

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aims to analyze the representation of moral conflict in the film *Mean Girls* (2004) through the perspective of mimetic theory. Based on the findings presented in Chapter IV, it can be concluded that moral conflict in the film is predominantly shaped by mimetic desire, social rivalry, and hierarchical social structures within the school environment. The study identifies four main types of moral conflict depicted in the film: honesty versus deception, loyalty versus betrayal, social pressure versus personal values, and self-interest versus ethical responsibility.

The analysis shows that these conflicts emerge as characters, particularly Cady Heron, experience tension between their personal values and their desire for social acceptance, popularity, and dominance. Through the lens of mimetic theory, characters imitate the behavior and moral standards of dominant

figures such as Regina George, resulting in rivalry, ethical deviation, and gradual moral deterioration. Dishonesty, betrayal, manipulation, and the loss of empathy are not portrayed as isolated individual failures but as outcomes of social imitation and competitive social structures. These findings answer the first research question by demonstrating that moral conflict in the film is constructed through repeated ethical dilemmas shaped by imitation, peer pressure, and the pursuit of status.

Furthermore, the study reveals that the moral conflicts depicted in the film function as a mimetic reflection of real-life moral challenges experienced by Millennials. The desire for social belonging, fear of exclusion, and pressure to maintain a particular image encourage characters to compromise honesty, loyalty, and authenticity. This representation mirrors the moral struggles faced by the Millennial generation in socially competitive environments, where identity formation, peer validation, and social recognition frequently influence ethical decision-making. Through mimetic processes, *Mean Girls* illustrates how moral values can be distorted

by the need to conform, thereby answering the second research question regarding the film's reflection of the Millennial generation's moral reality. The findings demonstrate that the moral conflicts experienced by the characters reflect the ethical struggles commonly faced by Millennials in competitive social environments. Through mimetic processes, the film portrays how imitation, rivalry, and the pursuit of social recognition can influence moral decision-making within the Millennial generation.

However, the narrative also presents the possibility of moral restoration. As mimetic rivalry collapses, characters begin to acknowledge their mistakes and accept responsibility for their actions. Confession, accountability, forgiveness, and reconciliation become essential in resolving moral conflict. Cady's transformation signifies a rejection of destructive imitation and the recovery of moral autonomy. This suggests that although social imitation can lead to moral decline, ethical awareness and responsibility can interrupt the cycle and restore moral balance.

In conclusion, *Mean Girls* portrays moral conflict as a

dynamic and socially constructed process influenced by imitation, rivalry, and the desire for acceptance. By applying mimetic theory, this study demonstrates that the film not only depicts various types of moral conflict but also reflects the real moral challenges faced by Millennials in socially competitive environments. Thus, the film functions as a mimetic representation of contemporary youth moral experience, showing that while moral values may be distorted by social pressure, they can ultimately be restored through self-reflection, accountability, and ethical responsibility.

5.2 Suggestion

Based on the results of this study, several suggestions are proposed for future research and practical application.

First, future researchers are encouraged to explore moral conflict in other films, literary works, or media texts using mimetic theory or by combining it with other critical approaches such as psychoanalytic theory, feminist theory, or sociological perspectives.

This may provide a broader understanding of how imitation and

desire influence moral behavior in different contexts.

Second, future studies may focus on specific characters or social groups within a narrative to conduct a more in-depth analysis of moral development and ethical transformation. Comparative studies between films or across cultural settings are also recommended to examine how moral conflict is shaped by different social environments.

Third, for educators and students, this study can be used as a reference in teaching literature, film studies, and moral education. *Mean Girls* can serve as an effective medium to discuss ethical values, peer pressure, and social responsibility, particularly among adolescents.

Finally, this research is expected to raise awareness among audiences about the impact of social imitation on moral behavior. By understanding how mimetic desire operates, individuals may become more critical of social influence and more conscious in maintaining moral integrity in real-life interactions.