



Religious character values in the Animated Film Nussa and Rara by the little giantz and 4stripe productions

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ABSTRACT

This study aims to explore the formation of religious character in children through animated films, focusing on the Nussa and Rara Animated Film developed by Yuda Wirafianto. The background reflects the urgency of religious character formation in children, which can be influenced by various factors including the family environment and the media they consume, such as animated films. The research method used is library research, using the animated film Nussa and Rara as the primary data source. The main objective of the research is to identify religious character values in the movie, referring to the concept explained by Glock and Stark in Lies Arifah. The results showed that there are five aspects of religious character values in 10 episodes of the animated film Nussa and Rara. These aspects include Religious Beliefs, Performing Religious Obligations, Spiritual Appreciation, Religious Knowledge, and the Influence of Religious Behavior. By using content analysis techniques, this research provides an in-depth description of the Islamic messages contained in the animated film Nussa and Rara, which can play a role in shaping children's religious character.

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INTRODUCTION

Character values in children must be instilled since childhood so that they can be attached to themselves until they are teenagers and adults. Planting character in children can start from the closest environment, especially the family environment, then more broadly in the community and after school (Sriwilujeng, 2019). To realize and implement good and correct behavior and character, it is necessary to exemplify a correct and good media, examples of media that can be in the form of real objects, photos or images, sound, images and sound, and animation (Sit, 2017).

Audio-visual media is a media that is highly trusted by the community because it is known as the most extraordinary complete media (Trianton, 2013). As a medium that can be heard and seen, people will trust more what is conveyed by this media. Examples of audio-visual media include video or TV programs, instructional video or TV recordings, and sound slide programs, as well as children's shows and animated films (Wahyuningsih, 2019).

Film is a work of art that is a broad audio-visual communication according to film photography standards stored in various structures, types and sizes of film tape, video tape, video cassette or other innovative creations (Alfathoni & Manesah, 2020). As for Wibowo's opinion, film is a tool to convey and explain various messages to the audience through a media story.

As stated by Setyawan (2022) Animated films are one of the media that can be utilized to instill character and ethical values in children who watch them. Film is the best communication media today to involve and convey data, moral messages so that it can affect perspectives, behavior, mentality, and open knowledge for the general public and the crowd (Turow, 2011).

Animated films have a strong influence in shaping character values in society (Xu, 2023). In recent years, we have witnessed an increase in the production of animated films with moral and religious messages. Animated films are one of the most effective media in delivering moral and religious messages to audiences, especially to the younger generation (Wardaniningsih & Kasih, 2022). The movie is able to present an interesting story with strong characters that the audience can identify with.

There are many movies that focus on children, animated movies are one of the many spectacles that are generally liked and pursued by children (Mustafa, 2021). Besides being interesting, lively movies are usually favored because the characters are children, and the stories are interesting. But whether we realize it or not, animated films can have an impact on children's growth and development. In addition to having an impact on children's growth and development, films can also indirectly determine children's character, without realizing it when watching shows with scenes of violence, children tend to imitate them, and vice versa. Children's personality and character are created by what children see and feel, character has a close relationship with habits, where habits will become character.

Animated movies are the main and important method for character building, one of which is religious character (Baihaqi, 2023). Religious character is one of the most important characters that must be instilled in children since they are young. Religious character is very closely related to the way of behavior or strict surrender to God (Agustina & AFENDI, 2022). Instilling religious character values in children plans to convey and show things related to appropriate behavior, which activities they can do and should not do (Khoir et al., 2023).

Value is the nature of something that makes it enjoyable, desirable, sought after, appreciated, valuable and can make the individual who lives it dignified (Adisubroto, 1993). Character cannot be distinguished from ethics and morals. Character is the value of widespread human behavior that covers every human movement, whether it has a relationship with God, himself, or with individual humans communicated in the brain, perspectives, sentiments, words, and activities based on strict standards, rules, behaviors, cultures, and habits or customs (Sp, 2016; Iswatiningsih, 2019; Puspitasari, 2016). Religious character value is valued as an important shaping value. A man of character is a person who has religious character traits. Religious character is believing in God Almighty by completing strict commands and avoiding all His prohibitions.

But of course, not all animated films are suitable to be watched and seen by children without parental supervision, because there are a lot of animated films that show violence, mocking behavior of friends, which are inappropriate for children to see and watch, such as the animated film *Spongebob SquarePant* which tells the characters are not good, namely Mr. Krabs who is greedy, Squidward who is angry, Spongebob who is lustful, Plankton who is greedy, Patrick who is lazy, Sandy who dresses openly, these traits and characters are bad traits and do not exist in Islamic teachings and do not display religious characters.

Previous research has highlighted the importance of religious character values in animated films. For example, a study by Borelli et al. (2019) showed that animated films with strong moral messages can shape children's characters and influence their attitudes towards the values raised in the films. In addition, a study by Matheson et al. (2020) showed that animated films containing religious elements can help children understand and internalize these values.

Furthermore, there is the animated movie Tom and Jerry, this animated movie is very popular and famous among children, but unfortunately this movie is not suitable to be seen and enjoyed by children, although it looks interesting, this movie shows a lot of violent scenes, such as hitting, throwing, and using explosives which are bad examples for children. Then children in Indonesia are more familiar and more aware of the animated movie Upin and Ipin.

Indonesian people should be happy and proud because now there are works of the nation's children that are no less good than the Upin and Ipin films. There is an animated film Nussa and Rara (short for Nusantara), an educational animated film that prioritizes Islamic teachings and tells the story of two siblings named Nussa and Rara. This animated movie has two main actors named Nussa and Rara. The new thing that is shown in the Nussa animated film is the main character, more precisely Nussa, who is shown as an individual with limitations. Nussa is made imperfect and must utilize an assistive device, a prosthetic leg. The reason this is done is to remind children with limitations and extraordinary children who watch the animated film Nussa and Rara to remain enthusiastic and grateful for all the limitations and weaknesses given by God.

The presence of the animated film Nussa and Rara should be proud of, because children need positive shows that contain religious character values. Nussa and Rara is one of the animations that is good for consumption because it contains educational Islamic messages. As far as the researcher's observation, so far there are 8.65 million subscriber on youtube Official Nussa with 199 videos and will always be uploaded every Friday at 04.30 WIB, this achievement proves the public's thirst for content that contains Islamic traits and is seen as a provision to shape the personality of children in accordance with Islamic teachings.

Nussa and Rara animated films provide educational programs and feature entertainment. This program is an original Indonesian animation with high quality and high animation effects. From episode one until now, almost every episode of the story contains religious character values.

The researcher's interest in the animated film Nussa and Rara is because the film shown on this Youtube channel attracts the attention of all groups. This movie contains various qualities and strict standards that are perfectly packaged in friendly and straightforward language, this movie also invites children to learn through a song. Each episode in the movie, which features Nussa and Rara, is generally embedded to get used to praying every time you start or finish work. Therefore, everyone who watches, especially children, will get used to following these positive things.

The purpose of this study is to examine the role and influence of animated films in shaping religious character values in children, with a focus on the animated film Nussa and Rara. In today's context, where the media has a growing role in shaping children's views and behaviors, this study aims to identify and analyze the religious character values present in the animated films. In addition, this study also aims to evaluate the positive or negative impact of animated content on children's character development, especially in terms of religious values. By understanding the role of animated films in shaping children's character, this research seeks to provide valuable insights for educators, parents and policy makers in the development of character education in the younger generation. In addition, this research also aims to stimulate awareness about the importance of media consumption that is in line with religious values, especially among children, so that it can serve as a foundation for the provision of more positive and educational media content.

This research has a number of significant theoretical and practical implications. In terms of theoretical implications, this research has the potential to be a valuable contribution to the literature on character education, media, and the influence of religious character values on children. The results of the study expand the understanding of how animated films, especially those that focus on religious values, can shape children's character and assist in the development of theories related to media influence. In addition, the study strengthens the link between character education and media, providing valuable insights into how audio-visual media, such as animated films, can be used as an effective tool in children's character building.

In terms of practical implications, the results of this study provide direct benefits for educators, parents, and policy makers in the world of education and media. Educators can utilize the findings of this study to design more effective educational approaches, while parents can use these insights as a guide in the selection of suitable media content for their children. Media content producers can also use this research to develop programs that promote religious character values in children's content.

RESEARCH METHODOLOGY

This research uses a type of research that is literature or library study (library research), which is a series of activities related to library data collection methods, reading and recording and processing research materials. In this research, data is obtained from various sources such as books, texts, scientific journals, newspapers, documents, and other sources related to this research.

Research Approach

In this study, researchers used a qualitative paradigm with a descriptive analysis approach, namely, research that does not quantify data. Researchers tried to examine the values of religious characters in the animated film Nussa and Rara. The definition of descriptive is research that describes individual characters, situations, symptoms, or certain groups so that this research does not intend to test certain hypotheses, but only describes a situation or event, so that researchers only critically analyze the problems studied (Hamzah, 2022).

Data Collection Technique

Based on the type of research used, namely library research, data collection is carried out using the documentation method. The documentation method is by searching, selecting, presenting, analyzing data from sources that have a link to the problem to be studied (Endraswara, 2022). Documents can be in the form of writings, images, or monumental works of a person such as life history, biography, photographs and others (Nilamsari, 2014). Researchers use documentation techniques, namely looking for data on things or variables in the form of films, namely Nussa and Rara Animated Films. Researchers chose the animated film Nussa and Rara as the main material in data collection. Researchers also collect data through books, articles, journals, and modules that have relevance to the thesis discussion.

Data Source

In this study, researchers used primary sources and secondary sources, namely: a) Primary Data Source, the primary data source is the main source in this research is the Nussa and Rara Animated Film, information obtained through watching Nussa and Rara animated films by listening and listening carefully then recording important dialogues and circumstances contained in the Nussa and Rara Cartoon Film. b) Secondary Data Sources, Secondary data sources are supporting data from primary data. Secondary data sources are data sources obtained from other sources that are not directly related to the situation. Secondary data sources from this research are: a. Youtube Official Nussa, b. Journal about Nussa and Rara entitled "Animated Film Nussa and Rara Episode Baik Itu Mudah as a Means of Cultivating Character in Early Childhood", c. Journal on religious character values entitled "Forming the Religious Character of Students Through the Habituation Method", "Achievement of Internalization of Religious Values in Islamic Religious Education Learning"

Object of Research

The research object in this study is the religious character values contained in the movie Nussa and Rara.

Data Analysis Technique

The data analysis technique used in this research in finding religious character values in the animated film Nussa and Rara is using the content analysis method. The content analysis method that is prioritized is the content of a message contained in the animated film Nussa and Rara.

The following is a description of the steps in using the content analysis technique in the animated film Nussa and Rara: 1. Read several scientific journals and journal articles about Nussa and Rara entitled "Animated Film Nussa and Rara Episode Baik Itu Mudah as a Means of Character Planting in Early Childhood" as well as watching the animated film Nussa and Rara as a whole, not only once, but more than 2 times, 2. Identifying data that is part of the analysis. Identification is done by reading and observing carefully and focusing on the animated film Nussa and Rara in which there are religious character values, 3. Analyzing sentences or conversations that contain religious character values. 4. After analyzing the conversation then integrate it with the theoretical framework used, namely the 5 religious characters according to Glock and Stark in Lies Arifah and classify it so that it becomes a conclusion, 5. Drawing conclusions is the last step after completing the process of collecting and processing data which is a response and answer to the formulation of the problems that have been described in this thesis.

RESULTS AND DISCUSSIONS

This research is discussed in the form of a checklist that contains a general description of the religious character values contained in the animated film Nussa and Rara as well as the results of research from researchers.

Result

In this study, researchers used 5 aspects of religious character values, namely, Religious Belief (Aspect of Belief), Religious Practice (Aspect of Performing Obligations), Religious Feeling (Aspect of Devotion), Religious Knowledge (Aspect of Knowledge), and Religious Effect (Aspect of Behavior) and obtained data from 10 episodes of the animated film Nussa and Rara. The explanation is as follows:

Table 1. Analysis of research results

Number	Indicators of Religious Character Values	Emerging Episodes
1	Religious Belief	10 episodes
2	Religious Practice	10 episodes
3	Religious Feeling	10 episodes
4	Religious Knowledge	10 episodes
5	Religious Effect	10 episodes

Based on the table above, the episodes of religious character values that appear in the Nussa and Rara Animated Film are Religious Belief (Aspect of Belief), Religious Practice (Aspect of Performing Obligations), Religious Feeling (Aspect of Devotion), Religious Knowledge (Aspect of Knowledge), and Religious Effect (Aspect of Behavior).

There are 10 episodes, namely 10 episodes there are religious character values of Religious Belief (Aspect of Belief), 10 episodes there are religious character values of Religious Practice (Aspect of Performing Obligations), 10 episodes there are religious character values of Religious Feeling (Aspect of Observance), 10 episodes there are religious character values of Religious Knowledge (Aspect of Knowledge), and 10 episodes there are religious character values of Religious Effect

Table 2. Surah in the dialog performed by the characters nussa and rara

Number	Surah/Hadits	Episodes
1	Hadits Shahih Riwayat Ath-Thabrani dalam Al-Mu'jam Al'Kabir	Episode Already Adhan Don't Make Noise
2	Surah Al-A'raf ayat 54	Episode Who We Are
3	H.R Muslim	Episode Learning to Be Sincere
4	Surah Al-Hujurat ayat 11	Kak Nussa Episode
5	H.R Ath-Thabrani	Don't Lose to Satan Episode
6	Surah Al-Isra' ayat 23	Episode Can't Reply
7	Surah An-Nisa ayat 23	Non-Mahram Episode
8	Surah Al-Anfal ayat 45	Freedom Episode
9	Surah Yusuf ayat 87	Episode Nussa Can
10	H.R Tirmidzi	Smile That's Alms Episode
11	Surah Al-Baqarah ayat 43	Episode Already Adhan Don't Make Noise
12	Surah Ali Imran ayat 191	Episode Who We Are
13	H.R Muslim	Episode Learning to Be Sincere

Based on the table above, there are several surahs and hadiths displayed in the 10 episodes in the Nussa and Rara Animated Film through conversations and dialogs by the characters Nussa and Rara.

Discussion

The findings of this research reveal that the animated film Nussa and Rara effectively incorporates various religious character values across its episodes. The study analyzed the presence of religious character values based on five aspects: Religious Belief (Aspect of Belief), Religious Practice (Aspect of Performing Obligations), Religious Feeling (Aspect of Devotion), Religious Knowledge (Aspect of Knowledge), and Religious Effect (Aspect of Behavior) within the content of the animated film. The results indicate that all 10 episodes of Nussa and Rara consistently portray and promote these religious character values. This suggests that the creators of the animated film have made a deliberate effort to infuse their content with ethical and religious messages, aimed at positively influencing the young audience's character development. The presence of these values in various aspects of the characters' behavior, actions, and dialogue contributes to the overall educational and moral impact of the animated film.

Comparing these findings with previous research, it is evident that animated films like Nussa and Rara play a significant role in shaping religious character values in children. Previous studies have also emphasized the influence of animated media in character development, especially in the context of moral and religious values. The consistency of these findings underscores the importance of recognizing animated films as powerful tools for conveying moral and religious messages to young audiences. Additionally, the inclusion of specific Surahs and Hadiths in the dialogues of the characters Nussa and Rara further highlights the intentional promotion of Islamic teachings in the animated film. This aligns with the research of (Borelli et al., 2019) and (K. Matheson et al., 2020), which showed that animated films containing religious elements can help children understand and internalize these values.

In conclusion, this research provides empirical evidence of the presence of religious character values in the Nussa and Rara Animated Film and underscores the significant impact of animated media in character development. The deliberate inclusion of Surahs and Hadiths in the dialogue further strengthens the film's educational and religious messaging. These findings are consistent with prior research and emphasize the vital role that media, especially animated films, can play in instilling character and ethical values in children. It is crucial for educators, parents, and content creators to recognize and utilize such media as a means to promote positive character development among the younger generation.

CONCLUSION

Based on the results of data analysis and discussion, the author obtained conclusions that can be drawn from research on Religious Character Values in Nussa and Rara Animated Films. The results of the research can be seen that each episode in the animated film Nussa and Rara contains religious character values in the animated film Nussa and Rara. The results showed that religious character values have appeared, namely 5 religious character values of Religious Belief (Aspect of Belief), Religious Practice (Aspect of Performing Obligations), Religious Feeling (Aspect of Devotion), Religious Knowledge (Aspect of Knowledge), and Religious Effect (Aspect of Behavior). The relevance contained in the animated film Nussa and Rara is shown by the relationship (relevance) between existing subject matter in MI / SD, one of which is Thematic subjects in MI / SD level schools, which contains religious character values for children or students.

The findings of this study contribute to a deeper understanding of how animated films such as Nussa and Rara can effectively instill and reinforce these values in educational settings. This knowledge is valuable for educators, content creators, and researchers in the field of education and character development.

This research has some limitations that should be considered. First, the sample size, which included data from 10 episodes of the Nussa and Rara Animated Film, is relatively small, and a larger and more diverse sample would have allowed for a more comprehensive analysis. Second, the generalization of the findings is limited, as the study primarily focused on one specific animated film. The applicability of these findings to other animated media targeting children may vary, and different media may have different levels of influence on character development. Additionally, the research was conducted within the context of Islamic teachings and may not fully capture character values in other cultural or religious contexts. Furthermore, this study focused on the immediate presence of religious character values, and future research could investigate the long-term impact of such values on children's character development as they grow into teenagers and adults.

Looking ahead, future research directions can expand our understanding of the role of animated media in character development. Comparative analyses of different animated films can reveal how they incorporate and promote character values, both religious and non-religious, offering a broader perspective. Longitudinal studies can track the lasting impact of animated films on character development as children transition into adulthood. Cross-cultural studies can explore how animated films influence character development in various cultural and religious settings, identifying commonalities and differences. More in-depth content analysis can delve into specific elements within animated films that contribute to character development, particularly in terms of religious values. Lastly, including the perspectives of parents and educators in future research can help us understand how they perceive the influence of animated films on children's character development and whether they actively use such media as a tool for character education. In conclusion, while this research provides valuable insights, addressing its limitations and pursuing these future research directions can contribute to a more comprehensive understanding of how animated media impacts character development in children.

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