

Exploring Islamic Character Values in Nussa The Movie: Relevance and Implementation in Islamic Education

M. Ferry Irawan¹, Nikentari Rizky², Alia Latifah³

^{1,3}Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia, ²Universitas Islam Negeri Raden Fatah Palembang, Indonesia

22204082018@student.uin-suka.ac.id¹, rnikentari1600@gmail.com², 22204081008@student.uin-suka.ac.id³

Article Info

Received:

07-11-2023

Revised:

02-12-2023

Approved:

31-12-2023

Keywords

*Islamic-
Character Values,
Character
Education,
Animated Film,
Nussa The Movie*

OPEN ACCESS

Abstract: This research delves into depicting Islamic character values in 'Nussa The Movie,' examining its relevance and application in Islamic education. Employing a qualitative methodology with descriptive content analysis, the study scrutinizes the movie's narrative, dialogues, and visual elements. Seven key Islamic character values identified include good role modeling, wisdom, generosity, patience, honesty, justice, and sincerity. The findings suggest that 'Nussa The Movie' transcends mere entertainment, emerging as a potent tool for imparting Islamic character education to children. These values are intricately interwoven with the movie's narrative, offering viewers examples of character traits aligned with Islamic teachings. Despite its educational potential, the study acknowledges limitations and encourages further research on long-term impacts and cultural variations in character education through animated media. This research emphasizes the importance of this film as a resource for educators and parents in instilling Islamic values, thus contributing to a broader discussion on the integration of entertainment and education in character development.

Abstrak: Penelitian ini mengeksplorasi penggambaran nilai-nilai karakter Islam dalam 'Nussa The Movie,' dengan menilai relevansinya dan aplikasinya dalam pendidikan Islam. Melalui metodologi kualitatif dengan analisis deskriptif isi, studi ini meneliti narasi, dialog, dan elemen visual film tersebut. Tujuh nilai karakter Islam kunci yang teridentifikasi meliputi keteladanan, kebijaksanaan, kemurahan hati, kesabaran, kejujuran, keadilan, dan ketulusan. Temuan penelitian menunjukkan bahwa 'Nussa The Movie' melebihi sekadar hiburan, muncul sebagai alat yang efektif untuk menyampaikan pendidikan karakter Islam kepada anak-anak. Nilai-nilai ini terjalin dengan erat dalam narasi film, menawarkan contoh sifat karakter yang selaras dengan ajaran Islam. Meskipun memiliki potensi edukatif, studi ini mengakui keterbatasan dan mendorong penelitian lebih lanjut tentang dampak jangka panjang dan variasi budaya dalam pendidikan karakter melalui media animasi. Penelitian ini menekankan pentingnya film ini sebagai sumber daya bagi pendidik dan orang tua dalam menanamkan nilai-nilai Islam, sehingga memberikan kontribusi pada diskusi yang lebih luas mengenai integrasi hiburan dan pendidikan dalam pengembangan karakter.

1. Introduction

Technological advancement in the present era cannot be avoided because technological progress goes hand in hand with advancing knowledge.¹ The world of education requires innovation to continue evolving and keeping up with developments in other fields.² Every

¹ Ana Maritsa et al., "Pengaruh Teknologi Dalam Dunia Pendidikan," *Al-Mutharrahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 18, no. 2 (2021): 91–100, <https://doi.org/10.46781/al-mutharrahah.v18i2.303>.

² Dewi Ambarwati et al., "Studi Literatur: Peran Inovasi Pendidikan Pada Pembelajaran Berbasis



innovation is made to have a positive impact on human life. These innovations bring many conveniences and introduce new methods for carrying out human activities, especially in the field of information technology, which has experienced numerous benefits from the innovations that have emerged in the last decade.³ The progress of knowledge and technology triggers a massive revolution in education; these advancements influence media usage, tools, and even students' characters.⁴ The current issue faced is the moral crisis among children. According to Ikhwan Lutfi in "Mewar," the younger generation today has more ethical problems, such as manners and idealism.⁵ Therefore, character education and learning are needed to free them from the prevalent free association.

Character education is an activity where students receive educational treatment to pass on their knowledge to future generations.⁶ Character education has become an educational movement to support students' social, emotional, and moral growth. It is an active effort undertaken by academic institutions and the government to help students develop core values such as empathy, honesty, hard work, justice, perseverance, responsibility, self-appreciation, and appreciation for others.⁷ These character values should be instilled in students so that they can apply them in their lives, whether in the family, school, society, or country, contributing positively to their environment.⁸

Islamic character education aims to develop a person's character and morals based on Islamic teachings.⁹ Islamic character education should be implemented at all educational levels because one of our country's main challenges is shaping Islamic character in society.¹⁰ The values or characters accepted or instilled in someone will influence their attitude and behavior patterns, becoming their personality.¹¹

Instilling moral values in students can be conveyed not only through rote memorization or writing. Still, it can be directed toward cognitive, affective, and physical motor skills by witnessing actual events and summarizing them in another form.¹² One

Teknologi Digital," *Jurnal Inovasi Teknologi Pendidikan* 8, no. 2 (2021): 173–84, <https://doi.org/10.21831/jitp.v8i2.43560>.

³ Yohannes Marryono Jamun, "Dampak Teknologi Terhadap Pendidikan," *Jurnal Pendidikan Dan Kebudayaan Missio* 10, no. 1 (2018): 48–52, <https://doi.org/10.36928/jpkm.v10i1.54>.

⁴ Rahmat Adnan Lira, "Nilai-Nilai Pendidikan Islam Dalam Film Anime One Piece Arc Alabasta," *Adaara: Jurnal Manajemen Pendidikan Islam* 12, no. 3 (2023): 92–103, <https://doi.org/10.30863/ajmp.v13i2.4531>.

⁵ Muhammad Rafi Athallah Mewar, "Krisis Moralitas Pada Remaja Di Tengah Pandemi Covid-19," *Perspektif* 1, no. 2 (2021): 132–42, <https://doi.org/10.53947/perspekt.v1i2.47>.

⁶ R Aziz et al., "Teacher-Parent Collaboration for Developing Student Character in Online Learning," *International Journal of Evaluation and Research in Education* 12, no. 3 (2023): 1477–85, <https://doi.org/10.11591/ijere.v12i3.24456>.

⁷ Iswan Iswan, Faurisa Rahmi, and Ati Kusmawati, "Pembentukan Karakter Islami Pada Siswa Sekolah Dasar Melalui Pendekatan Konsep Stafi," *Islamadina : Jurnal Pemikiran Islam* 0, no. 0 (2019): 129–41, <https://doi.org/10.30595/islamadina.v0i0.5129>.

⁸ Binti Maunah, "Implementasi Pendidikan Karakter Dalam Pembentukan Kepribadian Holistik Siswa," *Jurnal Pendidikan Karakter* 6, no. 1 (2015), <https://doi.org/10.21831/jpk.v0i1.8615>.

⁹ Nadjematul Faizah, "Pentingnya Pendidikan Islam Dalam Pembentukan Karakter Siswa Di Sekolah," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (2022), <https://doi.org/10.30868/ei.v11i01.2427>.

¹⁰ Haidir Haidir et al., "Eksistensi Pendidikan Karakter Islami Berbasis Kearifan Lokal Dan Relevansinya Terhadap Program Merdeka Belajar Kampus Merdeka," *Fitrah: Journal of Islamic Education* 4, no. 2 (2023): 213–31, <https://doi.org/10.53802/fitrah.v4i2.410>.

¹¹ Halim Purnomo et al., "Pendidikan Karakter Islami Pada Online Class Management Di SMA Muhammadiyah 7 Yogyakarta Selama Pandemi Covid-19," *Jurnal Tarbiyatuna* 11, no. 1 (2020): 91–100, <https://doi.org/10.31603/tarbiyatuna.v11i1.3456>.

¹² Syisva Nurwita, "Analisis Nilai-Nilai Agama Dan Moral Anak Usia Dini Dalam Tayangan Film Kartun Upin Dan Ipin," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 3, no. 2 (2019): 506–17, <https://doi.org/10.31004/obsesi.v3i2.252>.



way to shape Islamic character in students is by providing examples of good actions or words to students using current technology, such as films. Films can be a medium to teach character values, especially to children aged three to twelve, as films not only serve entertainment but also informative and educational functions.¹³ Films are divided into three categories: feature films, documentaries, and animated films, with animated films being the most favored by children.

The formation of Islamic values in various forms of media has been the focus of scientific research in recent years, reflecting the increasing awareness of the influential role of media, incredibly animated films, in shaping individual characters, especially among the younger generation.¹⁴ Understanding how Islamic characters are portrayed in animated films contributes to research in media studies. It addresses deep concerns related to the development of individual ethics in this rapidly evolving world.¹⁵

In the effort to understand the dynamics of character development through media, previous research has laid the foundation for understanding the role of Islamic characters in animated films. Research by Melati et al. specifically explores Islamic characters in the animated movie "Nussa dan Rara," identifying key attributes such as religiousness, discipline, and patience.¹⁶ Similarly, Marpuah et al. explore the broader impact of Islamic films on the religious character development of children, emphasizing the significance of experience-based, habit-based, and exemplary approaches in this process.¹⁷ Collectively, these studies underline existing knowledge about the interaction between media, Islamic character development, and education. Furthermore, research by Abdullah states that animated films greatly influence students' characters, such as the impact of the film "Doraemon." Positive moral values displayed by Doraemon and other characters significantly affect students' response choices. The situations Nobita experienced are similar to their experiences at school and home. Therefore, they are inspired and fascinated by Doraemon's intelligent and emotional personality, which offers solutions and ways to help Nobita, who always faces problems.¹⁸ Another study by Zhayoga et al. stated that the cartoon series "Upin dan Ipin" influences students in social care and friendship characters. After watching the series, students immediately take action in line with what is in the "Upin dan Ipin" series.¹⁹ This is in line with what Indayani et al. said:

¹³ Lukman Arsyad, Enni Akhmad, and Alvons Habibie, "Membekali Anak Usia Dini Dengan Pendidikan Karakter: Analisis Cerita Film Animasi Upin Dan Ipin," *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter* 5, no. 1 (2021): 59–71, <https://doi.org/10.21776/ub.waskita.2021.005.01.5>.

¹⁴ Robert Attard and George Cremona, "The Influence of Animated Cartoons on Primary Children's Views of Social Reality: An Ethnographic Study in a Maltese Primary School," *Education 3-13* 50, no. 3 (2022): 329–47, <https://doi.org/10.1080/03004279.2020.1850827>.

¹⁵ Fitria Septianti and Nur Hafidz, "Strengthening Children's Religious And Moral Values In Shamil And Dodo Cartoon Film," *Child Education Journal* 3, no. 1 (2021): 64–77, <https://doi.org/10.33086/cej.v3i1.2109>.

¹⁶ Inka Krisma Melati, Hari Windu Asrini, and Ajang Budiman, "Karakter Islami Dalam Film Animasi Nussa Dan Rara Episode Cerita Rara: Kajian Sosiolinguistik," *KODE: Jurnal Bahasa* 11, no. 3 (2022): 86–97, <https://doi.org/doi.org/10.24114/kjb.v11i3.38821>.

¹⁷ S Marpuah, O S Priatna, and R Triwulandari, "Peran Tayangan Film Islami Dalam Pengembangan Karakter Religius," *Mumtaz: Jurnal Studi Al ...* 5, no. 1 (2021): 123–32, <https://doi.org/doi.org/10.36671/mumtaz.v5i01.146>.

¹⁸ M A R Abdullah, "Learning Moral Values Through Cartoons for Malaysian Preschool-Aged Children," *International Journal of Learning, Teaching and Educational Research* 22, no. 6 (2023): 370–95, <https://doi.org/10.26803/ijlter.22.6.20>.

¹⁹ Ivan Zhayoga, Diana Endah H, and Ikha Listyarini, "Analisis Pengaruh Film Upin Dan Ipin Terhadap Karakter Siswa," *Indonesian Values and Character Education Journal* 3, no. 1 (2020): 1–7, <https://doi.org/10.23887/ivcej.v3i1.24542>.

Animated films can influence children's behavior in their daily lives because the behavior displayed in these animated films is attractive, fun, and easy for children to imitate.²⁰

In recent years, one of the animations that has become extremely popular among Indonesian children is the "Nussa" series. The animated film "Nussa" was produced by The Little Giantz animation studio and conceived by Mario Irwinskyah in collaboration with 4 Stripe Production.²¹ This animated series presents adorable scenes and contains many virtues that young children emulate.²²

Nussa The Movie narrates the story of Nussa, the reigning champion of the science fair, who aspires to reclaim victory with his designed rocket, accompanied by Abba. However, his rocket experiment fails, and attention shifts to the sophistication of Jonni's rocket, a new student, and Nussa's competition. Faced with a superior rival and the news that Abba cannot return, Nussa is devastated. He feels the world has changed, with no one caring about him, from school to friends, even his father.

Although these studies contribute substantially to understanding the portrayal of Islamic characters in animated films, critical analysis reveals several limitations, controversies, and gaps that require further investigation. Zahroh's research shows the diverse impacts of parenting styles depicted in the film, highlighting potential controversies in character development portrayal.²³ Additionally, research by Syamsi and Khamim acknowledges the role of various media in character education but does not explicitly focus on the complexities of animated films. Recognizing these gaps provides a clear foundation for this research to explore and address nuances in character development within the specific context of animated films.²⁴

Considering the above considerations, this study aims to analyze the Islamic character values depicted in the animated film *Nussa The Movie*, evaluate their relevance, and explore practical implementation in the context of Islamic religious education. By addressing limitations and gaps in previous research, this study seeks to provide a nuanced understanding of the intersection between animated media, Islamic character values, and educational practices, thus advancing discourse in media studies and religious education.

2. Method

This study utilizes a qualitative research methodology with a descriptive design, centering on content analysis to investigate Islamic character values in "*Nussa The Movie*." The qualitative approach is strategically selected for its ability to delve deeply into the content, offering a nuanced understanding of the film's portrayal of Islamic

²⁰ Nur Fajri Indayani, Rusmayadi Rusmayadi, and Muhammad Akil Musi, "Pengaruh Film Animasi Terhadap Perilaku Moral Anak Usia 5-6 Tahun," *JECED: Journal of Early Childhood Education and Development* 4, no. 1 (2022): 59–68, <https://doi.org/10.15642/jeced.v4i1.1876>.

²¹ Fathayatul Husna and Ratna Sari Dewi, "Islamic Education Movie: Character Learning Through *Nussa-Rara Movie*," *International Journal of Islamic Educational Psychology* 2, no. 1 (2021): 36–52, <https://doi.org/10.18196/ijiep.v2i1.11209>.

²² Euis Lisefti Fatimah, Yuyun Yulianingsih, and Syam'iyah, "Kemandirian Anak Usia Dini Dengan Penggunaan Media Film Animasi 'Nussa Dan Rara,'" *Murhum : Jurnal Pendidikan Anak Usia Dini* 1, no. 2 (2020): 74–83, <https://doi.org/10.37985/murhum.v1i2.10>.

²³ Faylashufah Zahroh, "Analisis Pola Asuh Orang Tua Dalam Membentuk Karakter Dan Relevansinya Dengan Pendidikan Islam (Studi Pada Film Dangal Dan Room)," *Nusantara: Indonesian Journal of Islamic Studies* 3, no. 1 (January 2023): 25–42, <https://doi.org/10.54471/nusantara.v3i1.40>.

²⁴ Moh Syamsi and Nur Khamim, "PEMBELAJARAN NILAI-NILAI PENDIDIKAN KARAKTER PADA ANAK USIA DINI MELALUI FILM ANIMASI DI LAYAR TELEVISI DALAM PERSPEKTIF ISLAM," *Atthiflah: Journal of Early Childhood Islamic Education* 9, no. 2 (September 2022): 13–25.



values and their educational implications.²⁵ The research begins with an in-depth observation of the movie, focusing on its narrative, dialogues, and visual elements to grasp the embedded Islamic character education values. A data inventory phase is conducted, where scenes and conversations that exemplify these values are meticulously documented. This step is crucial for ensuring a comprehensive analysis, as it involves a careful selection of the movie's most representative elements. Tools and technologies employed in this study primarily include audiovisual equipment for movie analysis and software tools for qualitative data analysis, aiding in the systematic organization, coding, and interpretation of the data.

In terms of data collection and analysis, the study involves a detailed examination of "Nussa The Movie," with particular attention to its dialogues and scenes. This is executed through a two-stage process: first, by identifying and cataloging instances in the movie that potentially illustrate Islamic character values, and second, by aligning these instances with established theoretical frameworks in Islamic education. This alignment is pivotal in ensuring the analysis is deeply rooted in relevant academic discourse. Several measures are implemented to uphold the study's reliability and validity. These include a systematic data collection and analysis approach, adherence to qualitative research protocols, and triangulation by comparing findings with existing literature on Islamic character education in animated films. Peer reviews and expert consultations complement this to validate the interpretation of the data and the conclusions drawn.²⁶ This methodology aims to provide substantial insights into the portrayal of Islamic character values in "Nussa The Movie" and its relevance to Islamic educational research.

3. Result and Discussion

This study analyzes Islamic character values in the animated film Nussa The Movie and its relevance and implementation in Islamic religious education. In line with this objective, the research presents its findings, indicating that Nussa The Movie is not merely entertainment but also an effective tool for imparting Islamic character education to children. The film effectively conveys Islamic values through characters that serve as positive role models and undergo character development.

3.1. Islamic Character Values in Nussa The Movie

Nussa The Movie, an animated film, is an educational viewing experience. It serves as a medium for character education in children, especially considering its incorporation of excellent character education when introduced to children at an early age. The research findings identify seven Islamic character values that can serve as examples for young children: good role models, wisdom, generosity, patience, honesty, fairness, and sincerity. Experts define Islamic character as encompassing traits, behaviors, and morality aligned with Islamic teachings. Islamic scholars tend to describe Islamic characters as those who practice values such as honesty, justice, patience, and compassion, per the principles of the Quran and Hadith.²⁷ The following setting events representatively showcase the Islamic character values mentioned above:

²⁵ Ali Fuad Selvi, "Qualitative Content Analysis," in *The Routledge Handbook of Research Methods in Applied Linguistics* (Routledge, 2019), 440–52.

²⁶ Jane Forman and Laura Damschroder, "Qualitative Content Analysis," in *Empirical Methods for Bioethics: A Primer*, ed. Liva Jacoby and Laura A Siminoff, vol. 11, *Advances in Bioethics* (Emerald Group Publishing Limited, 2007), 39–62, [https://doi.org/10.1016/S1479-3709\(07\)11003-7](https://doi.org/10.1016/S1479-3709(07)11003-7).

²⁷ Danang Dwi Basuki and Hari Febriansyah, "Pembentukan Karakter Islami Melalui Pengembangan Mata Pelajaran Akidah Akhlak Di Madrasah Aliyah An-Najah Bekasi," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 10, no. 2 (2020): 121–32, <https://doi.org/10.33367/ji.v10i2.1209>.

Table 1. Islamic Character Values in Nussa The Movie Setting Events

No	Scene	Character/Values	Picture
1.	In the scene at minute 12:10 – 12:27, it is shown that when Nussa sees Ms. Teacher entering the classroom, he promptly stands up and leads his friends in greeting Ms. Teacher. Then, Ms. Teacher reciprocates the greeting to Nussa and his friends. This is an example of good role model behavior by extending greetings to others and instilling the values of courtesy towards elders.	Exemplary	 Picture 1. Scene of Exemplary
2.	The scene from minute 22:41 to 23:08 depicts Rarra, Nussa's younger sibling, expressing her hunger and frustration during fasting. Observing his sibling, who can no longer endure waiting for the Maghrib prayer time, Nussa asks Rarra to be patient for a bit longer, encouraging her to continue her homework to distract herself from the feeling of hunger. From this scene, it can be inferred that Nussa exhibits wisdom in handling situations. Instead of instructing his sister to eat, Nussa advises her to focus on her homework, providing an alternative activity to divert her attention and forget her hunger.	Wisdom	 Picture 2. Scene of Wisdom
3.	The scene above occurs at minutes 41:32 – 41:55, where Nussa assists Mr. Ucok in repairing his dust vacuum machine. However, Nussa fails to fix Mr. Ucok's machine because he still feels upset that his father did not come home. Observing Nussa's gloomy demeanor, Mr. Ucok gives Nussa something to make his rocket look cooler. This scene illustrates Mr. Ucok's generosity towards Nussa by giving him a gift.	Generosity	 Picture 3. Scene of Generosity
4.	The attitude of patience in "Nussa The Movie" can be observed from minute 42:01 – 42:08, where Nussa, Abdul, and Syifa are in the playground. Syifa, seeing Nussa working on his rocket, asks him why it's not finished yet. Nussa then advises Syifa to be patient. There are two meanings of patience in this scene. Firstly, patience in waiting for something, and secondly, patience in dealing with others.	Patience	 Picture 4. Scene of Patience
5.	At minutes 63:50 – 64:18, the scene depicts Nussa apologizing to Jonni and confessing that the rocket was damaged because he ignited it without first seeking Jonni's permission. This happened because a day earlier, Nussa saw Jonni's rocket inside the laboratory and, out of curiosity, secretly lit the rocket. However, in a panic, Nussa accidentally dropped the missile, causing it to break.	Honesty	 Picture 5. Scene of Honesty



6. The dialogue from minute 79:10 to 80:20 depicts Abba finally returning home after being abroad for quite some time. Amid a heartfelt reunion, Abba then presents a souvenir to Nu, which is needed in waiting for something, and secondly, patience is required. Abba also has a gift for her. However, Abba teases Rarra by stating that her gift will be for the following year. This makes Rarra feel both sad and annoyed. Nevertheless, Abba eventually gives the gift to Rarra.	Justice	
7. Genuine generosity is demonstrated between minutes 89:10 and 90:05. The incident unfolds when Nussa and Jonni, representing their school at the Science Fair, are getting ready to showcase their project. However, while preparing for it, Jonni's rocket engine suddenly malfunctions and becomes unusable, leaving Jonni saddened as he is forced to withdraw from the competition. Observing this, Nussa quietly repairs Jonni's rocket by sacrificing his engine. When the organizers ask them to present, Nussa states that he has decided not to perform and encourages Jonni to take the stage so that he can make his parents proud.	Sincerity	

3.1.1. Exemplary

Based on Figure 1. the Scene of Exemplary, it can be observed that from an early age, children need to be educated to cultivate good behavior. One of these ways is by instilling the habit of greeting to encourage children to behave politely and show mutual affection. In societal ethics, when encountering others, greeting them with a smile and a salutation is advisable. Islam advocates the same, whereas fellow Muslims are encouraged to offer greetings. Instilling the habit of greeting in children also carries several benefits, including boosting their self-confidence. This, in turn, allows children to communicate more confidently with peers and teachers while preventing them from developing selfish tendencies, enabling them to appreciate and respect others.²⁸

3.1.2. Wisdom

In Islam, every Muslim is required to cultivate a wise demeanor within themselves. This wisdom should be instilled in children early on, as illustrated in Figure 2. the scene of wisdom. Implanting wisdom in children profoundly impacts shaping their personalities and behaviors in the future. Wisdom assists children in developing the ability to make sound decisions, understand the consequences of their actions, and interact well with others. Furthermore, wisdom also aids children in facing life's challenges with calmness and patience while fostering empathy and understanding toward the perspectives of others.

3.1.3. Generosity

Generosity is giving a portion of our possessions to others willingly. Islam teaches its followers to respect and love each other. It instructs its community to cultivate a generous spirit to purify one's soul, foster social sensitivity, and show compassion towards less

²⁸ Agung Nugroho and Anindya Nugraheni Pangestika, "Implementasi Kegiatan Salam Pagi Dalam Rangka Menumbuhkan Karakter Komunikatif Siswa Sekolah Dasar," *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 1, no. 2a (2017), <https://doi.org/10.30651/else.v1i2a.1025>.

fortunate brothers.²⁹ Being generous helps children learn to share, collaborate, and understand values like kindness, tolerance, and solidarity. This not only aids them in becoming better individuals but also contributes to forming a more harmonious and caring society. This is evident in scene 3, portraying an act of generosity.

3.1.4. Patience

Patience is one of the fundamental traits of those who are devoted to Allah SWT. Some scholars argue that patience constitutes half of one's faith. Patience is intricately linked to faith and cannot be separated from it. In Islam, instilling patience in children is crucial because it is a fundamental value in Islamic teachings.³⁰ Patience assists children in facing challenges, trials, and difficulties in life with tranquility and perseverance. In Surah Ali Imran, verse 146 of the Quran, Allah praises those who demonstrate patience and promises rewards. Teaching children to be patient also helps them develop self-control, wisdom, and empathy towards others and aids them in leading a better life through Islamic teachings.

3.1.5. Honesty

From the above scene, we can see Nussa's honest character, admitting his mistake. Honesty is one of the characteristics that every individual should possess because it will affect their relationship with others. The more honest someone is, the more others and their environment will like them. As seen in the next scene, after Nussa honestly speaks to Jonni, their relationship becomes closer, and eventually, they become good friends.³¹ Teaching honesty to children in Islam holds great significance. Honesty is considered a moral principle and an action that draws individuals closer to Allah. In the Quran, Allah emphasizes the importance of honesty, and Prophet Muhammad (SAW) sets a strong example. Teaching children, to be honest, helps them grow as responsible individuals with integrity and trustworthiness in all aspects of life, aligning with Islamic principles that promote high moral and ethical standards.

3.1.6. Justice

The meaning of the above dialogue is that parents must be capable of treating their children fairly. If parents act unfairly, whether intentional or not, it will impact their children's behavior in the future. Instilling a sense of fairness in children is crucial because justice is a fundamental value in Islamic teachings. The Quran and Hadith emphasize the importance of practicing fairness in all aspects of life, including how we treat others.³² Teaching children about fairness shapes good character and supports the formation of a just society. The presence of fairness in a child's character will help them become responsible, wise individuals capable of living a life with integrity and strong moral values according to Islamic teachings.

3.1.7. Sincerity

From that scene, we can see Nussa's sincere attitude, willingly sacrificing and burying his dream so that his friend Jonni can continue the competition and make his parents proud.

²⁹ Fifi Nofiaturrahmah, "Penanaman Karakter Dermawan Melalui Sedekah," *ZISWAF: Jurnal Zakat Dan Wakaf* 4, no. 2 (2018): 313–26, <https://doi.org/10.21043/ziswaf.v4i2.3048>.

³⁰ Nurhadi et al., "Melatih Sikap Sabar Kepada Anak Usia Dini Melalui Kegiatan Menggunting," *Early Childhood: Jurnal Pendidikan* 2, no. 1 (2018): 66–72, <https://doi.org/10.35568/earlychildhood.v2i1.240>.

³¹ Rika Devianti, Suci Lia Sari, and Indra Bangsawan, "Pendidikan Karakter Untuk Anak Usia Dini," *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 3, no. 02 (2020): 67–78, <https://doi.org/10.46963/mash.v3i02.150>.

³² Syahraini Tambak, "Pendidikan Etika Bergaul Islami Dalam Keluarga 'Nilai Pendidikan Etika Berlaku Adil Orangtua Dengan Anak Dalam Pergaulan Keluarga Perspektif Hadits,'" *Jurnal Pendidikan Agama Islam Al-Thariqah* 4, no. 1 (2019): 1–20, [https://doi.org/10.25299/al-thariqah.2019.vol4\(1\).2910](https://doi.org/10.25299/al-thariqah.2019.vol4(1).2910).



Genuine behavior helps children understand the true meaning of worship and fosters humility, modesty, and resilience in facing various challenges in life. With sincerity, children will be better able to navigate life with gratitude and happiness and carry out deeds believing Allah will provide the best reward³³. This is evident in the movie's final scene, where the fruit of Nussa's sincere attitude leads to their school winning the competition. Jonni even invites Nussa to join him on stage, stating that the trophy he received doesn't solely belong to him but also Nussa. Therefore, we must always strive to be sincere, accept everything with an open heart, and believe Allah will surely reward us with something better.

3.2. Nussa The Movie as a Learning Media and Its Relevance to Character Education

Restating the main findings highlights that Nussa The Movie is an educational form of entertainment, integrating exemplary Islamic character education for children from an early age. This study identifies seven Islamic character values in the film: being a good role model, wise, generous, patient, honest, fair, and sincere. These results underscore the potential of animated films, particularly Nussa The Movie, as a valuable tool for character education, aligning with experts' views on Islamic character traits derived from Islamic teachings. Nussa the Movie significantly contributes as a medium for Islamic character learning by combining entertainment and Islamic values. This animation successfully introduces Islamic values entertainingly and educationally, featuring characters that serve as positive role models and undergo character development that viewers, especially children, can follow. The story in Nussa the Movie presents conflict situations articulated with Islamic principles, providing a compelling learning opportunity for the audience to understand how to face challenges in daily life by Islamic values.

Contextual learning in this animation creates a relevant and engaging environment, bridging children's daily lives with Islamic values. While this animation provides numerous benefits, it is essential to acknowledge the potential criticisms and challenges, which can serve as reflective material to maximize its positive impact. With its strengths and potential, Nussa the Movie can be an effective learning tool for the younger generation to embrace Islamic values.

Compared to previous findings, such as Melati et al. (2022), emphasis is placed on the alignment of character values identified in Nussa The Movie with a broader understanding of Islamic character traits.³⁴ This alignment reinforces the portrayal of Islamic characters in animated films, demonstrating consistency in depicting characters with values such as honesty, justice, patience, and compassion. The film's screening aligns with Islamic teachings in the Quran and Hadith, reinforcing that Nussa The Movie strengthens positive Islamic character values as outlined in previous research.^{35,36}

³³ Lintang Lutfhi Kirani dan Ibnu Muchlis, "Pembentukan Akhlaq Melalui Pembiasaan Sebelum Dan Sesudah Mengaji Di Taman Pendidikan Al-Qur'an Nur-Ilmi Studi Kasus Di Desa Karangpatihan Dusun Krajan Pulung Kab Ponorogo," *Social Science Academic*, 31 Agustus 2023, 609-20, <https://doi.org/10.37680/ssa.v0i0.3761>.

³⁴ Melati, Asrini, and Budiman, "Karakter Islami Dalam Film Animasi Nussa Dan Rara Episode Cerita Rara: Kajian Sosiolinguistik."

³⁵ Riskiana Widi Astuti, Herman Joseph Waluyo, and Muhammad Rohmadi, "Character Education Values in Animation Movie of Nussa and Rarra," *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, 2019, <https://api.semanticscholar.org/CorpusID:213872641>.

³⁶ Rizki Hariadi, Yuni Utami Asih, and Bibit Suhatmady, "The Representation of Multicultural Values in Nussa: The Movie," *Jurnal Cahaya Mandalika* 4, no. 2 (2023): 234-42.

The explanation for these findings delves into the significance of Nussa The Movie as a medium for Islamic character education. The unique approach of this film combines entertainment and Islamic values, featuring characters that serve not only as positive role models but also undergo character development, providing practical learning opportunities for the audience, especially children.³⁷ This animation's contextual learning environment bridges children's everyday lives with Islamic values. Despite acknowledging its advantages, it is essential to recognize potential criticisms and challenges, which can serve as reflective material to maximize its positive impact.³⁸

Another favorable implication that can be drawn from using animation in education is its ability to support character development. Animation has the power to convey moral and ethical values through entertaining narratives. Most educational cartoons aim to educate children about positive principles such as honesty, cooperation, and responsibility.³⁹

The most significant implication of using animation in an educational context is its ability to empower individual characters. By highlighting positive values, animation can help shape the moral and ethical foundation of the younger generation. Character education applied through animation can be a valuable component in preparing students in terms of academic knowledge and developing a strong personality. Thus, animation is a learning tool and a crucial instrument in shaping the characters of children and young people. The implications of the findings indicate that Nussa The Movie has significant potential as a practical learning tool to embrace Islamic values in the younger generation. This animation significantly contributes to character development aligned with Islamic teachings by combining entertainment and education. Acknowledging its strengths and potential, Nussa The Movie emerges as a valuable resource for educators and parents who wish to instill meaningful and engaging Islamic values, affirming its potential as a positive influence on the development of children's characters.

4. Conclusion

In conclusion, the main objective of this research is to comprehensively analyze the Islamic character values portrayed in the animated film "Nussa The Movie," examining their relevance and implementation in the context of Islamic religious education. This research reveals that "Nussa The Movie" serves as an entertaining, educational medium, particularly effective in instilling character values in children. The alignment of good character education in this film is considered beneficial when introduced to children from an early age. This research identifies seven Islamic character values that can serve as examples for young children: good role modeling, wisdom, generosity, patience, honesty, justice, and sincerity. According to Islamic scholars, Islamic character refers to qualities, behavior, and morality that align with Islamic teachings, emphasizing honesty, justice, patience, and compassion, as outlined in the Quran and Hadith. The implications of the findings highlight the significant potential of "Nussa The Movie" as an effective tool for character education among the younger generation. By seamlessly integrating entertainment and education, this animation substantially contributes to character development by Islamic teachings. Acknowledging its strengths and potential, "Nussa The

³⁷ Lambok Hermanto Sihombing, "The Role of Family Communication in Nussa and Rarra Animated Movie," *AWLADY: Jurnal Pendidikan Anak* 9, no. 1 (2023): 83–95.

³⁸ Corina Ellizah, "The Analysis of Islamic Character Education Values in Nussa Animated Movie at Nussa Official Youtube Channel" (INSTITUT AGAMA ISLAM NEGERI MADURA, 2022).

³⁹ Lambok Hermanto Sihombing, "The Values of Character Education in an Animated Movie," *Pororo, The Little Penguin*," *KOMUNIKA: Jurnal Dakwah Dan Komunikasi*, 2023, <https://api.semanticscholar.org/CorpusID:258726169>.



Movie" emerges as a valuable resource for educators and parents seeking to instill Islamic values meaningfully and engagingly, emphasizing its potential as a positive influence on children's character development. However, it is crucial to recognize potential criticisms and challenges associated with animated films, as revealed in this research. Despite the numerous advantages of "Nussa The Movie," identified limitations and possible criticisms should be considered valuable reflections to maximize its positive impact. In line with this, it is recommended that further research be conducted to delve into the long-term implications of "Nussa The Movie" on the character development of children. Additionally, future studies can explore variations in the acceptance of character education through animated media in various cultural and social contexts, providing a more nuanced understanding of its effectiveness. Research efforts of this nature will contribute to the continuous improvement of character education programs and the optimization of positive influences on the younger generation.

5. References

Abdullah, M A R. "Learning Moral Values Through Cartoons for Malaysian Preschool-Aged Children." *International Journal of Learning, Teaching and Educational Research* 22, no. 6 (2023): 370–95. <https://doi.org/10.26803/ijlter.22.6.20>.

Ambarwati, Dewi, Udk Budi Wibowo, Hana Arsyiadanti, and Sri Susanti. "Studi Literatur: Peran Inovasi Pendidikan Pada Pembelajaran Berbasis Teknologi Digital." *Jurnal Inovasi Teknologi Pendidikan* 8, no. 2 (2021): 173–84. <https://doi.org/10.21831/jitp.v8i2.43560>.

Arsyad, Lukman, Enni Akhmad, and Alvons Habibie. "Membekali Anak Usia Dini Dengan Pendidikan Karakter: Analisis Cerita Film Animasi Upin Dan Ipin." *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter* 5, no. 1 (2021): 59–71. <https://doi.org/10.21776/ub.waskita.2021.005.01.5>.

Astuti, Riskiana Widi, Herman Joseph Waluyo, and Muhammad Rohmadi. "Character Education Values in Animation Movie of Nussa and Rarra." *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, 2019. <https://api.semanticscholar.org/CorpusID:213872641>.

Attard, Robert, and George Cremona. "The Influence of Animated Cartoons on Primary Children's Views of Social Reality: An Ethnographic Study in a Maltese Primary School." *Education* 3-13 50, no. 3 (2022): 329–47. <https://doi.org/10.1080/03004279.2020.1850827>.

Aziz, R, M Susilowati, M Masturin, and Z H Prasojo. "Teacher-Parent Collaboration for Developing Student Character in Online Learning." *International Journal of Evaluation and Research in Education* 12, no. 3 (2023): 1477–85. <https://doi.org/10.11591/ijere.v12i3.24456>.

Basuki, Danang Dwi, and Hari Febriansyah. "Pembentukan Karakter Islami Melalui Pengembangan Mata Pelajaran Akidah Akhlak Di Madrasah Aliyah An-Najah Bekasi." *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 10, no. 2 (2020): 121–32. <https://doi.org/10.33367/ji.v10i2.1209>.

Devianti, Rika, Suci Lia Sari, and Indra Bangsawan. "Pendidikan Karakter Untuk Anak Usia Dini." *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 3, no. 02 (2020): 67–78. <https://doi.org/10.46963/mash.v3i02.150>.

Ellizah, Corina. "The Analysis of Islamic Character Education Values in Nussa Animated Movie at Nussa Official Youtube Channel." INSTITUT AGAMA ISLAM NEGERI MADURA, 2022.

Faizah, Nadjematul. "Pentingnya Pendidikan Islam Dalam Pembentukan Karakter Siswa Di Sekolah." *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (2022).

[https://doi.org/10.30868/ei.v11i01.2427.](https://doi.org/10.30868/ei.v11i01.2427)

Fatimah, Euis Lisefti, Yuyun Yulianingsih, and Syam'iyah. "Kemandirian Anak Usia Dini Dengan Penggunaan Media Film Animasi 'Nussa Dan Rara.'" *Murhum: Jurnal Pendidikan Anak Usia Dini* 1, no. 2 (2020): 74–83. <https://doi.org/10.37985/murhum.v1i2.10>.

Forman, Jane, and Laura Damschroder. "Qualitative Content Analysis." In *Empirical Methods for Bioethics: A Primer*, edited by Liva Jacoby and Laura A Siminoff, 11:39–62. Advances in Bioethics. Emerald Group Publishing Limited, 2007. [https://doi.org/10.1016/S1479-3709\(07\)11003-7](https://doi.org/10.1016/S1479-3709(07)11003-7).

Haidir, Haidir, Muhammad Hizbulah, M Guffar Harahap, Ardat Ardat, and Azrai Harahap. "Eksistensi Pendidikan Karakter Islami Berbasis Kearifan Lokal Dan Relevansinya Terhadap Program Merdeka Belajar Kampus Merdeka." *Fitrah: Journal of Islamic Education* 4, no. 2 (2023): 213–31. <https://doi.org/10.53802/fitrah.v4i2.410>.

Hariadi, Rizki, Yuni Utami Asih, and Bibit Suhatmady. "The Representation of Multicultural Values in Nussa: The Movie." *Jurnal Cahaya Mandalika* 4, no. 2 (2023): 234–42.

Husna, Fathayatul, and Ratna Sari Dewi. "Islamic Education Movie: Character Learning Through Nussa-Rara Movie." *International Journal of Islamic Educational Psychology* 2, no. 1 (2021): 36–52. <https://doi.org/10.18196/ijiep.v2i1.11209>.

Indayani, Nur Fajri, Rusmayadi Rusmayadi, and Muhammad Akil Musi. "Pengaruh Film Animasi Terhadap Perilaku Moral Anak Usia 5-6 Tahun." *JECED: Journal of Early Childhood Education and Development* 4, no. 1 (2022): 59–68. <https://doi.org/10.15642/jeced.v4i1.1876>.

Iswan, Iswan, Faurisa Rahmi, and Ati Kusmawati. "Pembentukan Karakter Islami Pada Siswa Sekolah Dasar Melalui Pendekatan Konsep Stafi." *Islamadina: Jurnal Pemikiran Islam* 0, no. 0 (2019): 129–41. <https://doi.org/10.30595/islamadina.v0i0.5129>.

Jamun, Yohannes Marryono. "Dampak Teknologi Terhadap Pendidikan." *Jurnal Pendidikan Dan Kebudayaan Missio* 10, no. 1 (2018): 48–52. <https://doi.org/10.36928/jpkm.v10i1.54>.

Lira, Rahmat Adnan. "Nilai-Nilai Pendidikan Islam Dalam Film Anime One Piece Arc Alabasta." *Adaara: Jurnal Manajemen Pendidikan Islam* 12, no. 3 (2023): 92–103. <https://doi.org/10.30863/ajmpi.v13i2.4531>.

Maritsa, Ana, Unik Hanifah Salsabila, Muhammad Wafiq, Putri Rahma Anindya, and Muhammad Azhar Ma'shum. "Pengaruh Teknologi Dalam Dunia Pendidikan." *Al-Mutharrahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 18, no. 2 (2021): 91–100. <https://doi.org/10.46781/al-mutharrahah.v18i2.303>.

Marpuah, S, O S Priatna, and R Triwulandari. "Peran Tayangan Film Islami Dalam Pengembangan Karakter Religius." *Mumtaz: Jurnal Studi Al ...* 5, no. 1 (2021): 123–32. <https://doi.org/doi.org/10.36671/mumtaz.v5i01.146>.

Maunah, Binti. "Implementasi Pendidikan Karakter Dalam Pembentukan Kepribadian Holistik Siswa." *Jurnal Pendidikan Karakter* 6, no. 1 (2015). <https://doi.org/10.21831/jpk.v0i1.8615>.

Melati, Inka Krisma, Hari Windu Asrini, and Ajang Budiman. "Karakter Islami Dalam Film Animasi Nussa Dan Rara Episode Cerita Rara: Kajian Sosiolinguistik." *KODE: Jurnal Bahasa* 11, no. 3 (2022): 86–97. <https://doi.org/doi.org/10.24114/kjb.v11i3.38821>.

Mewar, Muhammad Rafi Athallah. "Krisis Moralitas Pada Remaja Di Tengah Pandemi Covid-19." *Perspektif* 1, no. 2 (2021): 132–42. <https://doi.org/10.53947/perspekt.v1i2.47>.



Nofiaturrahmah, Fifi. "Penanaman Karakter Dermawan Melalui Sedekah." *ZISWAF: Jurnal Zakat Dan Wakaf* 4, no. 2 (2018): 313–26. <https://doi.org/10.21043/ziswaf.v4i2.3048>.

Nugroho, Agung, and Anindya Nugraheni Pangestika. "Implementasi Kegiatan Salam Pagi Dalam Rangka Menumbuhkan Karakter Komunikatif Siswa Sekolah Dasar." *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 1, no. 2a (2017). <https://doi.org/10.30651/else.v1i2a.1025>.

Nurhadi, Ridwan, Meri Trisnawati, Nurlaila Wahidah Faujiyah, Eva Rahmawati, and Elfan Fanhas Fatwa Khomaeny. "Melatih Sikap Sabar Kepada Anak Usia Dini Melalui Kegiatan Menggunting." *Early Childhood: Jurnal Pendidikan* 2, no. 1 (2018): 66–72. <https://doi.org/10.35568/earlychildhood.v2i1.240>.

Nurwita, Syisva. "Analisis Nilai-Nilai Agama Dan Moral Anak Usia Dini Dalam Tayangan Film Kartun Upin Dan Ipin." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 3, no. 2 (2019): 506–17. <https://doi.org/10.31004/obsesi.v3i2.252>.

Purnomo, Halim, Firman Mansir, Tumin, and Suliswiyadi. "Pendidikan Karakter Islami Pada Online Class Management Di SMA Muhammadiyah 7 Yogyakarta Selama Pandemi Covid-19." *Jurnal Tarbiyatuna* 11, no. 1 (2020): 91–100. <https://doi.org/10.31603/tarbiyatuna.v11i1.3456>.

Selvi, Ali Fuad. "Qualitative Content Analysis." In *The Routledge Handbook of Research Methods in Applied Linguistics*, 440–52. Routledge, 2019.

Septianti, Fitria, and Nur Hafidz. "Strengthening Children's Religious And Moral Values In Shamil And Dodo Cartoon Film." *Child Education Journal* 3, no. 1 (2021): 64–77. <https://doi.org/10.33086/cej.v3i1.2109>.

Sihombing, Lambok Hermanto. "The Role of Family Communication in Nussa and Rarra Animated Movie." *AWLADY: Jurnal Pendidikan Anak* 9, no. 1 (2023): 83–95.

———. "The Values of Character Education in an Animated Movie,"Pororo, The Little Penguin'." *KOMUNIKA: Jurnal Dakwah Dan Komunikasi*, 2023. <https://api.semanticscholar.org/CorpusID:258726169>.

Syamsi, Moh, and Nur Khamim. "PEMBELAJARAN NILAI-NILAI PENDIDIKAN KARAKTER PADA ANAK USIA DINI MELALUI FILM ANIMASI DI LAYAR TELEVISI DALAM PERSPEKTIF ISLAM." *Atthiflah: Journal of Early Childhood Islamic Education* 9, no. 2 (September 2022): 13–25.

Tambak, Syahraini. "Pendidikan Etika Bergaul Islami Dalam Keluarga 'Nilai Pendidikan Etika Berlaku Adil Orangtua Dengan Anak Dalam Pergaulan Keluarga Perspektif Hadits.'" *Jurnal Pendidikan Agama Islam Al-Thariqah* 4, no. 1 (2019): 1–20. [https://doi.org/10.25299/al-thariqah.2019.vol4\(1\).2910](https://doi.org/10.25299/al-thariqah.2019.vol4(1).2910).

Zahroh, Faylashufah. "Analisis Pola Asuh Orang Tua Dalam Membentuk Karakter Dan Relevansinya Dengan Pendidikan Islam (Studi Pada Film Dangal Dan Room)." *Nusantara: Indonesian Journal of Islamic Studies* 3, no. 1 (January 2023): 25–42. <https://doi.org/10.54471/nusantara.v3i1.40>.

Zhayoga, Ivan, Diana Endah H, and Ikha Listyarini. "Analisis Pengaruh Film Upin Dan Ipin Terhadap Karakter Siswa." *Indonesian Values and Character Education Journal* 3, no. 1 (2020): 1–7. <https://doi.org/10.23887/ivcej.v3i1.24542>.