

**THE IMPACT OF GENDER STEREOTYPES ON THE MAIN
CHARACTER'S PSYCHOLOGICAL DEVELOPMENT IN THE DISNEY
MOVIE *MULAN* (1998)**

A FINAL PROJECT

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Afresti Fahiratunnisa

MOTTO

“The soul of the World is nourished by people’s happiness. And also by unhappiness, envy, and jealousy. To realize one’s Personal Legend is a person’s only real obligation. All things are one.

And, when you want something, all the universe conspires in helping you to achieve it.” – Paulo Coelho

DEDICATION

I dedicate this final project to myself, who has been resilient in completing the final project instead of giving up, even though there are many obstacles in it. I also dedicate this final project to my mother, who always provides support during my studies. And to my father, who has passed away, but he provided tremendous support during his lifetime. This is the final project, which was done with hard work and full of sacrifices.

ABSTRACT

Fahiratunnisa, Afresti. 30801900001. The Impact of Gender Stereotypes on the Main Character's Psychological Development in the Disney Movie *Mulan* (1998). English Literature Study Program. Faculty of Language and Communication Science. Sultan Agung Islamic University. Advisor: Diyah Fitri Wulandari, S.S., M.Hum.

This study analyzes the impact of gender stereotypes on the main character portrayed in a patriarchal society in the Disney movie *Mulan* (1998). More specifically, the purpose of this study is to find out the depiction of gender stereotypes in the movie and the psychological impact experienced by Mulan as a result of gender stereotypes in society.

This study uses Erik Erikson's developmental psychology theory to review the impact of gender stereotypes on Mulan at the adolescent stage. This study applied the qualitative method to analyze the data consisting of words, sentences, and dialogues. The data was collected through several steps, such as watching and reading the movie script, identifying, and classifying.

Based on the results of this study, it shows gender stereotypes in the movie. In the female stereotype, there is the depiction of women as second class citizen, women are restriction on public speech, adherence to Chinese beauty/physical standard, and limitation to domestic roles and duties. On the other hand, male stereotypes are depicted such as exhibiting physical and mental strength, showing aggression, and manifesting 'no sissy stuff'. Gender stereotypes in the Disney Movie *Mulan* (1998) affect Mulan's psychological development in several aspects, such as leading in low self-esteem, future career tendencies, and roles in the social sphere.

Keywords: Gender Stereotype, Psychological Development Impact, Patriarchal Society

INTISARI

Fahiratunnisa, Afresty. 30801900001. The Impact of Gender Stereotypes on the Main Character's Psychological Development in the Disney Movie *Mulan* (1998). Program Studi Sastra Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Pembimbing: Diyah Fitri Wulandari, S.S., M.Hum.

Penelitian ini mengungkap dampak stereotip gender terhadap tokoh utama yang digambarkan dalam masyarakat patriarki dalam film Disney *Mulan* (1998). Secara lebih spesifik, tujuan dari penelitian ini adalah untuk mengetahui penggambaran stereotip gender dalam film tersebut dan dampak psikologis yang dialami oleh Mulan akibat stereotip gender dalam masyarakat.

Penelitian ini menggunakan teori psikologi perkembangan dari Erik Erikson untuk meninjau dampak stereotip gender terhadap Mulan pada fase remaja. Penelitian ini menggunakan metode kualitatif untuk menganalisis data yang terdiri dari kata-kata, kalimat, dan dialog. Data dikumpulkan melalui beberapa langkah, yaitu: menonton dan membaca naskah film, mengidentifikasi, serta mengklasifikasikan.

Berdasarkan hasil penelitian, terdapat stereotip gender dalam film tersebut. Dalam stereotip perempuan, terdapat penggambaran perempuan sebagai kelas dua, perempuan dibatasi untuk berbicara di depan umum, tunduk pada standar kecantikan/fisik orang Tionghoa, serta pembatasan peran dan tugas domestik. Disisi lain, stereotip laki-laki, digambarkan seperti sosok dengan kekuatan fisik dan mental, menunjukkan agresi, serta tidak menunjukkan hal-hal yang berbau feminine. Stereotip gender dalam film Disney *Mulan* (1998) mempengaruhi perkembangan psikologis Mulan sebagai remaja dalam beberapa aspek, seperti memiliki dampak pada rendahnya harga diri, dan peluang karir masa depan, serta peran dalam lingkup sosial.

Kata kunci: Stereotip Gender, Dampak Perkembangan Psikologis, Masyarakat Patriarki

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Finally, that this final project is still far from perfect, there are still shortcomings found in this final project. However, the researcher hopes that this research can be useful and useful for readers, especially for those who are working on their final project.

Semarang, August 10th 2023



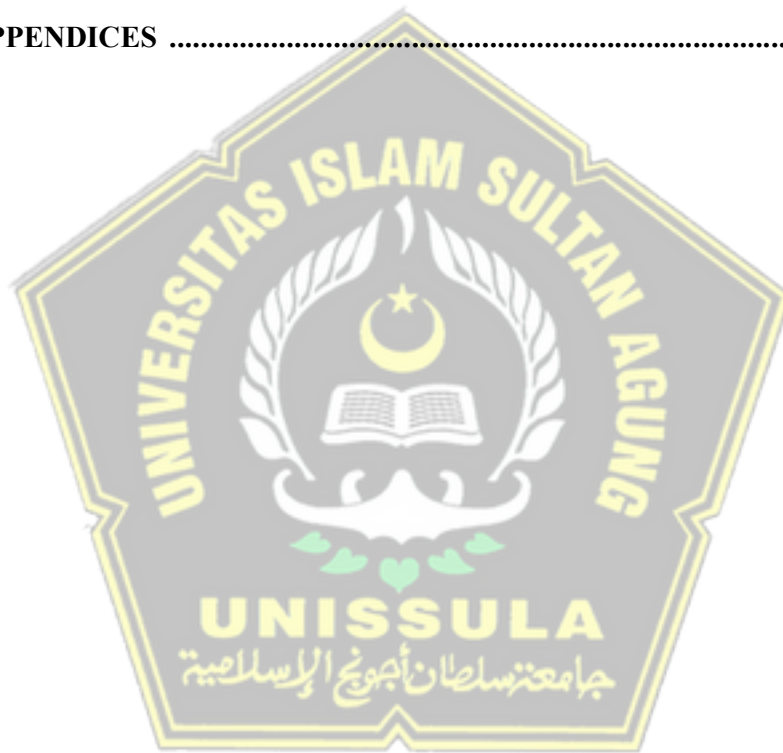
Afresti Fahiratunnisa

TABLE OF CONTENT

PAGE OF APPROVAL	i
PAGE OF VALIDATION	ii
STATEMENT OF WORK'S ORIGINALITY	iii
MOTTO AND DEDICATION.....	iv
ABSTRACT.....	v
INTISARI	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Limitation of the Study.....	7
C. Problem Formulation.....	7
D. Objective of the Study	8
E. Significance of the Study.....	8
F. Organization of the Study.....	8
CHAPTER II REVIEWS OF RELATED LITERATURE	10
A. Synopsis of Disney Movie <i>Mulan</i> (1998).....	10
B. Reviews of Related Literature.....	14
B.1. Stereotype.....	14
B.2. Gender Stereotype	16
B.3. The Impact of Gender Stereotype.....	22
CHAPTER III RESEARCH METHOD.....	29
A. Type of Research.....	29
B. Data Organization	30

B.1. Data Collecting Method	30
B.1.1. Watching the Movie and Reading the Movie Script	30
B.1.2. Identifying the Data	31
B.1.3. Classifying the Data	31
B.2. Types of the Data	31
B.2.1. Primary Data	32
B.2.2. Secondary Data	32
C. Analyzing the Data	32
CHAPTER IV FINDING AND DISCUSSION	33
A. Gender Stereotype in <i>Mulan</i> Movie Script (1998).....	33
A.1. Female Stereotype	34
A.1.1. Depiction of Women as Second Class Citizen	34
A.1.2. Restriction on Public Speech	37
A.1.3. Adherence to Chinese Beauty and Physical Standard	39
A.1.4. Limitation to Domestic Role and Duties	41
A.2. Male Stereotype	45
A.2.1. Exhibiting Physical and Mental Strength	45
A.2.2. Showing Aggression	48
A.2.3. Manifesting ‘No Sissy Stuff’	49
B. The Impact of Gender Stereotype on The Main Character Psychological Development	51
B.1. Low Self-Esteem	51

B.2. Future Career	55
B.3. Social Role	57
CHAPTER V CONCLUSION AND SUGGESTION	61
A. Conclusion	61
B. Suggestion	62
REFERENCE	64
APPENDICES	68



CHAPTER 1

INTRODUCTION

This chapter discusses the introduction of the study, which consists of the background of the study, limitations of the study, problem formulation, objectives of the study, significance of the study, and organization of the study.

A. Background of the Study

Literature is often defined as human expression derived from individual experiences expressed using language (Mahardika 37). A literary work has an entertaining element that gives pleasure to everyone who reads it. According to Yimer, literature is an infinite study of literature that is interrelated with various fields such as history, philosophy, sociology, psychology, and so on (157). There is a bilateral relationship between psychology and literature. A literary work benefits from psychology in terms of effectively portraying characters, conveying their emotions, and drawing readers into the psychological components of reality (Yimer 159). Thus, the reciprocity between literature and psychology is based on mutual interaction, such as analyzing literary works using psychological sources and deriving psychological truths from a literary work (Yimer 159). The fact that literature often presents many things about life that is very common around us, as well as often displaying various phenomena in society.

In society, there are very significant differences in gender roles. Women and men have different roles in various aspects, such as different roles in the

family, work, and society. Women in the family have a role as housewives. They have no role in society and are expected to stay home and do housework. While men will have a role as breadwinners, they work outside to meet household needs. This difference in roles is a construction formed by a patriarchal society that believes men are the head of the family and have higher position than women.

The patriarchal system of placing males in a superior position has become the ideology of the world's ruling group in order to control gender issues. Yet, there is a gender construction in a society established by the patriarchal society. Women and men play distinct roles in various contexts, including the family, the workplace, and the community. Because of these differences in responsibilities, one gender is frequently disadvantaged. A patriarchal culture believes that men should be in charge of their families and have greater authority than women. In patriarchal societies, males are given superior roles, and women are subject to male authority. This has the effect of restricting women's positions, to the point where women rarely get the chance to participate in society. Adrienna Rich explains that patriarchy exists in various aspects of life such as ideology, law, political systems, and so on, which have an impact on stereotypical beliefs that make women second-class and unequal to men (qtd. in Sedayu 2). So that women have very severe limitations, and they only enjoy a few legal, social, political, and other rights.

Society is culturally trapped in patriarchy, which supports male privilege, such as being *male-dominated*, *male-identified*, and being *male-centered* and obsessed with control (Johnson 5). The patriarchal society believed that

submission required women to be submissive, dependent, and emotional, while men were expected to be wise and powerful. Faithful wives take care of household responsibilities like home maintenance and raising children. Sultana stated that “The term patriarchy refers to male dominance in both the public and private spheres” (Sultana 2). Women have traditionally held a position of subordination to men. The patriarchal system supports male privilege and masculine characteristics for strength and control (Barli et al. 235). It demonstrates that women will never be treated fairly in either society or the home.

Chinese society is one of the countries that believe in the patriarchal system. Xiaoyan Peng explained that Chinese society believes in the image of men and women as *Qian* and *Kun*, which has meaning as Heaven for male and Earth for female (Peng 149). This belief is the view that men have a higher position than women. A patriarchal society sees that men have a superior position and considers women to have an inferior position. This perception has been firmly entrenched in the minds of the Chinese for thousands of years (Peng 149). Furthermore, the ontology of traditional Chinese thought about Yin and Yang and the view that “men are superior to women” influences gender relations that were embedded in the political, economic, community, and family spheres (Qing 5). These patriarchal systems create societal stereotypes, which consequently affect the restrictions on the role and behavior of each gender.

Gender stereotypes categorize people based on their gender by reinforcing existing boundaries between women and men. Deborah L. Best stated that “Gender stereotypes refer to psychological traits and behaviors that are believed

to occur with different frequencies in the two gender groups (e.g., men are more “aggressive”, women are more “emotional”).” (11). Society believes men are more aggressive than women and should not be as emotional as women. In addition to gender stereotypes in the family in the context of roles, real women are generally expected to handle household matters (Arifatin 77). These household tasks include housework such as cooking, cleaning, taking care of children, and nursing the sick, especially husbands and sick children.

Gender stereotypes in Disney’s princess movies, often showing not only the distinct roles between men and women but also the side of femininity and masculinity in each character. Disney princess movies often depict the passive nature of a princess waiting to be rescued by a strong prince fighting a villain. As in *Sleeping Beauty* (1959) Briar Rose as a princess is portrayed with femininity in her appearance as well as her nature where she is passive by waiting for a prince to save her life. In contrast, Prince Phillip portrays masculinity as he fights the villain to save Briar Rose. Female characters are shown to be more feminine and male characters are more masculine. This appearance makes the stereotypes that already exist in society stronger. For example, the appearance of the main character the princess is passive to fight the villain. Instead, she waits for a hero who is usually displayed as a prince to save the princess. According to Ramadhan, gender stereotypes displayed in a movie can influence and shape the attitudes of people who watched it (189), some children who watch Disney princess movies such as *Cinderella* (1950), *Snow White and the Seven Dwarfs* (1937),

and *Sleeping Beauty* (1959). This shows the different traits between men and women that will have a positive to negative influence.

Compared to men who are considered as strong and brave, girls will see that women are portrayed as passive, gentle, and beautiful. Therefore, stereotypes against women have a negative impact on women, such as limiting women's capacity to develop their personal abilities, pursue their professional careers, and make choices about their lives and life plans (ohchr.org qtd. in Fajar 6). More specifically, gender stereotypes in society will have an impact on children in the adolescent stage, which is crucial for the development of self-cognition. Erikson characterized adolescence as a time of identity vs. identity confusion (Orenstein and Lewis qtd. in Zhao 1012). These stereotypes have an impact on adolescent girls being disadvantaged in various opportunities that can develop their abilities, especially in the adolescent stage of self-discovery. Gender stereotypes are depicted in many literary works give an impact on anyone who are reads it.

There are many studies that analyze literary works by presenting the phenomenon of gender stereotype, one of them is an undergraduate thesis by Muhammad Fajar entitled *Chinese Women Stereotype of the First Generation of Chinese Immigrant Women as Reflected in Amy Tan's The Joy Luck Club*, examining the stereotypes of the first generation of Chinese immigrant women reflected in the novel 'The Joy Luck Club' by Amy Tan (Fajar 60). Another study is by Intan Suci Wulandari entitled *An Analysis of Gender Stereotypes in Brave Movie*, examining the stereotypes of gender on Disney's Princess movie *Brave* (Wulandari 55). This study focuses only on displaying female stereotypes

from the main character in the movie *Brave*. At the same time, the current study shows gender stereotypes and the impact of gender stereotypes on the main character in the Disney movie *Mulan* (1998) by using developmental psychology theory to review the research.

The Disney movie *Mulan* (1998) tells the story of Mulan's struggle in a patriarchal society. The movie is set in China during the Han dynasty. In the movie, gender stereotypes are shown by portraying that women have a lower position than men who are more powerful. Mulan lives in a patriarchal society that still has traditional gender roles. Mulan is the only daughter in the Fa family, who is expected to marry to elevate the honor of the Fa family. It is a must for every family in Chinese society for their daughters to marry for the sake of the family. But one day when Fa Zhou was asked to join the imperial military, Mulan secretly went to the military camp instead of her father. She fled and left the house for the military camp.

Mulan disguised herself as a man and joined the imperial military. She wore her father's armor and cut her long hair to disguise herself. In the military, Mulan also used the pseudonym 'Ling' to convince other soldiers. Mulan trained very hard to increase her strength to show that she had the same strength as other soldiers. Mulan showed her strength by conquering a challenge the captain gave by retrieving an arrow shot at the tip of the tallest pole. Mulan used her skill and intelligence to triumph over the Huns during a battle against an adversary threatening to invade the kingdom. She did this by aiming cannon at an iceberg. With an idea from her intelligence, when the Huns took the emperor hostage, she

led the troops in her idea to rescue the emperor. Mulan showed a lot of intelligence and strength as a woman.

This study analyzes the Disney movie *Mulan* (1998) by examining gender stereotypes in the movie and showing the impact of gender stereotypes on the development of the main character 'Mulan' in terms of psychological development. Gender stereotypes impact both positively and negatively on each gender, but women are more likely to experience injustice in this regard.

B. Limitation of the Study

This study is limited to analyzing the gender stereotypes that exist in the patriarchal society in China and the impact of these gender stereotypes on the main character in the Disney movie *Mulan* (1998). More specifically, the focus of this study is on the character of Mulan during her adolescent stage. Where she lives in a patriarchal society and often receives negative information about gender stereotypes that are believed by society, thus having a negative impact on her psychological development.

C. Problem formulation

Based on the title and the background of the study above, this study formulated the problem as followed:

1. How is the gender stereotype shown in Disney movie *Mulan* (1998)?
2. How do gender stereotypes impact the main character's psychological development in Disney movie *Mulan* (1998)?

D. Objectives of the study

With the problem formulation, this study aims to:

1. To describe gender stereotype showed in Disney movie *Mulan* (1998)?
2. To analyze the impacts of gender stereotypes on the main character's psychological development in the Disney movie *Mulan* (1998)?

E. Significance of the study

This research study is expected to bring awareness to people to learn about gender stereotypes in a patriarchal society in the *Mulan* (1998) movie, which has an impact on the main character's psychological development. Then, this study is expected to be used as a reference for English literature students to gain more knowledge about the issue of gender stereotypes in society at large and in literary work.

F. Organization of the Study

This study consists of five chapters. Chapter I present the Introduction of the study, which consists of Background of the Study, Limitation of the Study, Problem Formulation, Objectives of the Study, Significance of the Study, and the last one is Organization of the Study. Chapter II presents a review of related literature consisting of a synopsis of the Disney movie *Mulan* (1998), and a review of related literature. Chapter III presents the research method which consists of the type of research, data organization which consists of data

collection methods and types of data, and finally, data analysis. Chapter IV presents the findings and discussion of the data obtained from the analyzed movie, namely the depiction of gender stereotypes and the impact of gender stereotypes on the psychological development of the main character. Finally, Chapter V contains conclusions and suggestions.



CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter presents a synopsis of the Disney *Mulan* (1998), a review of related literature containing stereotype, gender stereotype, gender stereotype in Chinese society, and the impact of gender stereotype.

A. Synopsis of Disney Movie *Mulan* (1998)

Mulan (1998) is an American animated musical action produced by Walt Disney Feature Animation. *Mulan* was first published by Walt Disney Pictures on June 5, 1998. It was directed by Tony Bancroft and Barry Cook, the story is written by Robert D. San Souci, and the screenplay by Rita Hsiao, Chris Sanders, Philip LaZebnik, Raymond Singer, and Eugenia Bostwick-Singer. This story revolves around a daughter from the Fa family who ultimately raised the family's honor.

Mulan (1998) was a revolutionary animated movie for the time period. In 1998, the time when *Mulan* debuted, there was significantly less Asian representation in Hollywood than now. As a result, American audiences were uncomfortable with the presence of Asians on screen, and many Asian-American audiences felt uneasy with their own representations (Chen 1). The success of *Mulan* did not directly affect representation in Hollywood; it did not open doors for its stars in the same way that *Crazy Rich Asians* did. On the other hand, the film helped introduce the world to Asian culture, specifically China.

Mulan (1998) is a movie that highlights Mulan's journey that is very inspiring to the audience, it shows how Fa Mulan defies gender expectations and she can achieve the same things as men. In this movie there are moral messages that encourage girls, such as having goals, taking risks, knowing their own strengths, intelligence, and voicing their opinions. In society, *Mulan* is quite attached to 90s children who grew up with the Disney animated musical *Mulan*, where the song "I'll Make a Man Out of You" became a memory for every child who watched it. *Mulan* (1998) managed to get 17 wins in 21 nominations, one of which was the victory as Top Box Office Films in 1999 at the ASCAP Film and Television Music Awards, and *Mulan* was also nominated for an Oscar in Best Music, Original Musical or Comedy Score.

Mulan (1998) is set in China during the Han dynasty. In this movie, Chinese society is depicted which has a patriarchal culture, where men have more power over women. It is experienced by the main character Mulan, who often finds injustice in the stereotypes that exist in society which displays that female characters must be submissive to males. Women also have to act and behave according to the stereotypes that have been determined in society. This study aims to describe the initial struggle against gender stereotypes that exist in a society which is shown in the *Mulan* movie.

In the movie, when the Huns' troops managed to invade China by controlling the Great Wall of China. The empire, knowing this, sent for all the citizens to follow the emperor's military to fight the Huns. Arriving at the Mulan family, Fa Zhou is willing to join the military even though he is injured. Mulan

refused, one night before the day Fa Zhou left for the military. Mulan wears her father's armor and sword and then goes to the military to replace her father. Mulan disguises herself as a young man under the pseudonym "Ping".

Mulan leaves with many risks that she carries because as a woman it is a disgraceful act to do a man's job. Mulan's disguise could be exposed and she could be killed for violating these rules. When she gets to the military, Mulan and other soldiers start training to increase their strength. Mulan struggles at the start of her training, but slowly builds up her strength. When Li Shang, the captain, challenges her to pick up the arrow that is shot at the end of the tallest pole, some soldiers failed to take it, because of the added weight on the body of each soldier who would climb the pole. Mulan managed to climb using the extra weight as a tool to carry her to the end of the pole. She was the only soldier who managed to take the arrow with her strength and intelligence.

Mu Shu is an order from Mulan's ancestors who were given the task of guarding Mulan. Mu Shu, with his idea, wrote down false instructions from the imperial generals or captain's father, who told him to bring troops to the mountains as reinforcements. Mu Shu does this with the intention that Mulan can be successful in the military. Li Shang's troops went to the mountain until there the army of the generals was defeated and destroyed by the Huns. An incident occurred that made the Huns attack Li Shang's army. Their numbers were greater than Li Shang's army, but Mulan intelligence made an iceberg crumbles above the Huns and caused a flood of snow to defeat the Huns in no time.

Mulan managed to beat the Huns with her ideas and courage. The other soldiers celebrate Mulan's bravery. But it turns out that Mulan needs to be treated because she is injured. It was at this time that Mulan's true identity was revealed. Li Shang finally found out that Mulan was a woman. Disappointed soldiers leave Mulan alone. They head to the Empire to celebrate their victory against the Huns. Mulan who is still left on the mountain knows that the Huns have bounced back from the snowfall, they haven't lost yet. Mulan tenaciously went to the empire to inform the army that the Huns had risen and were about to attack the empire. Even though Mulan's true identity has been revealed, with her determination to protect the Empire, Mulan will do anything.

Although as a woman she is not trusted and her struggles are not acknowledged. Until the Huns emerged from hiding in the kingdom and attacked the emperor, the Huns took the emperor hostage and locked the fence in the kingdom so that no one could open it. Mulan with the idea of leading other soldiers to enter the kingdom by climbing the pillars also has the idea of getting three of her fellow soldiers to disguise themselves as servant girls. With this idea, Mulan and the other soldiers managed to attack the Huns and save the emperor. Mulan bravely fought the leader of the Huns, Shan Yu, she was belittled for not having a weapon, but Mulan cleverly managed to seize Shan Yu's weapon. With her idea, Mulan asked Mu Shu to set off a firecracker which finally made a big explosion and hit Shan Yu to death.

Mulan managed to defeat Shan Yu, so she received an award from the emperor by giving her his crest and Shan Yu's sword. She is also given a position

on the emperor's council, but Mulan politely refuses because she wants to return to her family. Mulan arrives at her family's house and meets her father. Mulan then gives the award she got to her father which is proof that Mulan raised the honor of the Fa family.

B. Reviews of Related Literature

B.1. Stereotype

The definition of stereotype from the Oxford English Dictionary is defined as a “widely held but fixed and oversimplified image or idea of a particular type of person or thing” (1483). Stereotypes are oversimplified ideas that often occur within groups of people, such as between types of groups or classes. Included racial groups stating that for example ‘Asians are good at math’, political groups are ‘rich republics’, in gender ‘women are bad at math’, demographic groups are ‘Florida people are elderly’, and activity ‘flying is dangerous’ (Bordalo et al. 1753). Stereotypes are ubiquitous and judgmental in many ways. Statements from Robbins and Judge said that “stereotyping is an act of judging someone on the basis of one's perception of the group to which person belongs” (qtd. in Arifatin 78). Thus stereotypes are seen as rational formations of beliefs about group members. This is a manifestation of statistical discrimination that can affect the actual characteristics of the group in balance (Bordalo et al. 1754).

The system justification theory presented by Stapel and Noordewier states that people use stereotypes to maintain their belief in a ‘just world’ to rationalize the status quo (qtd. in Arifatin 78). With this, injustice will arise with some

groups getting less than others due to stereotypes. Also, people can easily stereotype by labeling and categorizing that ‘poor people are lazy’ whereas ‘rich people work hard’ (Arifatin 78). This categorization could be like this; one group is categorized with positive things and the other negative. However, that is not necessarily true, because stereotype is a misleading conception (Stangor 2). It does not really describe every member of the group. Therefore, many disadvantages are created by stereotyping, such as generalizing individuals to a member of the stereotyped group.

Schneider stated that it is possible for stereotypes to have positive or negative implications, to be accurate or inaccurate, and to be justified or unjustified (qtd. in Pilcher and Welehan 167). A society that supports stereotypes considers individuals belonging to certain groups as having distinct behaviors and characteristics compared to others. Explained by Galen V. Bodenhausen and Jennifer A. Richeson that the stereotyping process is commonly called attributing characteristics to certain individuals solely based on their involvement in a specific group (qtd. in Fajar 20). These attributes generalize to a group so that it can lead to negative, inaccurate stereotypes in certain groups. It is these negative, inaccurate, and unjustified stereotypes that are most concerning (Schneider in Pilcher and Welehan 167). These inaccurate stereotypes result in a conception that will conflict within a group.

B.2. Gender Stereotype

Gender stereotypes are issues that are still widely discussed today. Hence gender stereotypes have an impact on each gender, especially women. These stereotypes assume that the roles of men and women are different in society. Linda Brannon states that gender stereotypes consist of beliefs about psychological traits, characteristics, and activities appropriate for males or females (Brannon 160). With this, the conceptualization of women and men in a culture is affected by stereotypes about the roles or behavior of women and men. Alice H. Eagly also stated that “the behavioral differences between men and women observed in psychological studies of social behavior and personality stem from the contrasting distribution of men and women in social roles” (Eagly et al. 125). For example, a woman as a wife in a family will be considered good for doing housework rather than working outside the home. This is a form of the female stereotype shaped by society, so it becomes a gender construction in the wider community.

The construction of gender in society distinguishes women and men on the characteristics of femininity and masculinity. Such as the concept of BSRI (Bem Sex Role Inventory) by Sandra L Bem stated that femininity and masculinity are treated as separate dimensions and a person can be characterized as masculine, feminine, androgynous, or undifferentiated (Deborah L. Best qtd. in Ember 12). Society at large is currently still addressed in the feminine or masculine category. Definition by Constantinople in the traditional concept of femininity and masculinity, the traits, appearance, interests, and behavior are traditionally

relatively more typical for women and men (qtd. in Kachel et al 2). Hence, the traditional concepts of masculinity and femininity, inherent in the construction of society to this day, are highly believed and thus become stereotypes in gender construction.

The traditional concept of gender construction from Beauvoir states that “To be feminine is to show one as weak, futile, passive, and docile” (Beauvoir 402). Women as femininity are expected to be weak, passive and docile, or submissive. In contrast to man “in achieving himself as independence and freedom, he acquires his social value and, at the same time, his manly prestige” (Beauvoir 403). Men have more freedom for themselves than women who have many restrictions. Men are expected to be masculine like the stereotype in society, if he tries to perform feminine traits people will see him as sissy (Arifatin 12). This applies to women as well who have to follow the stereotypes and it often creates injustice in society.

Women have various kinds of characteristics that refer to them which are often referred to as femininity. Chris Barker states that femininity is a category of identity that refers to the social and cultural characteristics associated with being a woman (Barker 68). Women will be said to be genuine women if they have characteristics categorized by society. Linda Brannon categorizes four elements to be a real woman; piety, purity, submissiveness, and domesticity (qtd. in Ramadhan 192). This relates to the typical gender stereotype in which “femininity is expected to be domestic, warm, beautiful, emotional, dependent, physically

weak, and passive” (Moore qtd. in Fatimah et al. 405). As Beauvoir states, any self-assertion will take away from her femininity and her attractiveness (402). Thus, women will be expected to fulfil these traits and if they cannot fulfil them, women will be considered unattractive by society.

Women are expected to meet these criteria to be feminine. Femininity is expected by the society where women must be gentle, warm, sympathetic to others, emotional, and dependent. As well as the appearance of beautiful women, dressing up and physically weak, making women’s beauty standards control to limit women’s rights (Tang 394). Women are limited in this regard because they are expected to perform feminine rather than masculine traits. Women do not have the same privileges as men in various ways such as position in society. This is because of the assumption that women are emotional and weak. Another limitation is the role of women as feminine that will not do heavy work or ‘male jobs’ because of the assumption that women are physically weak so that most women will do domestic work and as housewives in a patriarchal society.

In patriarchal societies, women are often disadvantaged and do not have access to the same opportunities as men. The patriarchal society believed that submission required women to be submissive, dependent, and shy, while men were expected to be wise and powerful. Faithful wives take care of household responsibilities, such as maintaining the home and raising children. Sultana stated that “The term patriarchy refers to male dominance in both the public and private spheres” (Sultana 2). It demonstrates that women will never be treated fairly in

either society or the home. Women have traditionally held a position of subordination to men, who have traditionally held positions of dominance.

Historically, women have been considered inferior to men. Women have long been considered naturally weaker than men, irritable, and incapable of performing work that requires muscular or intellectual development (Peng 148). These assumptions about women's roles refer to the stereotyping of women into societal roles that presume women only perform the domestic role. Myths about the inherent inferiority of women have an influence on the status of women in the social and legal spheres. Xiaoyan Peng explains that women are often discouraged from owning property, and even if they do, the property will belong to the husband after marriage, as is the case in English customary law (Peng 148). This suggests that the stereotypical married woman will relinquish all her property to the control of their husband.

In China, society has a patriarchal culture that firmly entrenched in ancient Chinese society for thousands of years. Society believes that men have more power over women, men have dominant roles and women have subordinate roles. Chinese society also has a culture that believes in the Qian and Kun beliefs, the belief that men as Qian are heaven and women as Kun are earth (Peng 149). In Qian and Kun's relationship, men are defined as those who have power and dominate women, while women must submit to the power of men and respect them. This makes women often get injustice in their roles in Chinese society because of the existence of gender stereotypes.

Chinese women have struggled with this injustice for a long time. Women struggle in a patriarchal society, where they have a variety of regulated role stereotypes. Huping Ling explains that women are taught all the traditional Chinese values of chastity, obedience, and submission that Chinese women should maintain (Ling 465). These values will severely limit women in developing their potential and skills in various roles. Because of the assumption that women are sacred and must be submissive and obedient to men, women are limited in their roles only in domestic work. Women do not have the same privileges as men, so they have no role in society, cannot lead, and cannot do heavy work because of the inherent assumption of weakness.

The ancient Chinese proverb stated that “A woman without talent is a virtuous woman” (Peng 149). Frequently, women are unable to obtain an education or perform an equal role to men. Women are only permitted to remain at home and perform domestic tasks such as cooking, cleaning, sewing, and child care; they are not permitted to engage in social activities or attempt to go out into society. Women will be considered admirable if they possess the traits determined by society. On the other hand, a woman is deemed unattractive if she attempts to go against these stereotypes (Arifatin 12). As a result of having to comply with society’s norms, women are forced to fight against these stereotypes. This limitation typically prohibits women from developing their capabilities, prospective, and intelligence to their fullest potential. Women are denied access to the education system and are restricted to the domestic sphere, where they can be controlled and guarded in terms of their virtue, honor and chastity (Peng 149).

The majority of women do not attain the same level of education as men due to the severe restrictions enforced on their freedom. Consequently, society judges women primarily based on their physical attractiveness and appearance, not intelligence.

Women are limited by their physical appearance, as attractiveness standards in society will always place more importance on women's appearance than their capabilities. Even though a patriarchal society is the source of these beauty standards (Tang 395), women are still expected to look their best whenever they are in the presence of men. Because of this, women's bodies and minds are imprisoned by male stereotypes about how women should look based on their appearance (Tang 395). Women's beauty standards have always been the product of men's aesthetic activities, such as bound feet and slender waist (Tang 395). With the appearance of their faces and bodies, women are transformed into objects that males enjoy. This results in the societal stereotype that women should have slim waists to be attractive. Moreover, the stereotype of female beauty circulating in Chinese society states those women should be white, young, and thin (Tang 394). The beauty stereotype is widely believed by Chinese society and oppresses women to conform to the rules of the stereotype.

Otherwise, men have more freedom than women, and within masculinity, men are strong, powerful, aggressive, independent, and dominant. These are favorable stereotypes for men. In social construction, men are 'subjects' he is the Absolute and she is the other (Beauvoir 26). Thus, it shows the different

characteristics of masculine and feminine which are contradictory to each other. Male with 'subjects' show masculine traits as an independent person who does not depend on others. Men are always said to be able to solve a problem strongly and independently. In a family, the man is the head of the family. He is expected to be able to guide and protect his family members, as well as him as a decision-maker, as the highest hierarchy in domestic life making him the ruler in decision-making (Arifatin 14).

B.3. The Impact of Gender Stereotype

The development of gender stereotypes in the larger society affects the evolution of society, particularly among adolescents. Stereotypes can be just as damaging as prejudice or discrimination. Due to their neutral and generalized nature, stereotypes are nearly impossible to identify. This enhances the acceptance of stereotypes, which progressively become the "common view of gender" (Zhao 1013). Societal beliefs on gender views assume that men must be strong, tough, and unable to cry, whereas women are typically weaker, emotional, and dependent, is in stark contrast to men.

In addition, gender stereotypes in society affect adolescents in their personality development, including their feelings, actions, and attitudes. As explained by Erik Erikson that adolescence is essentially in the psychosocial stage between childhood and adulthood, between the morality learnt by the child, and the ethics to be developed by the adult (Erikson 236). In this case, the impact of gender stereotypes on the psychological development of adolescents is the result

of the negative information they receive during a crucial developmental stage (Zhao 1016), which makes the adolescents affected by the assumptions in their society.

The field of developmental psychology focuses on the study of how a person's thoughts, feelings, and actions evolve over the lifetime. It also investigates how the physical, cognitive, and social development unfolds throughout the life span (Zhao 1014). The developmental theory of Erik Erikson identifies eight distinct psychosocial stages that occur throughout a person's life and includes an examination of how identity evolves (qtd. in Miller 145). Erikson's eight psychosocial stages occur with each stage building on the previous stage and paving the way for the next. These stages include, *Infancy*, *Toddlerhood*, *Preschool*, *Elementary school*, *Adolescence*, *Young adulthood*, *Middle adulthood*, and *Late adulthood* (Myers 540). Below will explain the psychosocial stages by Erik Erikson which in each stage presents its own unique set of issues;

1. Stage 1: Infancy

The first psychosocial stage is a crucial period. Infants experience this stage at 18 months, during which they alternate between Trust vs. Mistrust those around them and infants develop basic beliefs.

2. Stage 2: Toddlerhood

The second stage focuses on the early childhood period from 18 months to 3 years when toddler gain independence and increased perception of control over physical skills. Erikson's second stage is

Autonomy vs. shame and doubt, where a successful completion of this stage makes toddlers feel confident. Moreover, toddlers have a more independent attitude and seek to control their own environment and bodily responses, such as toilet training (Bishop 2).

3. Stage 3: Preschool

Initiative vs. Guilt is experienced by children in Preschool Stage, between the ages of three and five. At this psychosocial stage, there is a conflict between initiative and guilt, children learn to assert themselves and usually begin to direct play and social interactions.

4. Stage 4: Elementary school

Stage four is experienced by 6 to puberty, at the age of active learning. The balance in stage four leads to a sense of achievement and competence, and children begin to believe in their ability to handle existing and new situations.

5. Stage 5: Adolescence

Identity vs. Role Confusion is a crucial stage for adolescents, which on the age between teen years into early 20s. It is a stage of valuable and in-depth exploration of beliefs, goals, and values while seeking personal identity and a sense of self. The adolescent strives to distinguish themselves from others and to form an identity that is acceptable to them on a personal level while also, with any luck, being acceptable to society and/or a peer group (Bishop 4).

6. Stage 6: Young adulthood

At this stage, a young adult is faced with personal relationships and the desire to form intimate relationships. In the sixth psychosocial stage of Erikson's developmental theory, it takes place between the ages of 20s into early 40s. During this time, major conflicts can arise as they attempt to form long-term commitments outside the family, with varying degrees of success. And a failure will leave them with a poor sense of self, usually emotionally isolated and less committed to the relationship.

7. Stage 7: Middle adulthood

The seventh stage occurs between the ages of 40s to 60s. In this stage there is Generativity vs. Stagnation which makes an adult make a trail to find ways to be more productive and valuable to society.

8. Stage 8: Late adulthood

Last is the 8 of psychosocial stage that starts from the age of 60s and up. This stage is the stage of reflection. The late adulthood become slow down, less productive, and spend time reviewing our achievements throughout life.

The adolescent stage encompasses the years between teenagers and early adulthood, during which Identity vs. Role Confusion becomes an issue for adolescents. According to Erik Erikson, the purpose of adolescent psychosocial stage is to form a sense of Identity (qtd. in Orenstein and Lewis 1). Identity essentially refers to how one view themselves with their surroundings and a sense

of self or individuality with life and the future. Role Confusion is a negative perspective - an absence of identification - in which the individual cannot understand clearly who they are and how they can positively relate to their environment. This phase occurs with puberty or adolescence; as a result, teenagers going through this stage are exploring their independence and developing their self-confidence (Zhao 1014). However, those unsure of their values and desires will feel uncertain about themselves and their future (Myers (2018) qtd. in Zhao 1014). Therefore, encouraging personal discovery will give them a strong sense of self and freedom. In this instance, society's ideology is the counterpart of this stage in the social order, guiding this role play by showing what roles society values (Miller 155).

Wanru Zhao (2022) in his journal entitled *The Impact of Gender Stereotypes in Education on Female Students' Psychological Development*. He argues that gender stereotypes have three impacts on adolescents, such as low self-esteem that affects adolescent's girl, future career tendencies, and social identity in each individual. The first impact of gender stereotyping is low self-esteem. It is caused by changes in self-esteem during adolescence in both boys and girls. However, changes in girls are more likely to be negative than boys. This results from gender differences in self-esteem, which indicates that the gap between the gender is significantly larger than it should be (Mahaffy 311). In addition, according to Mahaffy (311-312), a positive effect size suggests that boys have higher self-esteem than girls. The greater impact's size, the more significant the gender gap in self-esteem compared to the diversity within each gender. The

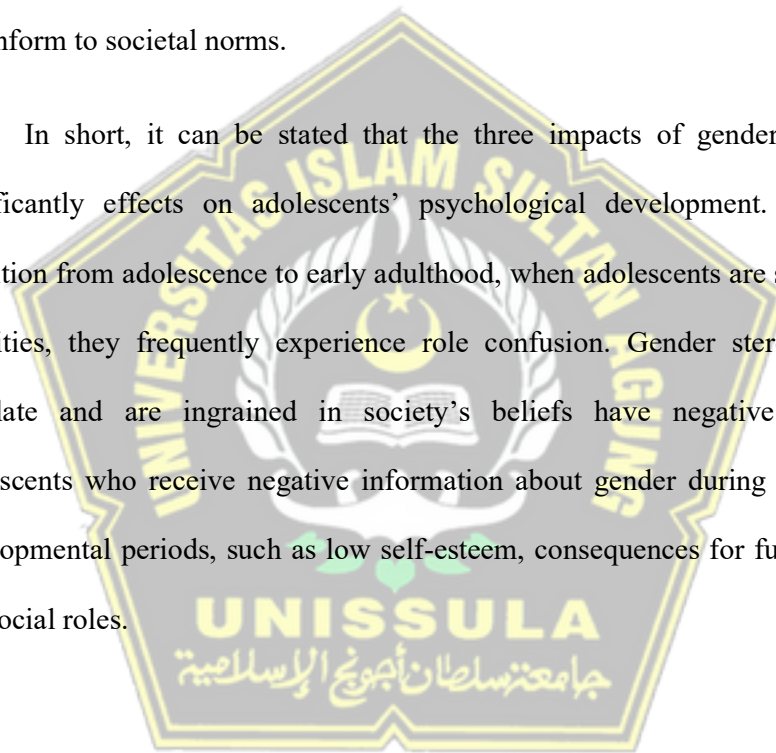
gap between both genders in terms of girls' and boys' levels of self-esteem decreases over time while the male perspective improves.

The second impact is on future careers, Zhao argues that girls tend to choose careers that are similar to the stereotypes they received at school (1016). It is also related to the level of self-esteem in each gender. Compared to boys, some girls lack confidence in themselves. The difference in self-confidence between girls and boys leads to gender differences in competitiveness to some extent (Buser et al. 3). Boys tend to major in Science, Technology, Engineering, or Math (STEM) (where social prestige and earnings are higher), whereas girls continue to study in literature and the arts, which are deemed "less lucrative". On the other hand, an experiment by Gneezy argued that girls proved to be less competitive than boys (qtd. in Buser et al. 3). Moreover, it has been shown that for women, both performance and selection into competitive environments are sensitive to the gender composition of the group (Gneezy et al., 2003; Niederle et al., 2012; Balafoutas dan Sutter, 2012 qtd. in Buser et al. 3)

The third impact is on social roles, which Zhao states that society's attitudes towards women are reflected in the way women are misrepresented in educational textbooks, the environment, and everyday conversations (1016). As a result women tend to be subject to societal gender stereotypes, which is an inaccurate portrayal of women in society and education. Gender stereotypes are generalizations regarding the traits and behaviors of individuals based on their gender. Besides, each gender must act following their gender. Consequently, gender bias sometimes prevents individuals from achieving their goals, as societal

norms dictate the appropriate position for each gender (Sekhar Pm and Jayaraman 2). In addition, there is a common perception that women cannot reach the same levels of success as men in certain areas. This harms women's perceptions of their social identities and gives girls the impression that they are subordinate in society (Zhao 1016). In this instance, the gender difference significantly impacts the development of adolescents' views of their own identities, which are then adapted to conform to societal norms.

In short, it can be stated that the three impacts of gender stereotypes significantly effects on adolescents' psychological development. During the transition from adolescence to early adulthood, when adolescents are seeking their identities, they frequently experience role confusion. Gender stereotypes that circulate and are ingrained in society's beliefs have negative effects on adolescents who receive negative information about gender during their crucial developmental periods, such as low self-esteem, consequences for future careers, and social roles.



CHAPTER III

RESEARCH METHOD

This Chapter III presents the research method, consisting of types of research, data organization, which consists of data collecting methods and types of the data, and the last is analyzing the data.

A. Type of Research

This study uses qualitative research methods, which in research will be used to report data by describing and conveying it in the form of sentences. According to Patron and Cochran, qualitative research aims to provide an understanding of several aspects of social life with its method of generating data for analysis (Patton and Cochran 3). Thus, qualitative methods will provide an understanding of the aspects to be analyzed using descriptive explanations. Furthermore, Creswell explained that qualitative research is descriptive, that is, researchers are interested in exploring processes, meanings, and understandings received through words or pictures (qtd. in Wulandari 32). Data from qualitative research is displayed with a summary of the results in a description. Therefore, qualitative research methods aim to describe phenomena and social aspects in a movie to be analyzed. The data obtained from a qualitative approach is the result of observation, interviews, and other sources of information (Airasian et al. 469). Thus, this study will collect data consisting of words, sentences, and dialogues in Disney *Mulan* (1998) movie.

B. Data Organization

B.1. Data Collecting Method

The process of collecting data for this study will start with observational research and information gathering. According to Creswell, they collect data by identifying individuals, studying them, and gathering information to observe specific behaviors (Wulandari 34). As a result, in this inquiry, a variety of methods for conducting qualitative research will be used, and they are as follows:

B.1.1 Watching the Movie and Reading the Movie Script

Watching the movie is the first step because the object of this study is a movie. Therefore, the first step in data collection is done by watching the Disney movie *Mulan*. In order to comprehend the movie in its entirety, beginning with the plot, the setting, and various characters, it is going to be necessary to watch the movie on multiple occasions and in great detail.

The next step in data collection was to read the script of the *Mulan* movie. The reading is done thoroughly by paying attention to details in the storyline. Then the behavior of the main character 'Mulan', supporting characters, and the environment around the main character will also be considered. At this stage, the reading will be done repeatedly to find out each character's behavior with the movie. Furthermore, it will be noted and underlined words, sentences, or dialogue that refer to female stereotypes in the Disney *Mulan* movie script.

B.1.2 Identifying the Data

Identification will be done after watching the movie several times and reading the movie script to find gender stereotypes in the Disney movie *Mulan*. The data to be identified are dialogues and sentences that show gender stereotypes depicted in the movie. The identification process distinguishes data from non-data by highlighting sentences, dialogues, and words in the movie script that allegedly correlate to the problem in the movie script, which describes gender stereotypes in Chinese society and the impact on the main character.

B.1.3 Classifying the Data

Data classification will be sorted by dividing the data based on the problem formulation. It is done to make grouping data in each problem formulation easier. The grouping process is divided into two lists according to the problem formulation, so it will be easy to answer the problem formulation. In this case, the data will be grouped in an appendix table consisting of column numbers, form data, and where the data is found. In this study, there are two formulations of the problem. Then, the data will be classified into two parts in the appendix table.

B.2. Types of the Data

The data in this study will be divided into two categories, namely primary data and secondary data.

B.2.1 Primary Data

Primary data is data in the research process collected by the author. According to Kenneth D. Bailey in Tran and Khuc stated that “Primary data is original and first collected by researchers for the purpose of the study” (2). The primary data of this study is taken from the *Mulan* movie script by Disney. The data is taken from the words, sentences and dialogues of the characters in the Disney *Mulan* movie script.

B.2.2 Secondary Data

Secondary data is data that already exists or has been compiled not by the author. Secondary data can be in the form of documents such as articles. In this study, secondary data was obtained from books, articles, journals, e-books, and websites that can help provide information about the topics presented.

C. Analyzing the Data

The final step is to analyze the data. The analysis is done by watching the movie repeatedly and reading the movie script in detail to get the data to be analyzed. The main focus of the analysis will be on lines of dialogue or sentences that refer to gender stereotypes. The research analysis is taken from selected data and can support answering problems. This analysis uses descriptive analysis techniques by explaining and interpreting all data so that research problems can be answered. The complete analysis is presented in chapter IV as a result of the research, while all supporting data is presented in the appendix.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes research findings and discussion that include data analysis that solves the problem formulations formulated in introduction. The problems are analyzed into two sub-chapters; those are gender stereotypes in *Mulan* (1998) movie and the impact of psychological development on the main characters in *Mulan* (1998) movie.

A. Gender Stereotype in *Mulan* Movie Script (1998)

This sub-chapter contains an analysis to answer the first problem formulation: How are gender stereotypes depicted in the Disney movie *Mulan* (1998). In Linda Brannon's theory, she asserts that gender stereotypes significantly impact how women and men are conceptualized and the formation of social categories for gender (Brannon 160). Individuals' thoughts and beliefs fit into these categories. Therefore, these beliefs can be extremely influential when evaluating oneself and others. These gender-stereotypical beliefs regarding psychological traits, characteristics, or activities correspond to masculinity and femininity attitudes for men and women. After watching the movie and reading the movie script, this study found gender-stereotypical images of Chinese women and men, such as the notion that women are submissive and men are aggressive.

In the *Mulan* movie, these gender stereotypes exist for both genders. Regarding these stereotypes, they are divided into two parts, namely female

stereotypes and male stereotypes. Here are the stereotypes present in Disney's *Mulan* (1998) movie.

A.1 Female Stereotype

As mentioned previously, both men and women are subject to gender-stereotypical beliefs. In the *Mulan* movie, the stereotype appears in female characters, for example, Mulan, Fa Li, Mulan's mother, and other characters.

A.1.1 Depiction of Women as Second Class Citizen

Gender stereotypes are society-wide beliefs about the roles and behaviors carried by each gender. In the *Mulan* movie (1998), Chinese woman depicted as a second class citizen, they should be obedient and submissive to men. In a family or social sphere, daughters or wives are inferior, while men have power in the family or society. As in Linda Brannon's conception of the 'Cult of True Womanhood', there are four aspects mentioned; aspects of piety, purity, submissiveness, and domesticity (Brannon 161).

FA ZHOU: As much as I enjoy this ... these games must soon end. (then; warmly) The time has come for you to carry on the family honor.

Mulan looks up at him -- she wants to please him.

MULAN: (small smile) I won't let you down, Baba.

(Mulan 5)

As a second-class woman, Mulan is portrayed as obedient to men, especially her father. She obeys her father's orders to get married in order to bring

honor to the Fa family. Thus, Mulan prepares herself to meet with a matchmaker. Her meeting with the matchmaker also has a specific purpose: to learn and prepare herself to become an ideal bride in Chinese society. This demonstrates that as a woman, she is expected to fulfill the norms of a decent wife and a true woman. In addition, she will fulfill her duty as a daughter by obeying her father.

Gender stereotypes that are very strong in society greatly limit women to get equal status or views with men. Women are often represented as sexually submissive beings likely to lower the status of women (Hatton and Trautner 2011; Jeffrys 2005; Murnen and Smolak 2012; qtd. in Murnen et al. 79). The conversation below between Mulan and Mushu illustrates how men view women as being of lower value.

MULAN: Sir, the Emperor's in danger!

The man pushes Mulan's hand away and turns his back on her.

MULAN: They won't listen!

MUSHU: That's 'cause you're a girl now.

(Mulan 84)

In her dialogue, Mulan tries to inform the citizens that the Hun army has entered the kingdom. However, they do not listen to her because she is a woman. This shows that the stereotypical portrayal of women who are considered submissive contributes to women's lack of power in society. Women are not supposed to be dominant but rather submissive and quiet because they believe being dominant is inappropriate for women.

Women are second-class citizens, so they are not supposed to be dominant. This assumption has been attached to women, regardless of their abilities. As Rudman explained, women who violate prescriptive stereotypes by acting dominant are disliked and, therefore, less likely to be hired, even though they are seen as competent (qtd. in Koenig 2). The belief that the position of men is higher than women makes Mulan seen as inferior and weak, even though she has proven that she has the same abilities as men on the battlefield. This is shown from the dialogue quote by Chi Fu, who said, “She’s a woman! She’ll never be worth anything!” (Mulan 94). Mulan’s ability and intelligence in the military to defeat the enemy are ignored just because they know that she is a woman.

Another illustration that women are second class or have an inferior position compared to men is when Mulan’s disguise as a man is revealed, as in the dialogue below:

CHI FU: (to Mulan) I knew there was something wrong with you! (to troops) A woman! Treacherous swine.

He throws her to the ground as the men gape in utter disbelief.

MULAN: (to Shang) My name is Mulan.

CHI FU: (to the troops) High treason!

MULAN: (to Shang) I did it to save my father.

CHI FU: Ultimate dishonor!

(Mulan 76-77)

Mulan's true identity was revealed while in the military. Knowing this, Chi Fu hates her and thinks she has betrayed her troops. At the same time, Mulan was weak and injured. Chi Fu and the other soldiers refused to listen to Mulan's explanation, threatened to put her on trial under the law, and abandoned her. In a patriarchal society, the presumption that women belong in a lower social class and male rejection to the idea of women serving in the armed forces are both examples of gender inequality. In addition to the belief that a woman is expected to be weak and submissive, she will be deemed unattractive if she attempts to defy the stereotypes (Ariani 12). There is a perception that women are expected to be submissive and weak. Thus, it puts pressure on women to make them look very weak because they are not allowed to break existing laws and regulations and adhere to the stereotypes that society has set for women.

A.1.2 Restriction on Public Speech

In China, women are expected by society to be quiet and calm. Women did not have freedom of public speech, especially in men's presence. They had to keep silent in a discussion (Cahyono 38). Thus, the dialogue below clearly shows the belief that women are inferior to men.

Chi Fu points at her.

CHI FU: Silence! (to Fa Zhou) You would do well to teach your daughter to hold her tongue in a man's presence.

Fa Zhou looks ashamed.

FA ZHOU: Mulan, you dishonor me.
(Mulan 18)

Chi Fu, a royal surrogate, informs that every family member must be a warrior representative. However, when Mulan's father (Fa Zhou) expressed his willingness, she opposed it because her father was injured. Chi Fu is angry and tells Mulan's father to teach his daughter not to speak carelessly to men, and Mulan's actions are considered a disgrace or insult to the Fa Zhou family. This illustrates that women are not allowed to speak in public, especially in the presence of men. Women are always expected to remain silent. A woman who does not carry out these expectations will become a disgrace and considered unattractive.

Fa Li is the Mulan's mother, and the other two dressmakers said about the nature of women, where men prefer women who are calm and submissive, as in the part of the quote below:

TWO DRESSMAKERS efficiently wrap Mulan in her gown.

Dressmaker #1: MEN WANT GIRLS WITH GOOD TASTE

Dressmaker #2: CALM

Fa Li: OBEDIENT

(Mulan 8)

In society, women must be calm and obedient, as described in the quotes from Dressmaker #2 and Fa Li, "CALM, OBEDIENT" (Mulan 8). The stereotype in society is that a woman should be calm, as well as the notion that women should keep their distance from men and are encouraged to be calm and not talk too much when men are at home (Hussain et al. 6). These societal norms have

evolved into criteria for men seeking wives. Traits such as calmness and quietness are considered feminine and innate to women; therefore, women should demonstrate these traits to meet societal expectations.

A.1.3 Adherence to Chinese Beauty and Physical Standard

One factor that restricts women is beauty standards which society believes that a woman must be attractive, and it can discriminate against women. It is shown by the ancient Chinese society; the standard of female beauty has always been the product of men's aesthetic activity, for example, foot binding and a slender waist (Tang 394). This is illustrated in the *Mulan* movie, where beauty standards in Chinese society are illustrated.

Dressmaker #2: AND A TINY WAIST (she pulls sash extremely tight)

Mulan: gasp

All: (Dressmaker #1 & #2 and YOU'LL BRING HONOR TO US ALL
(Mulan 9).

The dressmaker told Mulan that as a woman, she must have a tiny waist to be a bride-to-be who will bring honor to her family and society. Women are stereotyped to have a slim waist, according to the standards of female beauty. It is unfair for women to struggle with society's expectations of their natural beauty. Women have a standard of beauty that includes a beautiful or slim body. Therefore, women become the object of men's affection and are portrayed as beautiful with a slim waist. Instead of being liked for their abilities or intelligence,

women are favored for their beauty, which becomes a stereotype that has been constructed in society.

Another beauty standard depicted in the movie is having good hair. As in the quote, “Hairdresser #2: AND A GREAT HAIR-DO” (Mulan 8). Mulan, who has long hair, gets treatment by a hairdresser before meeting her soul mate, so Mulan will look more beautiful for her soul mate later and bring family honor. Stereotypes of women in terms of beauty are usually seen from physical appearance rather than ability, where a woman’s value is determined by her beauty, not by her ability or intelligence (Itmeizeh 33). As a result of beauty standards, women are judged primarily on their appearance rather than their abilities.

Besides, having a fair skin color is the standard of beauty for women in China. In this quote below:

They each go into their fantasy scenarios...

LING: I WANT A PORCELAIN CHINA DOLL WITH CHERRY BLOSSOM LIPS”

(Mulan 61)

Ling wants a beautiful wife, like a porcelain doll with lips like cherry blossoms. Ling, as a man, prefers women who have beauty over intelligence. The stereotypes of females: “Internet celebrity”, “A4 waist”, “chopstick legs”, and “white, young, and thin” have become famous on the Internet (Tang 395). Furthermore, in this quote “EACH A PERFECT PORCELAIN DOLL” (Mulan

11). It shows that women in China are attached to the identity society believes to have a white face like a porcelain doll.

A.1.4 Limitation to Domestic Role and Duties

Currently, women have the same roles and duties as males. These roles and duties exist in both the public and private spheres. However, in a society that adheres to the patriarchal system, women have distinct roles and responsibilities than men. The patriarchal society believes that women's roles and duties are limited to the domestic sphere, specifically as wives and housewives. As described by Linda Brannon, she implies that women have a domestic role that requires women to do household work. Faithful Women were wives who cared about making a home and having children: "The true woman's place was unquestionably by her own fireside as a daughter, a sister, but most of all as a wife and mother" (Welter qtd. in Brannon 162). These domestic chores include cooking as well as taking care of children and husbands. In this case, the Disney *Mulan* movie tries to show the stereotypes attached to women as in the quote below;

Mulan and Fa Li continue to their next stop. Mulan watches as TWO LITTLE BOYS play war and TWO LITTLE GIRLS play with dolls.

All: (Group of approx. 15-20 women) WE ALL MUST SERVE OUR EMPEROR WHO GUARDS US FROM THE HUNS

A MAN BY BEARING ARMS A GIRL BY BEARING SONS

(Mulan 9)

The quote above illustrates the stereotypes of women and men in the society in *Mulan* movie. Women have a domestic role to have and take care of children, while men have to serve the emperor and join the war which is a masculine male job. This significant difference occurs in a society that adheres to a patriarchal system, where men have opportunities in the public sphere while women are only at home to take care of domestic needs.

Women in Chinese society are expected to fulfill the societal norm of being a domestic worker. In society, men are supposed to handle outdoor activities and other masculine or energetic things. At the same time, women are considered to handle household chores such as cooking, washing, sweeping, and childcare (Hussain et al. 8). As a result, societal stereotypes severely restrict women's participation in the public sphere. Women are also prohibited from having activities outside the home. As in the quote from Chien Po's:

CHIEN PO: MY FANTASY WILL COOK FOR ME, CAN THAT GIRL
STIR FRY I'LL EAT ALL DAY AS I WATCH HER FRY...

SPOKEN: (DREAMILY) BEEF, PORK, CHICKEN

(Mulan 61).

Chien Po fantasizes about having a wife who will cook for him every day, which illustrates that women in Chinese society only have a role in the domestic sphere.

Women are also expected to fulfill their roles as graceful and gentle in addition to their positions in the domestic sphere. As in the quote below, Mulan examines the qualities women should possess to be outstanding bride-to-be.

MULAN: (reading) ... Quiet and demure. . . graceful polite ...
(taking a bite) ... umph. . . delicate ... (mouth full) ...
refined ... poised ...
She dips her brush in ink and adds one last thing.
MULAN: ... always on time!

(Mulan 3)

In the quote above, Mulan learns what every woman of her time should have understood. A woman is described as feminine as soft, shy and weak (Pujiyanti & Zuliani qtd. in Supit & Marwinda 7). Thus, in order to be feminine like the stereotypical woman, women must possess characteristics such as gracefulness, softness, quietness, and delicacy.

In addition, Mulan meets a matchmaker to become a bride-to-be who meets the requirements of Chinese society.

MATCHMAKER: Recite the final admonition.

Mulan is caught.

MULAN: (mouth full) Mrrnm ... hmmm.

MATCHMAKER: Well?

A pause, then Mulan opens her fan and ...

MULAN: (coughing; spitting) Ptoo!

..... spits out the cricket. Now, to impress her.

MULAN: Fulfill your duties calmly and...

Needing help, she pulls up her sleeve.

MULAN: (trying to read smeared arm) ... Respectfully.

Reflect before you snack-- act.

The Matchmaker circles her, listening.

MULAN: (quickly) This shall bring you honor and glory.

(Mulan 12-13)

After learning what attributes a woman should possess, Mulan meets the matchmaker, who will determine whether she is a bride-to-be who meets society's standards. The conversation between Mulan and the matchmaker exemplifies the existence of stereotypes in society. It also shows how society teaches women to be graceful, gentle, polite, and quiet. Mulan initially learns the duties of a woman, but after she meets the matchmaker, she encounters difficulties and makes mistakes that the matchmaker finds disgraceful. This demonstrates that, as a woman, she will be regarded as dishonorable if she does not fulfill her societal norms.

Moreover, stereotypes in society require women to have a warm demeanor. According to the research (Prentice and Carranza; Rudman et al.), women are supposed to be communal (warm, sensitive, cooperative; Positive Prescriptive Stereotype for women) (Koenig 2), as in the movie, where Mulan is taught to please her future in-laws by pouring tea.

MATCHMAKER: Now, pour the tea. Mulan and the Matchmaker sit.

MATCHMAKER: To please your future in-laws, you must demonstrate a sense of dignity ...

(Mulan 13)

Mulan is practicing to become a bride-to-be with a matchmaker. At first, it is expected of the matchmaker to delicately and softly pour tea into a glass, which is a function that women traditionally undertake in a community environment. It is expected of Mulan that she will treat her future in-laws with respect. These teachings will be passed down from generation to generation, ensuring that stereotyped attitudes about women remain unchanged.

A.2 Male Stereotype

Gender stereotypes in Chinese society view men as having a higher status or position than women. In short, masculinity is an attribute or quality traditionally associated with men. It is what men are supposed to do or have (Fatimah et al. 406-407). Masculinity in men is a cultural construction that society believes, where it does not exist naturally when they are born so masculinity can exist in anyone including women. The following is an illustration of male stereotypes displayed in the Disney *Mulan* movie.

A.2.1 Exhibiting Physical and Mental Strength

In a patriarchal society, men are always portrayed to have a higher role and status than women. Men are also expected to have masculinity traits, such as in a society that considers that men should be agentic (assertive, competitive,

independent; positive prescriptive stereotypes for men) and avoid weakness (e.g. weak, insecure, emotional; negative prescriptive stereotypes for men) (Koenig 2). These traits of masculinity that become stereotypes attached to men are displayed in the Disney movie *Mulan*. Male stereotypes are depicted in the form of male characters, one of which is Li Shang, a captain who leads the training of his troops.

Shang tosses long, wooden poles to the men as he begins TRAINING.

Throughout, the men try to sabotage Mulan.

Shang: LET'S GET DOWN TO BUSINESS -- TO DEFEAT THE HUNS
DID THEY SEND ME DAUGHTERS WHEN I ASKED FOR SONS
(Mulan 47)

The quote above shows Li Shang, the military captain who is leading his soldiers to train. The quote also shows the strength of men who are training to become strong soldiers who can defeat the Huns. Men in society have characteristics to join the war and some traits of masculinity that must be possessed in each individual. The traits of strength, speed, and courage must be present in every soldier. These traits are inherent and become stereotypes in male characters in the movie, and are an accurate picture that exists in a patriarchal society.

In the movie, every man in the family must be ready to join the military because war is only for men who can join. As Rudman explained that traits strongly encouraged for men include career orientation, leadership, aggression,

assertiveness, and independence, and many of these prescribed traits are associated with higher-status persons (qtd. in Murnen et al. 79). Men in every family must be ready to go to war at any time. The word ‘war’ is always attached to men, and women are prohibited from it. At the same time, Ferguson’s statement that war is a male practice is one of the clear gender dichotomies that is not so binary (113).

FA ZHOU: I am ready to serve the Emperor.

As he prepares to take the notice from the soldier ...

(Mulan 18)

In the quotation above, Fa Zhou, Mulan’s father, says he is ready to join the military to serve the empire. Even though he is in poor health and no other man is in Fa’s family. It means they must be ready to serve the emperor despite being unhealthy (Nababan 61). Despite knowing the consequences of joining the war, Fa Zhou as the head of the family proudly sacrificed himself to join the military, and it was the responsibility of the head of the family to protect his family as Fa Zhou did.

WITH ALL THE STRENGTH OF A RAGING FIRE MYSTERIOUS AS
THE DARK SIDE OF THE MOON

The soldiers, in perfect unison, complete elegant, skilled martial arts kicks
and leaps into the air.

(Mulan 48)

The quote above shows that each soldier already has strength that meets the stereotypical standards of men in warfare. The fact that they already have the strength of a raging fire and mastery of martial arts proves they are highly trained to fight their rivals. When confronting the enemy, a warrior is expected to be quick, strong, and courageous. However, the reality is that people who join the army are nothing more than ordinary citizens who have no previous military experience and do not meet the expectations placed on them. They are trained very hard so that they can fulfill these requirements. However, if it turns out that they are not fit for it, they will be asked to return home rather than risk losing while on the battlefield.

A.2.2 Showing Aggression

Men are more likely to engage in aggressive behavior in a male-dominated environment, which gives the impression that men are rough, tough, and powerful. Along with the notion that boys and men are still expected to be tough, aggressive, and reliable without showing signs of femininity (Brannon 164), which strongly supports stereotypes in society. In the movie, it is depicted that men tend to be aggressive, such as the quote below:

WHAM! He punches him in the chest.

LING: (laughing) Hope you can get your money back.

Mulan reacts.

MULAN: (eyes wide) I don't think I can do this.

Yao notices Mulan.

YAO: What're you looking at?

He spits in front of her.

MUSHU: Ooh, nice distance. Now slap his behind! It means he did good.

Mulan tentatively slaps Yao's behind. Yao freezes, unable to believe what just happened. Then ... he GRABS her.

(Mulan 35)

As seen in the quote from the *Mulan* movie, male characters use punching each other's to introduce themselves to each other and as a form of greeting (Nababan 62). Mulan gives Yao a light slap on the back of the head. Yao was utterly unable to process what happened and then grabbed her. Once Mulan arrived at the military camp, Mushu instructed her to observe the other troops and how they behaved. She tries to be more manly by punching Yao in the face. This threatening behavior shows that only men would do something like this, which shows their masculinity.

A.2.3 Manifesting 'No Sissy Stuff'

Another male stereotype is not to be portrayed sissy stuff; such as taking care of their appearance or cleanliness, rather men are portrayed as dirty, messy, and not taking care of themselves or their appearance. According to Linda Brannon, male characters portray no Sissy Stuff, is one of the Male Sex Roles where the prohibition of sissy behavior and rejection of the feminine are essential aspects of modern masculinity (Brannon 163). Therefore men do not display

feminine traits, as in the quote from the conversation that took place between Mulan and Mushu:

MULAN: starts awkwardly walking through camp, observing the troops itching, scratching and picking various body parts.

MUSHU: (in awe) Beautiful, isn't it?

MULAN: They're disgusting.

MUSHU: No, they're men. And you're gonna have to act just like them, so pay attention.

(Mulan 35)

The males are depicted in the previous line as being dirty, as though they have never attempted to clean themselves. When Mulan first arrived at the military camp, the soldiers appeared to be people who had never bothered to clean themselves, as seen by their dirty and disorganized appearance. Because of this, they have an appearance of chaos. The general perception of men is that they are messy and dirty, in contrast to the general perception of women, who are considered beautiful and elegant. If men do not conduct themselves in this manner, then they are not men and will conform to this social norm. This is already a common misconception in our society, which exists under the presumption that males are less concerned with their cleanliness and appearance than women.

B. The Impact of Gender Stereotypes on The Main Character Psychological Development

This sub-chapter contains an analysis to answer the second problem formulation; how do gender stereotypes impact the main character's psychological development in the Disney movie *Mulan* (1998). In this movie, Mulan is informed about gender stereotypes during her lifetime until her teenage years. She learns about the construction of gender and the norms that she must adhere to in society's culture. Mulan, who lives in a patriarchal environment, often experiences oppression directed towards her.

Thus, the information about gender stereotypes in society influences her development at a crucial time to gain a role identity, namely during adolescence stage. As presented by Erik Erikson, in the adolescent stage in their teens to early 20s, exploring their independence and build a sense of self (Zhao 1014). Gender stereotypes impact the psychological development of adolescents in various aspects, which will be explained further in the sub-chapters below, namely the influence that results in Low Self-Esteem, a Future Career, and Social Roles.

B.1 Low Self-Esteem

Adolescents who are always taught to fulfill the norms resulting from gender construction in Chinese society will have an impact on their search for identity. One of them is the impact on their level of self-esteem, which is a direct result of receiving negative information from adolescents. Boys and girls will experience changes in self-esteem during adolescence, but girls seem to have

more negative self-esteem than boys (Quatman and Watson qtd. in Zhao 1015). In the movie, Mulan, as an adolescent, describes that she has low self-esteem, as in the quote below:

Mulan: ANCESTORS
HEAR MY PLEA HELP ME
NOT TO MAKE A FOOL OF ME
AND TO NOT UPROOT MY FAMILY TREE
KEEP MY FATHER STANDING TALL

Mulan joins a row of girls approaching the Matchmaker's room.
(Mulan 11)

Mulan is depicted as anxious when she wants to meet the matchmaker. Before her conversation with the matchmaker, she is anxious that she will not pass the test to determine whether she will make a suitable bride. She makes a prayer that she will be able to uphold the honor of her father and live up to the expectations set for her by her family and society. The nervousness that Mulan experiences before meeting with the matchmaker to discuss whether she is a good bride-to-be and fits the criteria is an illustration of her low self-esteem.

Following the explanation of Harter explained that those with high self-esteem experience an incremental improvement in their quality of life. On the other hand, low self-esteem puts an individual at risk for many emotional and behavioral disorders, such as anxiety, lack of motivation, suicidal behavior, eating disorders, delinquency, conduct disorders, and depression (qtd. in Quatman and

Watson 93-94). Mulan is concerned about her meeting with the matchmaker, which makes her anxious. She also feels that she has a different character from women in general, so she also has difficulty adjusting to the norms formed by society, such as the quote below.

MULAN:

LOOK AT ME

I WILL NEVER PASS FOR A PERFECT BRIDE

OR A PERFECT DAUGHTER

CAN IT BE

I'M NOT MEANT TO PLAY THIS PART

NOW I SEE

THAT IF I WERE TRULY

TO BE MYSELF

I WOULD BREAK MY FAMILY' S HEART

Throughout, Mulan sees her image in the garden pond, in the family temple ...

(Mulan 16)

Mulan shows great sadness and regret for failing to be a good bride-to-be who fits the criteria of gender stereotypes in her society. She has a very unique personality compared to the other teenagers portrayed. She is active, whereas her society states that women should be gentle and passive. After the chaos she experienced, Mulan felt that she could not be the criteria for a good bride-to-be as

the matchmaker and society told her. Mulan wants to be herself, which is different from the criteria of women in stereotypical beliefs in society. Therefore, Mulan feels sadness and fear that she will return to destroy her family's hopes and feelings.

Rather than having self-confidence, Mulan felt unsure of herself before joining the military camp. As in the quote from the conversation, "MULAN: It's going to take a miracle to get me into the army" (Mulan 31). Mulan, a woman disguised as a man, experiences the nervous feeling that the military is more suitable for men. As a result, she hopes for a miracle and prepares herself with hard work to be part of the military. Mulan feels that a miracle will get her into the military, instead of having confidence and trusting her abilities. According to a quote from Bolognini, several studies with gender differences involve differences in self-esteem, and women have lower self-esteem than men in early adolescence (Rosenberg and Simmons (1975); Kawash (1982); Brack et al. (1988); Block and Robins (1993) qtd. in Bolognini et al. 234). Adolescent girls, who have been taught about the norms that exist in society as a form of influence from gender stereotypes, tend to have low self-esteem.

MULAN: Stop—I'm sorry, I'm sorry! (then; setting him down) I'm just ... nervous. I've never done this before. And I could certainly use your help.

MUSHU: (CONT'D) Then you're gonna have to trust me. And keep your hands to yourself. We clear on that?

(Mulan 34)

In the quotation above, Mulan looks very nervous when she is about to enter the military camp, where she disguises herself as a man with the pseudonym “Ping” She is nervous because this is a new thing and a new environment that she will experience. This demonstrates that Mulan lacks self-confidence when it comes to trying new things, even if she knows that doing so could help her find her true self. While training to become a soldier, she decides to rely on Mushu for assistance rather than herself. Furthermore, in the end, it was because of Mushu’s assistance that Mulan could join the military and maintain her position there.

B.2 Future Career

Gender stereotypes have an impact on the psychological development of adolescents, especially on the selection of the future careers. The cultural beliefs of adolescents and the larger community regarding gender roles have been one of the factors that may influence the correct career path choices (Kimaro and Lawuo 40). So it has an impact that tends to harm adolescents, especially girls, in developing their self-esteem. In line with Zhao’s opinion, women tend to choose careers the same as the stereotypes they receive in school (Zhao 1016). In the *Mulan* movie, it is depicted that Mulan sacrifices her future career to return to Fa’s family.

EMPEROR: See to it that this woman is made a member of my council.

Chi Fu can hardly contain his shock.

MULAN: With all due respect, Your Excellency, I think I’ve been away from home long enough.

(Mulan 96)

In the quote above, Mulan shows that she feels that she should go home to Fa's family because her career is not in line with what should be the role of women in society. Mulan refused the Emperor's offer to become a council member. In fact, she had earned the opportunity because of her extraordinary abilities, which managed to defeat the Huns and save the empire. However, she chose to return home to be with her family. Mulan illustrates that she, as a woman who often receives negative information about gender stereotypes, chooses a career that conforms to the gender roles embedded in society's culture.

The same thing happens when Mulan is about to enter the military, she feels that she cannot enter the military after knowing the camp conditions there, because this is a new thing or a new step for Mulan to start her career. Moreover, throughout her life, she has always been taught the norms of each gender in society and information that women have a gentle and graceful demeanor and have different careers from men. As a result, Mulan is concerned about her ability to perform task that men usually do in the male-dominated military environment. As in the quote below:

MUSHU: No, they're men. And you're gonna have to act just like them, so pay attention. (Mulan 35)

MULAN: (eyes wide) I don't think I can do this.

(Mulan 35)

At first, Mulan was confident about replacing her father by joining the military, but it dropped because she saw how the military camp was. She was

afraid that, as a woman, she could not perform the same tasks as men. The difference in self-confidence between girls and boys leads to gender differences in competitiveness to some extent (Buser et al. 3). Additionally, adolescents' self-confidence and self-esteem impact their career choice. Girls have lower self-confidence than boys, so they are less competitive. Therefore, the confidence in adolescent girls and boys towards competitiveness in the future is influenced by the information about gender that they often receive in society. As experienced by Mulan, she feels less confident about her future career because she often receives negative information from society.

B.3 Social Role

Besides the impact on self-esteem and future career, the third impact of gender stereotypes is social roles in adolescents. Women have always found roles that are different from men, which are also significantly limiting for women. Misinterpretation of women in the social environment, daily conversations, and school reflect social attitudes towards women (Zhao 1016). Including the following quote from the conversation between Mulan and her father:

MULAN: So you'll die for honor?

FA ZHOU: (voice rising) I will die doing what's right!

MULAN: But if you—

FA ZHOU: I know my place! (then) It is time you learned yours.

(Mulan 20)

In the following quote, Mulan opposes her father going to the military for health reasons, but her father gets angry and points out that he has a role to obey. Mulan grows up in an environment that adheres to male culture; the role of a very restricted woman makes it difficult for her to express the role she wants or be herself ultimately; she must follow the norms that have been set by society. Gender bias sometimes prevents individuals from achieving their goals, as societal norms dictate the appropriate position for each gender (Sekhar Pm and Jayaraman 2). The bias gender in society often prevents individuals from achieving their dreams. There are often restrictions on what is allowed and not allowed regarding the roles of each gender. Therefore, the misrepresentation of women in society in the movie affects Mulan's understanding of her social identity, which makes her feel inferior.

Gender roles that have been deeply constructed in society have an impact on adolescents who learn from their social observations. Adolescents, who gain knowledge from their interactions and experiences in society, are influenced by gender expectations that have been profoundly created in society. Adolescents are exposed to knowledge of various gender roles throughout their development. As in the movie, when Mulan's disguise as a man is revealed, she is humiliated by Chi Fu and abandoned by her troops. As in the quote, "MULAN: I should never have left home" (Mulan 78). Mulan experiences regret leaving home.

Mulan, who has spent her entire life learning about the variety of gender roles dictated by society, shapes her identity to fulfill the gender roles that are expected of her in society. So she says to go home and see her father soon,

“MULAN: I guess we go home now. I’ll have to face my father sooner or later”
(Mulan 80). The term ‘home’ refers to Mulan’s duty as a woman who is expected to be at home and perform various domestic responsibilities.

When Mulan finally understood her place in society, she was overcome with feelings of guilt and shame. Just like in the quote below:

MULAN: Maybe I didn’t go for my father ... Maybe what I really wanted was to prove I could do things right ... so when I looked in the mirror-
- (picking up her helmet) I’d see someone worthwhile.

She looks at her reflection in the helmet.

MULAN: But I was wrong. ... I see nothing.

(Mulan 79)

Mulan joins the army not only because she wants to replace her sick father but also to prove that she is capable of making a happy and honorable life for her family. Her true identity as a soldier is finally discovered, resulting in her troops eventually leaving her. This is due to the fact that she is a woman, and her position in society is extremely limited. This causes Mulan to be upset and unhappy since she believes she is a failure as a result of the restrictions that limit Mulan’s dreams. The gender characteristics portrayed reinforce stereotypical gender roles; thus, students relate them to their gender identity (Sekhar Pm and Jayaraman 7). Mulan’s understanding of the role she is intended to play is influenced by the characteristics of each gender that are portrayed by Chinese

society in the movie. Because of this, she concludes that she must act according to the norms entrenched by the society.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter V, there are two points explained; those are the conclusion and the suggestion. Both of them are written based on the analysis in the previous chapters.

A. Conclusion

This study analyzes the psychological impact of gender stereotypes that are believed and construct the gender identity of adolescents in Chinese society, especially the patriarchal society shown in Disney *Mulan's* (1998) movie. Based on the analysis, two points are concluded.

First, this study found gender stereotypes in *Mulan* that are attached to both female and male characters. Stereotypes of women in society categorize women as second class under the men; they believe that a wife and daughter are obligated to obey the decisions that are made by the man as the head of the family. Women are restricted on public speech, they should be quiet and calm, showing grace; they do not have their voices heard by society because of their secondary status. In addition, women should have white skin color and a slender waist and behave stereotypically femininely. Women are seen more for their physical appearance than their intelligence or abilities. As a result, they are limited to the domestic sphere. On the other hand, male characters are expected to conform to certain stereotypes, one of which is that they must have the necessary mental and physical

strength to be prepared to fight for their family and defend their country. Men tend to behave aggressively to demonstrate that they are powerful. In addition, men are not permitted to display “Sissy Stuff” or any form of feminine traits; as a result, they tend to appear messy, do not take care of themselves or their physical appearance, and are aggressive, which highlights masculinity.

The second finding is the negative impact of gender stereotyping on Mulan’s psychological development, namely the impact on low self-esteem, future career tendencies, and social roles. Low self-esteem in adolescent girls is a result of negative impacts from gender stereotypes inherent in society. As a result, Mulan feels anxious about her abilities and has low self-confidence. In the future career, a woman’s lack of confidence will also have an impact. Mulan could have had a career as a council member, but she rejected it and returned to her family as a daughter. Social roles influence adolescent girls’ understanding of their social identity and, thus, realize the norms that have been embedded in society. Therefore, gender stereotypes in Chinese society have negative outcomes on Mulan during the crucial developmental stage of adolescence, whereas Chinese boys are in a more favorable position due to the positive impact in this regard. By pointing out these issues, adolescent girls in China can become aware of the impact of gender norms on their psychological development and take action to change the outcome.

B. Suggestion

Based on the results that have been presented, this sub-chapter presents suggestions from this research based on the conclusions.

Gender construction formed by society, especially a patriarchal society, has a negative impact on the development of adolescents as the next generation. In gender stereotypes that are believed to be the norm of society, it is stated that men, as the highest position above women, have the full right to determine the roles that women need to perform. Gender differences should not be used as a standard to judge someone's value or status in society. What a solution we have on our hands if society is prepared to end oppressing and categorizing women and instead give them understanding and justice.

The findings of this study can assist readers in gaining knowledge about the impact of gender stereotypes on the psychological development depicted in movies through the implementation of the results of this study. Because of this, bringing these issues to readers' attention allows them to become aware of the impact that gender stereotypes have on their psychological development and allows them to attempt to improve the results.

Then for future researchers, this study can be a reference in examining the issue of gender stereotypes that produce an impact on psychological development in various literary works.

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