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Personality Development Of The Main Character In The Movie The Map Of Tiny Perfect Things

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Personality Development Of The Main Character In The Movie The Map Of Tiny Perfect Things

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Abstract. This research analyzes the personality development of Mark, the main character in *The Map of Tiny Perfect Things* (2021), directed by Ian Samuels. The objectives of this study are to examine Mark's personality development, identify the factors influencing his development during the time-loop experience, and reveal the moral messages reflected through his transformation. This research employs a descriptive qualitative method by analyzing dialogues, scenes, character actions, and emotional expressions in the movie. The analysis is based on characterization theory by Abrams, personality theory by Allport, personality development theory by Erikson, and moral message theory by Nurgiyantoro and Lickona. The findings show that Mark develops from an emotionally passive and irresponsible teenager into a more self-aware, empathetic, and emotionally mature individual. His personality development is influenced by repeated time-loop experiences, his relationship with Margaret, family circumstances, internal conflicts, and self-reflection. The study also reveals several moral messages, including appreciating life, self-acceptance, empathy, responsibility, and personal growth, with appreciating life as the dominant value. The research concludes that the movie represents personality development as a gradual psychological process while conveying meaningful moral values through the main character's experiences.

Keywords: *personality development, characterization, moral message, time-loop, The Map of Tiny Perfect Things.*

Abstrak. Penelitian ini menganalisis perkembangan kepribadian Mark sebagai tokoh utama dalam film *The Map of Tiny Perfect Things* (2021) yang disutradarai oleh Ian Samuels. Penelitian ini bertujuan untuk menganalisis perkembangan kepribadian Mark, mengidentifikasi faktor-faktor yang memengaruhi perkembangan kepribadiannya selama mengalami *time-loop*, serta mengungkap pesan moral yang tercermin melalui transformasi dirinya. Penelitian ini menggunakan metode kualitatif deskriptif dengan menganalisis dialog, adegan, tindakan tokoh, dan ekspresi emosional dalam film. Analisis dilakukan menggunakan teori karakterisasi dari Abrams, teori kepribadian dari Allport, teori perkembangan kepribadian dari Erikson, serta teori pesan moral dari Nurgiyantoro dan Lickona. Hasil penelitian menunjukkan bahwa Mark berkembang dari remaja yang pasif secara emosional dan kurang bertanggung jawab menjadi pribadi yang lebih sadar diri, berempati, dan matang secara emosional. Perkembangan tersebut dipengaruhi oleh pengalaman *time-loop*, hubungannya dengan Margaret, kondisi keluarga, konflik internal, dan refleksi diri. Penelitian ini juga menemukan pesan moral berupa menghargai kehidupan, penerimaan diri, empati, tanggung jawab, dan pertumbuhan pribadi, dengan menghargai kehidupan sebagai nilai yang paling dominan. Penelitian ini menyimpulkan bahwa film tersebut merepresentasikan perkembangan kepribadian sebagai proses psikologis yang bertahap sekaligus menyampaikan nilai-nilai moral melalui perjalanan tokoh utama.

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Kata kunci: perkembangan kepribadian, karakterisasi, pesan moral, *time-loop*, *The Map of Tiny Perfect Things*.

1. LATAR BELAKANG

Film is not only a form of entertainment but also a medium that represents human experiences, emotions, social relationships, and psychological development. Through characters and their interactions, films can portray how individuals respond to challenges and experience changes in their attitudes, behaviors, and ways of thinking. Therefore, film can be examined through a psychological approach to understand how personality develops as a result of experiences and social interactions. The study of personality development in film is particularly relevant because it provides a representation of human growth that can be observed through characters' actions, dialogues, and relationships with others.

Personality development is a significant aspect of human life because individuals continuously experience changes as they encounter various challenges and social situations. Erik Erikson's theory of psychosocial development emphasizes that personality develops through interactions between individuals and their social environment. Psychological development is influenced by life experiences, interpersonal relationships, and the challenges individuals face at different stages of life. In literary and film studies, this theory can be applied to examine how characters experience psychological changes and develop new ways of understanding themselves and their surroundings.

Previous studies on psychological analysis in films have generally focused on character traits, psychological conflicts, moral values, and behavioral characteristics. However, studies specifically examining personality development through a structured psychological framework remain relatively limited. In addition, the relationship between repeated experiences and personality development has not received sufficient attention, particularly in films that employ unconventional narrative structures. This indicates a research gap in understanding how repeated experiences, self-reflection, and interpersonal relationships contribute to the psychological development of a character.

The Map of Tiny Perfect Things (2021), directed by Ian Samuels, provides an interesting object for examining this issue. The film follows Mark, a teenager who becomes trapped in a time loop and repeatedly experiences the same day. The unusual situation enables the character to encounter similar circumstances repeatedly while making different observations, decisions, and emotional responses. As the story progresses, Mark's interactions with Margaret and his

repeated experiences encourage him to reflect on his behavior, relationships, and understanding of life.

Mark's development can be observed through changes in his attitudes and behavior. At the beginning of the film, he tends to avoid responsibility and appears comfortable with the repetitive situation. However, his experiences during the time loop gradually encourage greater self-awareness and emotional understanding. His relationship with Margaret also becomes an important factor in his development because it allows him to recognize the significance of other people's experiences and perspectives. These changes demonstrate how repeated experiences and meaningful social interactions can contribute to personality development.

Therefore, this study analyzes Mark's personality development in *The Map of Tiny Perfect Things* (2021) using Erik Erikson's theory of psychosocial development. The study focuses on the changes in Mark's personality, the factors that influence his development during the time loop, and the moral values reflected through his transformation. By examining these aspects, the research is expected to contribute to the study of literature and film, particularly psychological approaches to character development, while demonstrating how film can represent processes of self-awareness, responsibility, emotional maturity, and personal growth.

2. KAJIAN TEORITIS

Character and Characterization

Character is an essential element in literary works and films because it plays an important role in developing the story and conveying its meaning. Abrams (2015) defines character as a person presented in a narrative or dramatic work whose characteristics can be understood through dialogue and actions. Thus, a character can be identified not only from direct descriptions but also from what the character says and does. Meyer (2021) further explains that characters function as the center of narrative meaning because audiences understand conflicts, themes, and events through characters' actions and decisions. In addition, characterization refers to the techniques used to present and develop characters. Richardson (2021) emphasizes that modern narratives frequently employ indirect characterization through dialogue, actions, and interactions. In this study, character and characterization theory is used to identify Mark's characteristics based on his dialogue, actions, and interactions with other characters in *The Map of Tiny Perfect Things*.

Personality

Personality refers to the patterns of behavior, thoughts, emotions, and responses that distinguish an individual. Allport (1961) describes personality as a dynamic organization within an

individual that determines how a person adjusts to the environment. This perspective indicates that personality is not entirely fixed but may develop through experiences and interactions. Cervone and Pervin (2022) similarly explain that personality involves relatively stable patterns of behavior, cognition, and emotion while remaining capable of change through social and cognitive experiences. Therefore, personality can be understood as a dynamic aspect of an individual that influences behavior, emotions, and ways of thinking. In this research, the concept of personality is applied to examine the characteristics and behavioral changes experienced by Mark throughout the film.

Personality Development

Personality development refers to the process through which an individual's psychological, emotional, and social characteristics change over time. Erikson's psychosocial theory explains that adolescence is associated with the stage of identity versus role confusion, in which individuals seek to understand their identity, purpose, and position in life. Berk (2022) states that adolescent identity development is influenced by social relationships and self-reflection, while Schunk (2021) explains that behavior can develop through observational learning and social interaction. These perspectives indicate that personality development can be influenced by personal experiences, relationships, reflection, and interactions with others. This theory is particularly relevant to Mark because his repeated experiences in the time loop and his relationship with Margaret contribute to changes in his self-awareness, emotional understanding, and behavior.

Moral Message

Moral messages are values, lessons, and principles conveyed through literary works and films. Nurgiyantoro explains that moral messages contain teachings concerning good and bad behavior that can guide audiences in understanding human values and social life. Moral values can be represented through characters' attitudes, actions, decisions, conflicts, and development. In this research, moral message theory is used to identify the values conveyed through Mark's personality development, particularly those related to self-awareness, empathy, emotional maturity, responsibility, and appreciation of life and relationships.

Based on these theoretical perspectives, this study examines Mark's personality development through his characterization, personality changes, experiences, social interactions, and self-reflection. The theories provide a framework for understanding how the time-loop experience contributes to Mark's psychological growth and how his transformation conveys moral values in *The Map of Tiny Perfect Things*.

3. METODE PENELITIAN

This research employs a descriptive qualitative method to analyze the personality development of Mark, the main character in *The Map of Tiny Perfect Things* (2021), directed by Ian Samuels. A qualitative approach is considered appropriate because the data consist of dialogues, actions, emotional expressions, interactions, and scenes that require interpretation rather than numerical measurement. The research focuses on identifying and describing changes in Mark's personality throughout the movie, particularly those influenced by his experiences in the time-loop situation.

The object of this research is Mark, a teenager who experiences a repeating time loop in *The Map of Tiny Perfect Things*. The analysis focuses on his personality changes, emotional growth, behavior, self-awareness, and maturity throughout the story. The primary data are obtained directly from the movie, particularly from scenes, dialogues, actions, emotional expressions, thoughts, and interactions involving Mark. Secondary data are obtained from books, journals, articles, and previous studies related to character, characterization, psychology, and personality development.

The data are collected through documentation, repeated viewing, and note-taking techniques. The researcher watches the movie repeatedly to understand the storyline and identify scenes relevant to Mark's personality development. Important dialogues, actions, expressions, and interactions are recorded and classified according to aspects such as behavior, emotional changes, internal conflict, social interaction, self-awareness, and personal growth. Movie subtitles, transcripts, and relevant academic references are also used to support the documentation process.

The data analysis is conducted through several stages. First, the researcher watches the movie repeatedly and identifies relevant scenes and dialogues. Second, the collected data are classified according to the aspects of Mark's personality development. Third, the classified data are interpreted using M. H. Abrams' characterization theory and Elizabeth B. Hurlock's personality development theory. The analysis examines how Mark's experiences, emotional conflicts, behaviors, and social interactions contribute to changes in his personality. Finally, the researcher draws conclusions based on the findings of the analysis. To ensure the trustworthiness of the findings, this research applies four criteria: credibility, transferability, dependability, and confirmability. Credibility is established through repeated viewing and comparison of movie scenes with subtitles or transcripts. Transferability is supported by providing clear descriptions of the research object and analytical process. Dependability is maintained through systematic documentation of data collection,

classification, and analysis. Confirmability is achieved by grounding the findings in the dialogues, scenes, actions, and interactions presented in the movie and supporting the interpretation with relevant theories.

4. HASIL DAN PEMBAHASAN

Mark's Personality Development in *The Map of Tiny Perfect Things*

The findings show that Mark experiences gradual personality development throughout *The Map of Tiny Perfect Things* (2021). At the beginning of the movie, Mark is characterized by adaptation to repetition, curiosity, emotional isolation, and limited responsibility. His personality is primarily revealed through his actions, behavior, and interactions with others. This finding supports Abrams' characterization theory, which explains that characters can be understood through their dialogue, actions, thoughts, and interactions.

At the initial stage, Mark has become accustomed to experiencing the same day repeatedly. He does not respond to the time loop with strong resistance but instead follows his routine because he already knows what will happen. His calm response demonstrates psychological adaptation to his environment. However, this adaptation does not necessarily indicate emotional maturity. Mark understands the repeated events but has not yet developed a deeper understanding of himself or his future.

Mark also demonstrates curiosity and emotional distance. He spends much of his time observing people, predicting their behavior, and memorizing their routines. Although he is surrounded by other people, he does not initially establish meaningful emotional relationships with them. His tendency to observe rather than participate indicates that he has developed strong observational abilities but remains emotionally detached. According to Allport's concept of personality, these behavioral patterns reflect the way an individual adapts to the surrounding environment.

Another characteristic found at the beginning of the movie is limited responsibility. Because Mark believes that everything will return to its original state when the day resets, he feels that his actions have no lasting consequences. This condition makes him less concerned about long-term decisions and commitments. His behavior reflects emotional immaturity and uncertainty about his direction in life. Thus, Mark's initial personality represents a teenager who has adapted to his unusual circumstances but has not yet achieved significant emotional growth.

Mark's personality gradually changes as he begins to use the time loop as an opportunity for exploration and reflection. Instead of simply accepting the repetition, he starts exploring new experiences and paying closer attention to the events around him. Repeated experiences allow

him to observe the same situations from different perspectives. As a result, his cognitive awareness increases, and he becomes more capable of understanding himself and other people. A significant change occurs after Mark develops a relationship with Margaret. Through their shared experiences, Mark begins to understand that ordinary moments can have meaningful value. His attention gradually shifts from simply predicting events to appreciating the people, experiences, and emotions that exist within each repeated day. This demonstrates a movement from emotional passivity toward greater self-awareness and emotional maturity.

The development reaches its culmination when Mark becomes willing to move forward and accept change. Instead of remaining in the familiar and predictable time loop, he chooses to face the uncertainty of real life. This decision demonstrates that Mark has developed greater responsibility, self-awareness, emotional maturity, and acceptance of change. His development therefore shows that personality is not static but can change through meaningful experiences, reflection, and social interaction.

Factors Influencing Mark's Personality Development

The findings identify several factors that influence Mark's personality development. The first and most significant factor is the **time-loop experience**. Repeatedly experiencing the same day provides Mark with continuous opportunities to observe, learn, evaluate his behavior, and reconsider his perspective. Although the external environment remains unchanged, Mark's internal responses gradually change. The time loop therefore functions not only as a narrative device but also as a psychological environment that facilitates his personal development.

The second factor is **social interaction**, particularly Mark's relationship with Margaret. Margaret becomes an important influence because their relationship encourages Mark to experience emotions and develop a deeper understanding of other people. Their shared search for meaningful moments allows Mark to recognize that relationships can give significance to life. This interaction helps him move beyond his previous emotional isolation.

The third factor is **self-reflection**. The repetition of the same day gives Mark sufficient opportunity to reflect on his behavior, his relationships, and his understanding of life. He gradually realizes that knowing what will happen is not enough to create a meaningful existence. This realization encourages him to reconsider what he actually values.

The fourth factor is **internal conflict**. Mark experiences a conflict between the comfort of a predictable world and the need to move forward. The time loop initially provides security because nothing appears to have permanent consequences. However, this comfort eventually becomes insufficient. His internal conflict encourages him to recognize the importance of change and personal responsibility.

The fifth factor is **new experiences**. As Mark begins to explore activities beyond his established routine, he develops new perspectives. These experiences demonstrate that personality development depends not only on external circumstances but also on how individuals interpret and respond to those circumstances. The findings therefore indicate that Mark's development results from the interaction between repeated experiences, relationships, internal reflection, and personal choices.

Moral Messages Reflected in Mark's Development

The analysis also identifies several moral messages conveyed through Mark's personality development, including **appreciating life, self-acceptance, empathy, responsibility, and personal growth**. Among these values, appreciating life emerges as the most significant moral message in the movie.

At the beginning of the movie, Mark considers the repeated day relatively meaningless because every event will happen again. However, his perspective changes after he begins observing the small and ordinary moments around him. His experiences with Margaret teach him that meaningful experiences do not always have to be extraordinary. Simple interactions and everyday events can provide happiness and meaning when they are appreciated.

The concept of the "tiny perfect things" symbolizes this moral message. Mark and Margaret search for small moments of beauty and significance within their repeated day. Through this activity, Mark learns to appreciate ordinary experiences rather than focusing exclusively on extraordinary achievements. The experience also strengthens his emotional connection with other people and increases his awareness of the value of everyday life.

The final stage of Mark's development reinforces this moral message. His decision to leave the time loop represents his acceptance of uncertainty, change, and reality. Earlier, the repeated day provides him with predictability and safety. However, as he becomes more emotionally mature, he realizes that meaningful life requires the willingness to experience change and accept uncertainty.

Overall, Mark's transformation demonstrates that personal growth occurs when individuals are willing to learn from their experiences, reflect on themselves, build meaningful relationships, and accept change. The movie therefore presents personality development not as an immediate transformation but as a gradual process. The time loop gives Mark repeated opportunities to learn, while his relationship with Margaret, self-reflection, internal conflict, and new experiences help him transform his perspective.

The findings are consistent with the view that moral messages in literary works can be conveyed through characters, conflicts, experiences, and their development. Mark's

transformation from an emotionally passive and uncertain teenager into a more self-aware and emotionally mature individual demonstrates the importance of appreciating life, maintaining meaningful relationships, accepting change, and taking responsibility for personal growth.

5. KESIMPULAN DAN SARAN

Based on the findings and discussion, this study concludes that Mark experiences significant personality development throughout *The Map of Tiny Perfect Things* (2021). At the beginning of the movie, Mark is portrayed as an emotionally detached teenager who is accustomed to the repetition of the time loop and tends to avoid responsibility. As the story develops, his repeated experiences, interactions with Margaret, internal conflicts, and self-reflection gradually change his perspective and behavior. By the end of the movie, Mark becomes more self-aware, emotionally mature, responsible, and willing to accept uncertainty and change.

The study also finds that the time-loop experience is the main factor influencing Mark's personality development. The repetition of the same day provides him with opportunities to observe, explore, reflect, and reconsider his actions. In addition, his relationship with Margaret, family circumstances, internal conflicts, and self-reflection contribute to his psychological and emotional growth. These factors demonstrate that personality development is a gradual process influenced by both individual experiences and social interactions.

Furthermore, Mark's personality development conveys several moral values, including appreciation of life, self-acceptance, empathy, responsibility, and personal growth. Among these values, appreciating the small and ordinary moments of life is the most dominant moral message. Through his experiences, Mark learns that meaningful life does not necessarily depend on extraordinary events but can be found in everyday experiences and meaningful relationships. Therefore, *The Map of Tiny Perfect Things* presents the time-loop experience not merely as a fantasy element but as a representation of personal growth, identity development, emotional maturity, and the importance of appreciating life.

Recommendation

Based on the findings of this study, future researchers are recommended to examine *The Map of Tiny Perfect Things* using different theoretical perspectives, such as narrative theory, semiotics, or other psychological approaches. Future studies may also focus on Margaret's character or compare this film with other time-loop movies to provide broader perspectives on personality development and moral values.

For students of English literature and film studies, this research can be used as a reference for understanding the application of characterization and personality development theories in film

analysis. Students are also encouraged to examine characters' dialogue, actions, interactions, and psychological changes to obtain a deeper understanding of literary and cinematic works. For educators, the film may be considered as supplementary material in literature or film studies classes because it provides accessible examples of character development, identity, emotional maturity, and moral values. Finally, viewers are encouraged to appreciate films not only as entertainment but also as a medium for reflection and learning. The development of Mark's character can encourage audiences to appreciate ordinary moments, accept change, take responsibility for their choices, and continue developing themselves through meaningful experiences.

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