swimming."

In *Finding Dory*, Dory's interactions consistently reflect the esteem needs Maslow described, which involve confidence, self-respect, and the respect of others. Despite Hank's fear, Dory shows confidence in her ability to face challenges, helping to boost Hank's self-esteem by demonstrating her own strength and support.

Performed at: 00: 51 : 00

Dory: "Hi. Do you know anyone who lost a kid a long time ago that would be me? I don't know how long ago exact...Okay. You're in a hurry."

While searching for her parents in the open ocean aquarium, Dory politely asks the fish and other water creatures if they recognize or know her parents. Despite her kind approach, most of them either avoid her or ignore her. Nevertheless, Dory realizes and understand that most of the creatures are busy. The ability to not feel offended or distressed by the behavior of others, who seem to ignore Dory demonstrates a high level of maturity and deep self-confidence. Dory's ability to not take offense and to understand and accept differences without feeling threatened.

Performed at : 00: 45: 12

Dory: "That's okay. Everybody does it. Nothing to be ashamed of. Hank? Oh, Hank. There you are."

Dory helping Hank feel less self-conscious and more accepted. This empathetic response reinforces Hank's self-worth and highlights Dory's ability to create a supportive environment. Together, these interactions show Dory's journey toward fulfilling her esteem needs, as she gains respect from others and confidence in herself.

- **Self-Actualization Needs**

Self-actualization represents the highest level of need in Maslow's theory. Once the lower needs have been met, an individual reach this pinnacle self-actualization. This stage involves a someone's desire to enhance their own qualities and accept themselves as they are. Each person experiences self-actualization in a unique and different way. The researcher found 43 findings that indicate Dory's self-actualization needs as the main character. Here are the findings of each characteristic of Self-Actualization by Maslow in Finding Dory movie:

- **Efficient Perception of Reality**

No scenes were found throughout the movie that represent this kind of self-actualization need.

- **Acceptance**

As the part of self-actualization needs the researcher found 2 findings that indicate Dory's acceptance as the main character, and here are few findings:

Performed at : 00: 23 : 53

Hank: *How could you forget you have a tag on your fin?*

Dory: *Oh no. I'm sorry. I... I suffer from short-term memory loss.*

Dory's journey reflects Maslow's concept of self-actualization, particularly through her acceptance of herself and her ability to inspire others to embrace life fully. In one scene, which performed at 00:23:53-->00:24:00 Dory introduces herself to Hank and openly acknowledges her short-term memory loss without shame or denial by saying 'suffer from short-term memory loss'. Her acceptance of her condition demonstrates a profound level of self-awareness and self-acceptance, which are key components of self-actualization.

Performed at : 01 : 17 : 29

Dory: *Well, I don't think we did. And that's because the best things happen by chance. Because that's life. That's you being with me out in the ocean not safe in some stupid glass box.*

Dory encourages Hank to leave his comfort zone and live freely in the open ocean, her words reflect her belief in embracing the unknown and living life to its fullest. Despite Hank's initial resistance due to his past traumas and preference for safety, Dory's optimism and encouragement inspire him to take a risk and seek happiness in the ocean. These moments show how Dory not only embraces her authentic self but also helps others find the courage to do the same, embodying the essence of self-actualization through acceptance and growth.

- **Spontaneity**

Performed at : 00:55:36

Dory: *I'm gonna be stuck forever in the pipes. The pipes! The pipe pals. Pipe pals? Pipe pals!*

While searching for her parents who have been moved, and the fastest route is to go through the pipes, she mentions the word "pipes" and spontaneously recalls the pipe friend, Destiny asks Bailey, a beluga whale, to use his echolocation ability to locate Dory and provide directions so she can find her way out.

- **Problem Centering**

The researcher found 14 findings that indicate Dory's problem centering as the main character, and here are few findings.

Performed at : 00:23 :08

Dory: *You mean I'm from here? My parents are here. I have to get to them.*

She feels an urgent need to find them and focuses on searching for them before she forgets. In this moment, Dory also needs to find a way to escape from the quarantine area, which demonstrates her ability to concentrate on problem-solving rather than becoming overwhelmed by fear or uncertainty. Despite the challenges and her memory issues, Dory's determination to reunite with her parents drives her to think clearly and act decisively, showcasing her resilience and resourcefulness.

Performed at : 01: 06 : 00

Dory: *I just forget. And I forget. That's what I do best. That's what I do. What do I do? What do I do? What do I do? What do I do? What would Dory do? I would look around. And there's just water over there. And a lot of kelp over here. Kelp is better. Okay.*

Additionally, when Dory is tapping into her own strengths, resilience, and unique approach to challenges by saying 'What do I do? What do I do? What do I do? What do I do? What would Dory do?' at 01:06:00 --> 01:06:30. It indicates self-reflection and an awareness of her abilities, showing her striving to live up to her fullest potential and be true to herself. She always tries to find solution or a way to overcome the problems she faced.

These moments collectively demonstrate Dory's alignment with Maslow's idea of problem centering in self-actualized individuals. Her ability to prioritize, reflect, and overcome obstacles emphasizes her growth, resilience, and drive to achieve her fullest potential.

- **The Need for Privacy**

Performed at : 01 : 24 : 12

Dialogue:

Dory: *Me? Oh I'm just going to the dropoff.*

Marlin: *Oh, okay. What? The dropoff? No! That's... that's a good idea?*

Dory: *Yeah. I just thought I'd go enjoy the view. Bye bye.*

Marlin: *The view. Well, you have a good time! All by yourself. Not getting lost.*

The researcher only found one dialogue that indicate Dory's need for privacy, performed at 01:24:12 --> 01:24:40 when Dory reaches the pinnacle of Maslow's hierarchy by courageously facing her fears and pursuing her goals. She discovers her true self and realizes her potential. Unlike before, she is not worried anymore. Initially, Dory is known for her forgetfulness and frequent worry. However, by the end of the movie, she exhibits greater courage and self-confidence. Dory bravely ventures to the 'drop-off' alone, a place that previously frightened her. This shows that she has overcome her fear and insecurity.

Dory is no longer focused on basic needs but has evolved into a more confident, brave individual who can achieve her full potential. This development shows that Dory

has progressed through various stages of Maslow's hierarchy and has achieved a higher level of personal growth. Dory's decision to go to the drop-off on her own demonstrates her confidence, independence, and personal growth. By choosing to explore and face new challenges alone, she is exercising her autonomy and pursuing her own path, which are key aspects of self-actualization.

○ **Independence of Culture and Environment**

No scenes were found throughout the movie that represent this kind of self-actualization needs.

○ **Continued Freshness of Appreciation**

The researcher found 4 findings that indicate Dory's Continued Freshness of Appreciation as the main character, and here are few findings as the example. Dory demonstrates Maslow's self-actualization need for continued freshness of appreciation through her ability to find joy and gratitude in small, meaningful moments, even amidst her challenges.

Performed at : 00: 05 : 24

Dialogue :

Fish: *Aw, sweetie. Do you wanna come swim with us?*

Tween Dory: *That is the nicest offer I've gotten all day, I think, I can't remember. Anyhoo! Thanks but, heh, I'm looking for someone. Ugh, can't remember, can't remember, can't remember!*

In the movie, scene that performed at 00:05 : 24-->00:05:40, when a fish offers to help her despite her forgetfulness, Dory's heartfelt response, 'That is the nicest offer I've gotten all day, thanks,' reflects her genuine gratitude and her deep appreciation for acts of kindness for a fish that didn't avoid her when she asked about her parents. This moment emphasizes the importance of empathy and understanding in Dory's world, where small acts of kindness can make a significant impact. It also illustrates Dory's optimistic and grateful nature, as she cherished even the smallest positive interactions during her difficult quest to find her parents.

Performed at : 00:50 :30

Dialogue :

Dory: **Wow!**

Also, there is a scene that performed at 00:50 :30-->00:50:35, when Dory exclaims 'Wow!' as she gazes at the beauty within the aquarium, it reflects a moment of pure wonder and appreciation. This reaction captures Dory's childlike awe and her ability to find joy in the world around her, despite the challenges she faces. The aquarium, with its vibrant colors and diverse marine life, represents a place of fascination for Dory, and her simple yet heartfelt expression, underscores her deep appreciation for the beauty she encounters.

These moments are particularly meaningful because they show Dory's capacity to remain positive and appreciative, even when she is in the midst of a difficult journey to find her parents. Her reaction also highlights her tendency to live in the moment, savoring the experiences she comes across rather than being consumed by fear or worry. Dory's ability to pause and admire the beauty around her serves as a reminder of her resilience and her optimistic outlook, which are key themes throughout the movie. Together, these moments illustrate Dory's resilience, her

optimism, and her capacity to maintain a fresh perspective on life, all of which are hallmarks of self-actualization through the continued freshness of appreciation.

○ **Peak Experiences**

Performed at : 01: 08 : 33

Dialogue :

Dory: *It's you.*

Charlie: *Yes! Oh absolutely!*

Dory: *It's really you! Mom, you're here.*

Jenny: *I am, I...*

Dory: *And Dad, so are you.*

The researcher only found two scenes that indicate this need, the first one performed at 01: 08 : 33-->01:08:53. She said, 'It's really you! Mom, you're here. Jenny: I am, I... And Dad, so are you'. Dory's emotional reunion with her parents might be seen as a peak experience with full of emotion, deeply moving yet joyful, characterized by fulfillment, and a sense of belonging. Dory's successful navigation of various challenges, such as escaping the Monterey Bay Aquarium and finding her family, might be seen as peak experiences, characterized by a sense of accomplishment and personal growth.

Performed at 01 : 23 : 30

Dialogue :

Kathy: *When is Mr. Ray coming back from his migration?*

Hank: *If he's smart he'll stay away from here as long as he can. But until he does, I'm your substitute teacher.*

Bailey: *Okay, kids, who wants to learn about echolocation?*

The second one was performed at 01:23:30-->01:24:10, moment of connection, because throughout the movie, Dory forms stronger bonds with other characters, such as Marlin, Nemo, Hank, Destiny, Bailey, and others. These moments of connection might be seen as peak experiences, characterized by a sense of unity and belonging.

○ **Social Interest**

The researcher found 3 findings that indicate Dory's social interest as the main character, and here are few findings as the example.

Performed at : 00:06: 15

Dialogue :

Marlin: *He's gone. No, no, they took him away!. I have to find the boat!*

Dory: *A boat? Hey, I've seen a boat!*

Marlin: *You have?*

Dory: *Uh-huh. It went this way! Follow me!*

Marlin: *Thank you, thank you! Thank you so much!*

Firstly, scene that performed at 00:06: 15-->00:06:45, 'A boat? Hey, I've seen a boat! It went this way! Follow me!' scene is when Dory first encounters Marlin as he searches for the boat that took Nemo, her quick and perceptive response to his distress call demonstrates her keen social interest. Dory immediately reacts to Marlin's plea for help, showcasing her acute awareness of others' needs and her readiness to assist. This scene highlights Dory's empathetic nature and her strong instinct to help those in need. Her swift action to find the source of Marlin's voice reflects her genuine concern for his situation, even though she is initially a stranger to him. This moment establishes Dory's character as someone who is

inherently social and compassionate, driven by a desire to support and connect with others. Her attentiveness and willingness to help Marlin, despite her own struggles with memory, underscore her selflessness and social sensitivity, which are central to her character throughout the film.

Performed at 00:09:05

Dialogue :

Marlin: Good.

Dory: He wants me to be the teacher's assistant.

Marlin: Uh- no. Not exactly.

Dory: Wow, I am so honored, I have never been a teaching assistant before.

Secondly, a scene that performed at 00:09:05-->00:09:15, when Dory joined the field trip as Mr. Ray's teaching assistant. 'He wants me to be the teacher's assistant. Wow, I am so honored, I have never been a teaching assistant before'. Although it was actually a misunderstanding, this shows that Dory was happy to help Mr. Ray and was certainly interested in his work. Upon arriving at the stingray migration, Mr. Ray warned the children to stay away from the edge, and Dory directed them to follow his instructions. Her open arms and smile as she guided the children conveyed her sincere care and friendliness, ensuring their safety. The children's happy chatter around Dory further showed that she was wholeheartedly fulfilling her role.

Performed at 00:31: 02

Dialogue :

Dory: Ooh! Destiny. You're a fish?

Destiny: Wait. What?

Dory: Hi! Hello there. Can you help me?

Destiny: Whoa! Oh. Whoa.

Dory: All right, I'll go with you. Excuse me. Hi.

Destiny: Who is that? Is that blue blob talking?

Lastly, a scene that performed at 00:31: 02-->00:31:18 when Dory reunites with Destiny, the whale shark, and Bailey, the beluga whale. She shows a deep interest in rekindling these friendships and helping them in any way she can, demonstrating her strong social interest and need for connection. These moments collectively illustrate Dory's intrinsic drive to form connections, help others, and engage socially, all of which align with Maslow's concept of self-actualization through the fulfillment of social interest.

○ **Interpersonal Relations**

The researcher found 7 findings that indicate Dory's interpersonal relations as the main character, and here are few findings as the example:

Performed at 1 : 08 : 33

Dialogue :

Dory: It's you.

Charlie: Yes! Oh absolutely!

Dory: It's really you! Mom, you're here.

Jenny: I am, I...

Dory: And Dad, so are you.

Firstly, when Dory follows shells and finds her parents patiently waiting and believing in her return. Reunion with Her Parents in the context of Trust and Unconditional Love. This relationship gives Dory emotional strength and validation. Knowing she was loved even when lost allows her to accept herself fully. This trust empowers Dory to embrace her

identity and past—core aspects of authentic living, a hallmark of self-actualization.

Performed at 1 : 15 : 38

Dialogue :

Dory: Okay. What idea? Okay. What do I do? What would Dory do? Come on, cars, cars. I see cars.

Otters in front of cars. Cars have to stop. Stop traffic! Cuddle party!

This brief but meaningful scene Between Dory and the Sea Otters. Dory convinces the sea otters to cause a "cuteness traffic jam" to help her cross the road. This humorous moment also shows Dory's quick thinking, confidence, and ability to mobilize others in creative, unconventional ways. It's a moment where she fully embraces her potential without hesitation.

Dory's journey to self-actualization is deeply rooted in meaningful relationships, not just those based on dependency, but on mutual growth, trust, and empowerment. These interactions allow Dory to overcome her disability, embrace her identity, and use her unique skills to help others.

The researcher found 7 scenes that identified dory has many interpersonal relations. All of them are reflected through the movie, where Dory's meaningful interactions with others: such as Marlin, Nemo, her parents, Destiny, Bailey, Hank, the sea otters, and even herself. Highlight her development in empathy, creativity, confidence, and authenticity. These interactions demonstrate that Dory not only grows through support but also inspires and empowers others, making her a self-actualizing individual who embraces her unique identity and uses her inner potential to solve problems and help those around her.

○ **Democratic Character**

Performed at 00:24: 42

Dialogue :

Dory: A map! Good idea. You take me to the map, I figure out where my parents are. Oh boy.

Hank: All right. If I get you to your family, will you give me...

Dory: I don't have much. I... How about if I give you this tag?

Hank: Great idea.

The first scene was performed at 00:24: 42-->00:24:58, she said 'You take me to the map, I figure out where my parents are.' and Hank replied by saying 'All right. If I get you to your family, will you give me...'. Dory agree and said 'I don't have much. I... How about if I give you this tag?'. when Dory negotiates with Hank by offering him a tag in exchange for his help in finding her parents, it showcases democratic side by proposing a deal where she provides Hank with something of value which is the tag in return for his assistance, Dory demonstrates a willingness to engage in mutual agreement and collaboration.

Dory's offer reflects her sense of fairness and willingness to reciprocate. She acknowledges that Hank's help is valuable and that a trade of something meaningful to him which is he tag, a reasonable exchange for his assistance. The negotiation underscores Dory's democratic nature by emphasizing cooperation and compromise. She recognizes that Hank's help is essential and seeks to reach an agreement that benefits both parties, rather than imposing her needs unilaterally.

Dory's ability to negotiate effectively, even with limited resources, demonstrates her resourcefulness and strategic thinking. She uses what she has (the tag) to forge a partnership with Hank, highlighting her adaptability and creativity in solving problems. The negotiation is framed as a win-win situation. Dory's offer provides Hank with something he desires, while Hank's agreement to help her ensures that she can continue her quest to find her parents. This mutual benefit reinforces the democratic aspect of their interaction, where both parties work together toward a common goal.

Performed at 00:14 : 48

Dialogue :

Marlin: *Yes, I know what that feels like.*

Dory: *I don't want to forget this. Somewhere out there is my family. Please, Marlin, I can't find them on my own. I'll forget. Please help me find my family.*

Scene that performed at 00:14 : 48-->00:15:1, Dory pleaded with Marlin to accompany her to the Jewel of Morro Bay, California, despite his concerns about the danger. Her heartfelt request because she missed her family so much, marked by her expression of helplessness, demonstrated her ability to negotiate. Marlin agreed to help, understanding Dory's feelings rather than being swayed by her insistence. This interaction shows that Dory has a democratic character, as she was open to Marlin's concerns and willing to compromise. This situation highlights Dory's democratic nature, as she negotiated an agreement with Marlin and accepted her decision. Her readiness to accept Marlin's refusal mirrors her fairness, as she had previously declined Marlin's request to stay home.

○ **Discrimination Between Means and Ends**

No scenes were found throughout the movie that represent this kind of self-actualization need.

○ **Unhostile Sense of Humor**

No scenes were found throughout the movie that represent this kind of self-actualization need.

○ **Creativeness**

The researcher found 7 findings that indicate Dory's creativeness as the main character, and here are few findings as the example.

Performed at 01 : 14 : 34

Dialogue:

Bailey: *Oh, man, if only there was a way to stop traffic.*

Dory: *Stop traffic?. Stop traffic! Everyone needs to stop. People stop to look at things. Things that they like. Things that are cute. Things that are cute! Okay, I got it.*

The first one is the example of Dory's creativeness when she using her unique quick-thinking skills, devises a plan to save Marlin, Nemo, Hank, and the other water creatures by leading them back to the open ocean. She strategizes to cause a traffic jam by distracting other drivers with the adorable otters, which she calls a "Cuddle Party," in scene that Performed at 01 : 14 : 34-->01:14:43. She said 'Stop traffic?. Stop traffic! Everyone needs to stop. People stop to look at things. Things that they like. Things that are cute. Things that are cute! Okay, I got it.' Making it easier for her to locate and catch up with the Marine Life Institute truck that is transporting her friends. Dory demonstrates creativity and

adaptability in finding solutions to unexpected problems. This also highlights her determination and cleverness in navigating difficult situations. By causing a traffic jam, she enables herself to locate and catch up with the Marine Life Institute truck transporting her friends. This demonstrates her quick thinking, adaptability, and determination to rescue her friends, highlighting her ability to navigate complex situations with ingenuity.

Performed at 01 : 18 : 54

Dialogue:

Hank: *Dory, it's over.*

Dory: *No, there's got to be a way.*

Blue Tangs: *Yeah. There's a way!*

Hank: *Dory, now listen to me. There's no way to get out.*

Dory: *But... there's got to be a way. There's always a way.*

Another moment showcasing Dory's creative mindset is when she insists saying 'there's got to be a way. There's always a way. Well, what about that?' She spoke while observing her surroundings, looking for a possible way out, and, of course, Dory discovered a kind of open glass panel on the top of the vehicle. This demonstrates her proactive and resourceful approach to overcoming obstacles, reflecting her journey toward personal growth and fulfillment that performed at 01 : 18 : 54-->01:19:04. This optimism and resourcefulness underscore her ability to find solutions in the face of adversity. Her refusal to accept defeat and her commitment to exploring new possibilities reflect her proactive and inventive approach to problem-solving.

Dory's actions align with Maslow's idea that creativeness in self-actualized individuals extends beyond artistic expression to encompass innovative thinking and adaptability. Through her quick problem-solving and imaginative strategies, Dory exemplifies the essence of creativity as a vital part of her personal growth and fulfillments.

• **Resistance to Enculturation**

No scenes were found throughout the movie that represent this kind of self-actualization need.

The Fulfillment of Needs Influences the Development of Dory's character

In *Finding Dory*, the fulfillment of needs significantly influences the development of Dory's character. Using Maslow's Hierarchy of Needs, here how each level of needs impacts her growth throughout the movie:

• **Physiological Needs**

It is not shown that Dory has character development in fulfilling her psychological needs according to Maslow's hierarchy of needs. There is only a scene where Dory, Marlin, and Nemo are sleeping at the beginning of the movie. There is no scene where she looks for food or eats in this film. However, when Dory is on her journey to save Hank, she mentions needing water by saying 'Water. Water. I need water,' indicating that she needs water to breathe, showing that her survival instinct is intact.

The sentence focuses on how Dory's psychological needs, specifically the lower-tier needs in Maslow's hierarchy are not prominently displayed in *Finding Dory*. The film

doesn't show Dory actively fulfilling essential needs like eating or drinking, which are key to survival.

In Maslow's theory, physiological needs are the most basic needs in the hierarchy, such as eating, drinking, sleeping, breathing, and shelter. In the context of *Finding Dory*, these needs also play a crucial role in Dory's character development, though on a fundamental level, they often serve as the backdrop to her emotional and psychological journey.

Table 1. Dory's Transformation Based on Physiological Needs

Dory Before	Dory Becomes
Dependent on others for basic needs.	Independent in fulfilling basic needs.
Unaware or dismissive of physiological needs.	More aware and appreciative of basic needs.
Lacks a safe physical and emotional place.	Finds a safe space with family and friends.
Vulnerable to unsupportive environments.	Adapts and creates supportive environments.

The fulfillment of physiological needs plays a vital role in Dory's character development in *Finding Dory*. Initially, Dory depends on others to meet her basic needs and often neglects the importance of having a safe place. However, as her journey progresses, she becomes more independent, learns to adapt to her surroundings, and finds a supportive environment to meet her basic needs sustainably. This transformation allows Dory to achieve physical stability, which supports her emotional and psychological growth.

• *The Influence of Physiological Needs on Character Development*

Meeting physiological needs enables Dory to focus on the next levels, such as safety, belonging, and self-actualization. With her basic needs secured, Dory can concentrate on finding her family, building connections with others, and ultimately understanding and accepting herself as a unique individual with limited memory but a big heart.

Stable physiological needs form the foundation that allows Dory to undertake her journey with enthusiasm, despite facing significant obstacles. This aligns with Maslow's theory, where fulfilling basic needs provides a basis for higher psychological development.

○ *Safety Needs*

As Dory ventures through the ocean and the Marine Life Institute, her need for safety becomes evident. Her struggles with memory loss put her in vulnerable situations where she must seek safe environments. Finding secure spaces and avoiding danger and predators are vital for her ability to continue her quest.

In *Finding Dory*, Dory's character development, as seen through the lens of safety needs in Maslow's theory, highlights her transformation from a vulnerable individual prone to anxiety and uncertainty into a more confident, independent, and resilient character capable of facing challenges.

Table 2. Dory's Transformation Based on Safety Needs

Dory Before	Dory Becomes
Anxious and lost due to lack of direction.	Confident and creative in problem-solving.
Dependent on others for safety.	Self-reliant and independent.
No place to call home.	Reunites with her family and finds a home.
Fearful of challenges.	Courageous in facing difficulties.

Dory's character development through the fulfillment of safety needs reflects her transformation from a vulnerable and anxious individual to a self-reliant, confident, and courageous one. Meeting both her physical safety and emotional safety provides her with the foundation to grow and find her place in the world. Dory, who was initially "lost" both physically and emotionally, ultimately becomes "found," not just in reuniting with her family but also in understanding herself and discovering true security.

The fulfillment of safety needs in *Finding Dory* serves as a crucial foundation for Dory's character development. Through her physical and emotional journey, Dory learns that a sense of security comes not only from a stable environment but also from supportive relationships and trust in herself. This enables Dory to reunite with her family, build meaningful connections with others, and face life's challenges with optimism and courage.

○ *Love and Belonging Needs*

Dory's primary motivation is to reunite with her family. Her journey highlights her deep desire for connection and belonging. The support and companionship of Marlin and Nemo help her feel connected and valued. This need drives much of her emotional journey and character development, as her relationships become a source of strength and motivation. Dory's quest for family and connection fulfills her emotional need for love and acceptance. Dory's successful reunion with her family marks a significant character development milestone. At the beginning of the movie, she felt unfulfilled due to unmet love and belonging needs. However, upon reuniting with her family, she experiences a sense of completeness, finally satisfying this deep emotional need.

In Maslow's theory, love and belonging needs encompass close social relationships, affection, and a sense of acceptance within a group or family. In *Finding Dory*, Dory's character development based on these needs shows a significant transformation from feeling isolated to being connected with her family and friends.

Table 3. Dory's Transformation Based on Love and Belonging Needs

Dory Before	Dory Becomes
Feels isolated and lonely.	Connected with family and friends.
Doubts whether she is loved or accepted.	Understands she is worthy of love.
Completely dependent on others.	Becomes a strong connector in social relationships.
Lacks a clear emotional place.	Gains a family and a place to call home.

Dory's character development based on love and belonging needs reflects her transformation from an individual who feels isolated to one who is deeply connected with others. The fulfillment of these needs provides her with a stronger sense of identity, courage to face challenges, and emotional satisfaction from meaningful relationships. Dory, who initially felt lost, not only finds her family but also discovers her place in the world with people who love and accept her as she is.

o **Esteem Needs**

Throughout her adventure, Dory works to overcome her self-doubt and prove her abilities. Each successful step towards finding her family enhances her self-esteem and confidence. Her achievements, such as navigating complex situations and solving problems, reinforce her sense of competence and worth. As she navigates challenges, Dory develops confidence and self-worth, recognizing her capabilities.

In Maslow's theory, esteem needs encompass two primary aspects: (1) esteem from others, such as recognition, appreciation, and social status, and (2) self-esteem, including confidence, competence, and respect for one's own abilities. In *Finding Dory*, these needs play a crucial role in Dory's character development, showcasing a significant shift from self-doubt to becoming a confident and competent individual. Below is an analysis of Dory's transformation through the fulfillment of esteem needs.

Table 4. Dory's Transformation Based on Esteem Needs

Dory Before	Dory Becomes
Feels incompetent and underestimates herself.	Confident and values her abilities.
Relies on others' validation.	Independent and trusts her own judgment.
Doubted by others for her limitations.	Respected and recognized for her courage.
Avoids major responsibilities.	Leads and makes important decisions.

Dory's character development based on esteem needs reflects a profound transformation from someone who doubts her own abilities to a confident, respected, and independent individual. The fulfillment of these needs enables Dory to overcome her memory limitations, discover her intrinsic value, and prove she is capable of handling significant challenges. Once feeling small and insignificant, Dory ultimately becomes the hero of her own story, inspiring those around her with her courage and creativity.

o **Self-Actualization**

By the end of the movie, Dory's journey represents her growth and self-actualization. She not only reunites with her family but also realizes her full potential despite her memory challenges. Her self-acceptance, along with her ability to overcome obstacles and fulfill her goal, demonstrates her achievement of self-actualization. In conclusion, Dory discovers her purpose, using her unique skills to help others and find her family.

Overall, the fulfillment of these needs shapes Dory's character development by influencing her actions, motivations, and emotional growth. Her journey through each level of Maslow's hierarchy illustrates her progression from basic survival to achieving a deep sense of personal fulfillment and self-realization.

Table 5. Dory's Transformation Based on Self-Actualization Needs

Dory Before	Dory Becomes
Feels constrained by limitations.	Leverages strengths and creativity.
Unsure of her life's purpose.	Discovers and achieves her purpose.
Relies on others for support.	Becomes independent and a group leader.
Afraid of her shortcomings.	Accepts and values herself as she is.
Lives without clear meaning.	Lives a meaningful life with family and friends.

In *Finding Dory*, Dory's development based on self-actualization needs reflects her journey toward self-acceptance, realizing her full potential, and achieving her life's purpose. Dory transforms from an individual who feels limited by her shortcomings into someone who overcomes obstacles, inspires others, and lives a life of meaning alongside her family and friends. Ultimately, Dory not only finds her family but also discovers herself.

CONCLUSION

Finding Dory is a heartwarming sequel to the beloved animated movie *"Finding Nemo."* The story centers on Dory, the forgetful blue tang fish, as she sets out on a journey to find her long-lost family. With the help of her friends, Marlin and Nemo, Dory embarks on a perilous adventure through the vast ocean, facing numerous challenges and heartwarming encounters along the way.

This study has explored the character development of Dory in the movie "Finding Dory" through the lens of Maslow's hierarchy of needs. After identify and describe the kinds of needs reflected through the main character and how the fulfillment of needs influences the development of the main character of *Finding Dory* movie, the researcher through the analysis revealed that Dory's journey reflects various needs, including physiological, safety, belongingness, self-esteem, and self-actualization based on Maslow's theory. The researcher found a total of 3 psychological needs, 15 safety needs, 17 belonging and love needs, 14 self-esteem needs, and 43 self-actualization needs. Each of these needs plays a crucial role in shaping her character and influencing her actions throughout the movie. The findings indicate that the fulfillment of these needs significantly impacts Dory's development.

Moreover, the study emphasizes the integral relationship between character and education. As highlighted in the research background, character education is essential for fostering potential and improving the quality of human life. The insights gained from analyzing Dory's character can serve as a valuable resource for educators and parents in guiding children towards developing positive character traits.

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