

VALUES OF CHILDREN'S CHARACTER EDUCATION IN THE NUSSA ANIMATED FILM

Syarli Wahyuni

Representative of the National Population and Family Planning Agency of Jambi Province

Corresponding Email: syarli.wahyuni@gmail.com

ABSTRACT

Seeing the high number of children's YouTube viewers, but there is not much YouTube content that contains character education, so that children are influenced by content that does not provide character values and causes children to experience a character crisis. One of the contents that can in still character values in children is the Nussa animated film that is broadcast on YouTube. The purpose of the study was to examine the values of character education in the Nussa animated film. This research is a qualitative descriptive study and is included in the type of library research. Data collection techniques were carried out through documentation. Data analysis used the content analysis method and used Roland Barthes' semiotic theory. Data validity checks were carried out by extending observations, increasing perseverance, and triangulation techniques. The findings of this study are nine characters values in the five episodes of the Nussa animated film, namely: religious, honesty, tolerance, creativity, curiosity, national spirit, friendly/communicative, caring for the environment, and responsibility.

Keywords: Animated Film; Character Education; Nussa.

INTRODUCTION

Currently, character education is one of the important things that is of concern to the Indonesian people in order to prepare a quality next generation. A generation capable of turning the Indonesian nation into a nation with character and value to face the tide of globalization. In accordance with the National Education System Law Chapter II article 3 Law Number 20 of 2003 that the aim of national education is to shape students into human beings with noble morals while also having strong faith and piety (National Education System Law Chapter II Article 3 Law Number 20 of 2003, 2003). This is very important because the next generation will lead and run this country in the future. Even though currently Indonesian children have achieved various kinds of brilliant achievements in science, technology, sports and other Olympiads at both national and international levels, it is very unfortunate that the decline has occurred in another very important aspect, namely morality. Deterioration in this aspect causes a character education crisis in our world of education, so that the world of education in Indonesia cannot withstand the character crisis that continues to occur (Syafri, 2014).

Corresponding Email:
syarli.wahyuni@gmail.com

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In Islam, the study of character education is the core of Islamic education itself. As the Koran emphasizes, the person with the best religion is the *muhsin*. Allah SWT says in Surah An-Nisa' verse 125 regarding this matter:

وَمَنْ أَحْسَنُ دِينًا مِمَّنْ أَسْلَمَ وَجْهَهُ لِلَّهِ وَهُوَ مُحْسِنٌ وَاتَّبَعَ مِلَّةَ إِبْرَاهِيمَ حَنِيفًا وَاتَّخَذَ اللَّهُ إِبْرَاهِيمَ خَلِيلًا

"And who has a better religion than someone who sincerely surrenders himself to Allah, while he also does good deeds, and he follows the straight religion of Abraham? and Allah took Abraham as His beloved." (Ministry of Religion of the Republic of Indonesia, 2013).

In the verse above, there is the word *ihsan*. The word *ihsan* is closely related to moral education or character education. In Ibn Taimiyah's view, *ihsan* is at the highest level that can be achieved by a servant after Islam as the first and faith as the second. *Ihsan* means involving oneself in the truth which makes one not only free from unjust acts and doing good deeds, but also rushing to become a leader or in various virtues (Marzuki, 2015).

Character education can be carried out through the following attitudes: example, habituation, instilling discipline, integration, internalization and coaching, as well as creating a conducive atmosphere. One strategy that can be applied is example. Exemplification can be done easily and interestingly through films. According to Law 8/1992, a film is a creative work of art and culture which is a viewing-hearing mass communication medium made based on cinematographic principles by being recorded on celluloid tape, video tape, video disc, and/or other technologically invented materials in all forms, types, and sizes through chemical processes, electronic processes, or other processes, with or without sound, which can be displayed and/or displayed using mechanical, electronic and/or other projection systems (Law of the Republic of Indonesia Number 8 of 1992 concerning Film, 1992). By showing a particular film, there is actually an instillation of certain values, norms and behavior that are implicitly contained in the film's scenario. As explained by Daryanto, students' retention level (absorption and memory) of subject matter can increase significantly if the initial process of acquiring information is greater through the senses of hearing and sight (Daryanto, 2010). Thus, whatever scenario is contained in the film, it will very easily influence the instillation of certain values, norms and behavior in the audience. One of the films that can be used is the animated film Nussa on the YouTube platform produced by the production house The Little Giantz which was initiated by Mario Irwinsya in collaboration with 4 Stripe Production in the form of a short animation lasting 5-10 minutes.

As a solution for parents who are worried about character education for their children or students, the animated film Nussa is one answer. This animated film is good for children aged 3 years and over to watch, and provides a lot of understanding about character education. It is not surprising that in just 1 week of viewing, the official Nussa YouTube account reached 100,000 subscribers, and in just 3 weeks it immediately reached 1 million subscribers (Amalia, 2019). It can be seen that the public's enthusiasm for welcoming the animated film Nussa is very good. Because the animated film Nussa is full of messages of goodness and Islamic values. As explained by the executive producer of the little giantz, Yuda Wirafianto, it is an Islamic animated series that is much loved by children and adults.

Not only focusing on the content of the story, starting from the broadcast time, composing to choosing the songs, it is also full of educational meaning. The animated series Nussa is broadcast after morning prayer time. When watching this series, it teaches children to remember the time of dawn and the morning prayer first. This teaches children religious character education. Then during compositing, selecting character colors to build the atmosphere, determining the need for colors that match the mood that is suitable for the child, making appropriate music scoring (Triantoro, 2019). So that this animated film can deliver the desired education to the audience, namely children, properly and appropriately. Furthermore, in making the compilation songs in this series, great attention was also paid to the choice of lyrics, not only are the lyrics pleasant to listen to, they are also full of meaning, such as learning to get used to eating habits according to the Prophet's recommendations. So animation like this provides many benefits for the audience,

especially parents who want to teach their children, with songs whose lyrics are full of meaning, this makes children not easily bored when learning (Amalia, 2019).

Then, when compared to other animated films or Islamic cartoons, the animated film Nussa has very strong Islamic values and is full of Islamic symbols. For example, comparing the film Nussa with the film Omar & Hana or comparing the film Nussa with the film Diva, these two animated films or cartoons convey Islamic messages through Islamic stories and songs. However, the characters are not depicted like the reality of Muslims & Muslim women in the world in terms of their appearance. Not inserting a skullcap or hijab as a symbol of Islam in his character, and not inserting a koko or gamis as a symbol of Islam in his character (Septiani, 2019). Not only that, in several dialogues played by characters inserting verses from the Koran or Hadith Rasulullah directly and clearly. This means that the Nussa series shows that the party is really intensive in presenting Islam concretely in accordance with what has become the identity of Islam in general. That is the meaning of the message that is trying to be conveyed through this film series. Through his character, communication containing Islamic values is developed in such a serious way. If you look at the storyline, dialogue between characters, settings and the roles played by the characters, there are no violent scenes like in the film Tom and Jerry or the film Little Krisna, for example, which in some scenes contain violence such as hitting, kicking and so on, so this film can be said to be safe for children to watch. Based on the explanation above, The aim of this research is to examine the values of character education in the animated film Nussa. Researchers are interested in conducting another in-depth study of the animated film Nussa in order to analyze the educational values of the characters in the film using semiotic analysis.

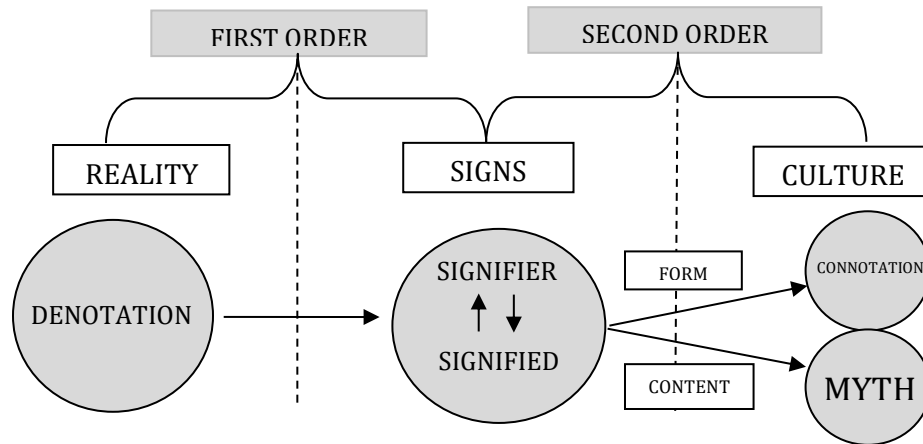
METHOD

This research is library research with a structuralism approach, because what is being studied is documentary material in the form of films. This research also includes a type of qualitative descriptive research which seeks to reveal a problem or event as it really is and to obtain wider benefits it needs to be accompanied by strong interpretations (Zed, 2008). The author chose library research and used a structuralism approach because this research examines the structure of films in the form of scenes, namely dialogue or speech and the behavior of the characters presented in narrative form.

Based on the main points of this research, researchers used documentation data collection methods, namely by listening and taking notes. The listening technique means that the researcher listens carefully and seriously to the overall structure of the animated film Nussa, the Experiment episode, the Alhamdulillah Terkabul episode, the Tolerance episode, the Merdeka episode and the Cintai Those episodes which are the samples in this research, then record the findings in this film in the form of narrative in the form of a synopsis and the characters contained in the episodes. In analyzing data that has been collected and systematized, the data analysis technique that will be used is a type of analysis or content analysis using Harold D. Lasswell's theory and semiotic analysis using Roland Barthes' theory.

The stages of content analysis to find out the character values in the animated film Nussa, the first is formulating conceptualization and operationalization so that the concept can be measured, then making a coding sheet by entering the things you want to see and how to measure them, then coding all the words used. relates to the character's values, and the last is to observe the entire film and choose a narrative that is related to the character's educational values. Next is a semiotic analysis using Rolend Barthes' theory to find out how the character education values in the animated film Nussa are conveyed. The concept of Barthes' thought in chart form is as follows:

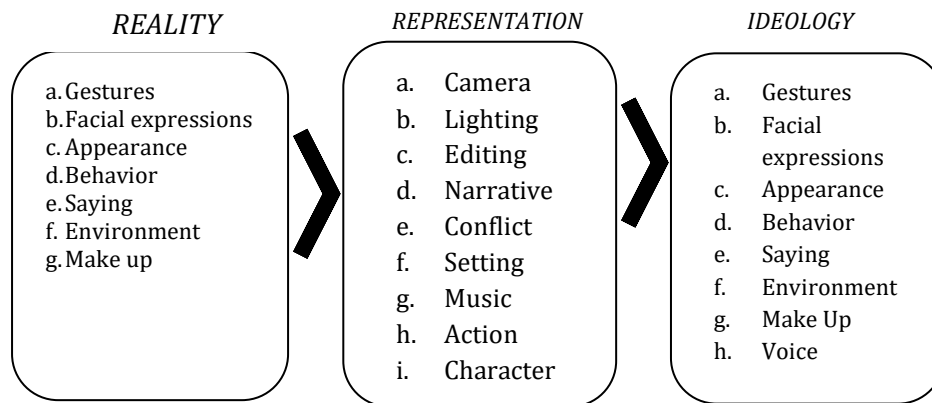
Figure 1 Two Order of Signification Roland Barthes.



Source: adapted from Prasetya, 2019. Semiotic Analysis of Film and Communication.

The unit that will be analyzed using Rolan Barthes' semiotic theory in this research is how the values of character education are conveyed, in the form of the use of language conveyed, the choice of words, or the way of conveying messages related to character education in the animated film Nussa. To be more detailed in the discussion, John Fiske's analysis stages are used as follows:

Figure 2 Three Stage Analysis John Fiske.



Source: adapted from Prasetya, 2019. Semiotic Analysis of Film and Communication.

Next, checking the validity of the research data is carried out by: Extending observations, the influence of the phenomenon being studied, increasing persistence, and triangulation.

RESULTS AND DISCUSSION

1. Characters

Table 1 The characters in the Nussa Animated film.

NUM.	CHARACTERS	ROLE	VOICE OVER
1.	Nussa	Main Character	Teuku Muzakki Ramadhan

2.	Rara	Nussa's Sister	Aysha Ocean Fajar
3.	Umma	Nussa and Rara's Mother	Jessy Melianty
4.	Antta	Nussa and Rara's Cat	Malka Hayfa Asy'ari
5.	Abdul	Nussa's Friend	-
6.	Shifa	Nussa's Friend	Widuri Puteri

Source: Nussa Official YouTube Channel.

2. Character values contained in the Nussa animated film series

The character values contained in the Nussa animated film series in the experimental episode, *Alhamdulillah terkabul*, tolerance, independence, and love them are as follows:

Table 2 Character Values in Nussa Animation Episode: *Eksperimen*, *Alhamdulillah terkabul*, *Toleransi*, *Merdeka*, and *Cintai Mereka*.

NUM.	CHARACTER VALUE	EPISODE	SCENE	DURATION
1	Religious	<i>Eksperimen</i>	00:03:08 – 00:04:44	136 Seconds
		<i>Toleransi</i>	00:00:48 – 00:01:58	110 Seconds
			00:02:39 – 00:04:45	206 Seconds
2	Honest	<i>Alhamdulillah Terkabul</i>	00:02:41 – 00:03:05	64 Seconds
3	Tolerance	<i>Toleransi</i>	00:01:30 – 00:01:54	110 Seconds
4	National Spirit	<i>Merdeka</i>	00:03:00 – 00:03:15	15 Seconds
			00:03:20 – 00:03:45	25 Seconds
5	Creative	<i>Merdeka</i>	00:00:20 – 00:00:52	32 Seconds
			00:02:20 – 00:02:41	21 Seconds
6	Curiosity	<i>Eksperimen & Merdeka</i>	00:02:25 – 00:02:59	34 Seconds
			00:01:37 – 00:01:50	13 Seconds
7	Friendly/ Communicative	<i>Merdeka</i>	00:03:35-00:04:05	70 Seconds
8	Care for the Environment	<i>Cintai Mereka</i>	00:01:05 – 00:01:42	37 Seconds
9	Responsibility	<i>Cintai Mereka</i>	00:01:05 – 00:01:42	37 Seconds

Source: Nussa Official YouTube Channel.

3. Denotative Meaning, Connotative Meaning and Myth Meaning in The Animated Series Nussa

To explain the identification of problems in this study, eleven scenes were taken along with their time and duration in 5 episodes of the Nussa animated series film which contain character education values that have been analyzed using Rolan Barthes' Semiotic Theory, as follows:

Table 3 Denotative Meaning, Connotative Meaning and Myth Meaning in The Animated Series Nussa.

NUM.	SCENES	DENOTATIVE	CONNOTATIVE	MYTH
1.	Episode "Eksperimen" Scene: 00:03:08 – 00:04:44	Uma explained the letter Abasa verses 24-32 about Allah who has grown various fruits, vegetables, gardens and grass as well as livestock.	In this scene there is a moment when Nussa says "Alhamdulillah". The word <i>alhamdulillah</i> is an expression of gratitude to Allah.	Gratitude is a form of our obedience to Allah
2.	Episode "Alhamdulillah Terkabul" Scene: 00:02:41 – 00:03:05	Abdul was squatting in a playground while talking to himself that he was upset that he was not chosen to be the school representative for the	Through this scene, the author of the story wants to convey that the honest attitude shown by Abdul towards Nussa leads to goodness so that Abdul	An honest attitude is a religious teaching and is exemplified by the Prophet himself with his

		Jabodetabek elementary school soccer competition. Then Nussa and Rara came to approach Abdul..	learns about the etiquette of praying and does not think negatively of Allah.	attitude, namely <i>shiddiq</i> .
3.	Episode "Toleransi" Scene: 00:01:30 – 00:01:54	A male courier was on the side of the road, overwhelmed by packages that fell while being loaded onto his motorbike. Meanwhile, across the street, Nussa and Rara were busy playing, then they approached the courier and helped him move the fallen packages.	This scene also shows the audience that there is an attitude of tolerance shown by Nussa and Rara, namely when the courier says "Praise God" which is an expression of a non-Muslim religion that is different from theirs, but they respect this and can live in harmony and peace amidst the differences.	Islam highly upholds the values of tolerance. The Qur'an itself explains how to regulate relations between people of other religions.
4.	Episode "Merdeka" 1 st Scene: 00:00:20 – 00:00:52 2 nd Scene: 00:02:20 – 00:02:41	Rara is admiring her bicycle that has been decorated with Nussa and Abdul to take part in the decorated bicycle competition for the Indonesian Independence Day celebrations.	This scene shows that creativity is not limited by age. That from an early age children are taught to develop their own creativity no matter how good the results are because what is focused on is the process by which an activity takes place.	Creativity is thinking and doing something to produce a new way or result from something that has been owned. Islam views creativity as a gift received by every human being from the creator.
5.	Episode "Merdeka" 1 st Scene: 00:03:00 – 00:03:15 and 2 nd Scene: 00:03:20 – 00:03:45	Rara and Abdul participate in a decorated bicycle race for the Indonesian Independence Day. While in scene 2 on the next day, namely on the day of the race, there is a scene of Nussa, Abdul and other participants participating in a marble race.	The scene reflects the character values of national spirit. This scene reveals that the character of national spirit can be formed since childhood.	National spirit is a way of thinking, acting and having insight that places the interests of the nation and state above the interests of oneself and one's group.
6.	Episode "Eksperimen" Scene: 00:02:25 – 00:02:59 and episode "Merdeka" Scene: 00:01:37 – 00:01:50	Nussa is putting plastic cups containing cotton and green bean seeds into a box accompanied by his younger siblings Rara and Uma who are explaining the meaning of egoism to Nussa and Rara.	Nussa is putting plastic cups containing cotton and green bean seeds into a box accompanied by his younger siblings Rara and Uma who are explaining the meaning of egoism to Nussa and Rara.	Humans are commanded by Allah SWT to understand and learn what is around them.
7.	Episode "Merdeka" Scene: 00:03:35- 00:04:05	Nussa and Abdul were participating in a marble race, suddenly Abdul fell because he tripped over a stone. Without thinking, Nussa	Through this scene, it can be seen that the friendly or communicative attitude shown by Nussa and Rara gives rise to empathy and positive values towards	Being friendly or communicative is an action that shows a sense of enjoyment in talking, socializing, and

		immediately helped him followed by Rara.	others. From this scene, it can also be seen how Nussa in stills friendly or communicative values to Rara.	working together with other people.
8.	Episode "Cintai Mereka" Scene : 00:01:05 – 00:01:42	Rara stands between Abdul and Nussa while holding a baby bird. Then Rara says she wants to keep the baby bird. However, Nussa forbids it. The next picture shows that the baby bird has been returned by Rara to its nest.	In this scene, we can see how Nussa in stills the character value of caring for the environment in Rara. Nussa gives gentle advice to Rara to return the baby bird to its nest.	Islam teaches us to protect the environment and respect the universe.
9.	Episode "Cintai Mereka" Scene : 00:01:05 – 00:01:42	Rara stands between Abdul and Nussa while holding a baby bird. Then Rara says she wants to keep the baby bird. However, Nussa forbids it. The next picture shows that the baby bird has been returned by Rara to its nest.	Nussa has instilled the value of responsibility in Rara through the advice she gives gently which Rara can accept. Nussa also explained the threats and rewards for Rara's actions. So that Rara also understood the advice explained by Nussa.	Responsibility is a person's attitude and behavior in carrying out the duties and obligations that should be carried out towards oneself, society, the environment, the country, and God Almighty.

Source: Nussa Official YouTube Channel.

4. Methods of Conveying Character Education Values in the Animated Film Nussa

After data analysis was carried out, several methods were obtained that were used in conveying character values in the Nussa animated film, namely as follows:

Table 4 Methods of Conveying Character Education Values in the Nussa Animated Film.

Num.	Characters Value	Episode	Scene	Duration	Method
1	Religious	<i>Eksperimen</i>	00:03:08 – 00:04:44	136 second	<i>Targhib</i> (Motivation)
		<i>Toleransi</i>	00:00:48 – 00:01:58	110 second	<i>Qudwah</i> (Exemplary)
			00:02:39 – 00:04:45	206 second	<i>Qudwah</i> (Exemplary)
2	Honest	<i>Alhamdulillah Terkabal</i>	00:02:41 – 00:03:05	64 second	<i>Qudwah</i> (Exemplary)
3	Tolerance	<i>Toleransi</i>	00:01:30 – 00:01:54.	110 second	<i>Qudwah</i> (Exemplary)
4	National Spirit	<i>Merdeka</i>	00:03:00 – 00:03:15	15 second	<i>Qudwah</i> (Exemplary)
			00:03:20 – 00:03:45	25 second	<i>Qudwah</i> (Exemplary)
5	Creative	<i>Merdeka</i>	00:00:20 – 00:00:52	32 second	<i>Qudwah</i> (Exemplary)

			00:02:20 – 00:02:41	21 second	<i>Qudwah</i> (Exemplary)
6	Curiosity	<i>Eksperimen & Merdeka</i>	00:02:25 – 00:02:59 00:01:37 – 00:01:50	34 second 13 second	Dialogue or Debate Dialogue or Debate
7	Friendship/ Communicative	<i>Merdeka</i>	00:03:35-00:04:05	70 second	<i>Qudwah</i> (Exemplary)
8	Care for the Environment	<i>Cintai Mereka</i>	00:01:05 – 00:01:42	37 second	Prohibition
9	Responsibility	<i>Cintai Mereka</i>	00:01:05 – 00:01:42	37 second	<i>Tarhib</i>

Source: Nussa Official YouTube Channel.

DISCUSSION

1. Character Education Values in the Nussa Animation Film

a. Religious

Religious is an attitude and behavior that is obedient in implementing the teachings of the religion one adheres to, tolerant towards the implementation of worship of other religions and living in harmony with followers of other religions. The value of religious characters in the animated film Nussa of the 5 episodes studied contained 2 episodes and 3 scenes. Religious attitudes are shown through gratitude and harmony with followers of other religions.

b. Honest

Honesty is behavior that is carried out in an effort to make oneself a person who can always be trusted in words, actions and work. In the animated film Nussa, of the 5 episodes studied, there is one scene that shows the value of honest character.

The value of an honest character shown in this scene is more about being honest about what is hidden in your heart, being honest about the feelings you are feeling, being honest about your own situation as it is. So that way you feel relieved, and by being honest about what you think, things that feel heavy become lighter. If it is a problem, then sometimes we can provide solutions from the environment around us, be it from friends or others.

c. Tolerance

Tolerance is attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes and actions of other people who are different from themselves. The character value of tolerance in the animated film Nussa is found in the tolerance episode. In the tolerance episode there are two character values contained in it, namely the tolerance character value and the religious character value. At a glance at the tolerance episode, minutes 00:00:48-00:01:58 and minutes 00:02:39-00:04:45 contain the character value of tolerance, but if you observe closely the scenes in these scenes are a form of religious character. where religious character is living in harmony with followers of other religions, while tolerance is an attitude of appreciating and respecting differences between human beings. If in this episode the author of the story wants to convey the meaning of tolerance, then the scene shown is not appropriate. Because these scenes do not depict the meaning of tolerance. So, when Nussa and Rara help a courier who has a different religion or when Umma, Nussa, and Rara help Aunt Mey-Mey who has a different religion, this is an attitude that reflects religious character values.

If you look at the title given, namely tolerance, then the audience will think that this episode will convey the meaning of tolerance in the scene. However, after researching it turned out that there was only 1 scene that contained the meaning of tolerance, and that was only seen

from the courier's words. the rest are religious character values. The author suggests that the author of the story be more detailed in expressing the meaning of tolerance in the scene according to the title given.

d. National Spirit

National Spirit is a way of thinking, acting and insight that places the interests of the nation and state above the interests of oneself and one's group. The national spirit in the animated film Nussa from the 5 episodes studied is found in 2 scenes in the Independence episode.

In these two scenes, the attitude of national spirit is shown by Nussa, Rara and Abdul. Because they are still children, of course the scenes they play are in accordance with children's activities in general. However, if interpreted seriously, activities such as welcoming independence by taking part in competitions can also be used as a means to instill character values in children. Not just joining in or just being motivated to be a winner, or just looking for entertainment.

e. Creative

Creativity is thinking and doing something to produce new ways or results from something that you already have. Of the five episodes in the animated film Nussa, there are 2 scenes that contain creative character values, namely the Independence episode. The first was when Nussa, Abdul and Rara decorated Rara's bicycle and the second was when Abdul rode a bicycle that had been decorated into a tank.

f. Curiosity

Attitudes and actions that always strive to know more deeply and broadly about something that is learned, seen and heard. Of the five episodes in the animated film Nussa, there are 2 scenes that contain the character value of curiosity, namely the experimental episode and the independence episode.

In the experiment episode, Rara asked about how green bean seeds develop into sprouts, while in the independence episode, Rara asked about the meaning of selfishness. From these two scenes we can see the high level of curiosity shown by Rara regarding what she heard and saw. Responding to Rara's curiosity, Umma and Nussa answered her questions and explained them to Rara with full attention and understanding. In this way, Rara does not hesitate to ask about whatever she wants to know, so that she does not fall into the trap of wrong knowledge. This can also motivate him to continue asking about what he doesn't know and gain new insights.

g. Friendly/Communicative

Friendly or communicative is an action that pays attention to the pleasure of talking, socializing and working with other people. Of the five episodes in the animated film Nussa, one scene was found that contained friendly/communicative character values, namely when Abdul and Nusa took part in a marble racing competition.

In general, children are friends with their friends because they have similar interests, a similar environment or are at the same level of education, they also make friends with people they think are fun for them. However, there is something more important that needs to be instilled in children, namely friendship based on group loyalty. As Nussa showed Abdul. Solidarity reflects a friendly attitude.

h. Environmental Care

Caring for the environment is an attitude and action that always tries to prevent damage to the surrounding natural environment and develops efforts to repair natural damage that has occurred. Of the five episodes in the animated film Nussa, one scene was found that contained the character value of caring for the environment.

In this episode, the character value of caring for the environment is demonstrated through the attitude of trying to prevent damage to the environment by preserving the environment, namely not keeping young birds, which still need their parents to live. Because it was feared that Rara would not be able to care for the baby bird.

i. Responsibility

Responsibility is a person's attitude and behavior to carry out the duties, attitudes and obligations that he should carry out towards himself, society, the environment (natural, social and cultural), the country, and God Almighty. Of the five episodes in the animated film Nussa, there is one scene that shows the character's value of responsibility.

The scene that shows an attitude of responsibility is when Rara puts the baby bird back in its nest. This reflects a sense of responsibility as humans towards the environment (nature). In this scene, the author of the story wants to show that age is not an obstacle for humans to be responsible for the environment. Not a few of us see children who are left to care for animals without being given the knowledge that there is a responsibility when deciding to keep the animal. This causes children to just play with these animals without parental supervision.

2. Meaning of Denotation, Meaning of Connotation and Meaning of Myth in Character Education Values in the Animated Film Nussa

The discussion of the meaning of denotation, meaning of connotation, and meaning of the myth of the character values contained in the animated series Nussa episodes Experiment, Tolerance, Freedom, Thank God it is granted and Love Them is as follows:

a. Religious

Religious is an attitude and behavior that is obedient in implementing the teachings of the religion one adheres to, tolerant towards the implementation of worship of other religions and living in harmony with followers of other religions. The value of religious character in the Nussa animated series is shown through gratitude for the blessings that have been bestowed by Allah SWT. one of the blessings that Allah has given to humans that should be grateful for is that Allah has grown various kinds of plants, fruit and vegetables and Allah has given life to livestock and so on, as explained in the Al-Qur'an, Surah Abasa verse 24-32:

فَلْيُنْظَرِ الْإِنْسَانُ إِلَى طَعَامِهِ ﴿٢٤﴾ أَنَا صَبَبْنَا الْمَاءَ صَبًّا ﴿٢٥﴾ ثُمَّ شَقَقْنَا الْأَرْضَ شَقًّا ﴿٢٦﴾ فَأَنْبَتْنَا فِيهَا حَبًّا ﴿٢٧﴾ وَعَيْنًا وَقَضْبًا ﴿٢٨﴾ وَزَيْتُونًا ﴿٢٩﴾ وَخَدَائِقَ غُلْبًا ﴿٣٠﴾ وَفَاكِهَةً وَأَبًّا ﴿٣١﴾ مَتَاعًا لَّكُمْ وَلِأَنْعَامِكُمْ ﴿٣٢﴾

"So let humans pay attention to their food. Indeed, We poured out water (from the sky), then We divided the earth as best as possible, then We grew grain on it, grapes and vegetables, olives and dates, (dense) gardens, and fruit and grass, for your enjoyment and for your livestock." (Ministry of Religion of the Republic of Indonesia, 2013).

The importance of being grateful for Allah's blessings has been explained in the Al-Qur'an, Surah Ibrahim verse 7:

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

"(Remember) when your Lord announced, Indeed, if you are grateful, I will surely increase (favours) to you, but if you deny (My favours), verily My punishment will be very harsh."

So if we are able to be grateful for what Allah has bestowed upon us, Allah will surely add other blessings as well, but if we are ungrateful and not grateful, Allah will punish us.

Therefore, gratitude must be instilled in children as early as possible so that they know their God and know how merciful and merciful Allah has bestowed various blessings starting from when they were in the womb and then born into the world until they grew up as they are now. Like what Umma explained to Nussa and Rara as a form of instilling religious character values.

Furthermore, Nussa and Rara showed a religious attitude in the tolerance episode when they helped the courier who was overwhelmed by his falling packages. They still helped the courier even though they knew the courier had a different religion from them. The same thing is also shown in the next scene, namely when Uma invites Nussa and Rara to help Uma's friend, Aunt Mey-mey, who also has a different religion from those who are being hit by a fire disaster.

b. Honest

Honesty can be interpreted as sincerity and openness. Openness is an attitude born of honesty in order to avoid mutual suspicion. Honesty is a recommendation for Muslims. An Arabic proverb is called *Ashidqu Munajjin* which means honesty saves.

The command to be honest was ordered by Allah SWT in his words in Surah At-Taubah verse 119:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَكُونُوا مَعَ الصَّادِقِينَ ①

"O you who believe, fear Allah, and be with the righteous." (Ministry of Religion of the Republic of Indonesia, 2013).

The value of honest character in the Nussa animated series is shown through Abdul's attitude, who honestly expresses how he felt when he was disappointed because he was not selected as a contestant. An honest attitude should be a guide for every human being and as Muslims we are obliged to be honest because honesty leads to goodness, as a hadith states:

...عَلَيْكُمْ بِالْصِّدْقِ فَإِنَّ الْإِلَّهَ يَهْدِي إِلَى الْبِرِّ وَالْإِلَّهَ يَهْدِي إِلَى الْجَنَّةِ

"It is obligatory for you to be honest, because truthfully honesty leads to goodness and goodness leads to heaven..." (HR. Ahmad: 3456).

From the hadith above it can be concluded that by being honest there will be a lot of wisdom to be learned. For example, when Abdul expressed his honesty, he gained new knowledge about etiquette and the correct way to pray and he understood that as servants of Allah we should not be prejudiced against Allah. So by being honest, the feeling of disappointment in his heart disappeared.

c. Tolerance

In terms of terms, tolerance is an attitude of respect and respect for differences between human beings. Allah SWT created humans different from each other. These differences can be a strength if viewed positively. In the animated film Nussa, the value of tolerance is shown by respecting the attitude of couriers who have different religions from Nussa and Rara.

In the Koran we are commanded to respect followers of other religions. As explained in Surah Al-Kafirun verses 1-6 as follows:

قُلْ يَا أَيُّهَا الْكَافِرُونَ ۚ لَا أَعْبُدُ مَا تَعْبُدُونَ ۚ وَلَا أَنْتُمْ عِبُدُونَ مَا أَعْبُدُ ۚ وَلَا أَنَا عَابِدٌ مَّا عَبَدْتُمْ ۚ وَلَا أَنْتُمْ عِبُدُونَ مَا أَعْبُدُ ۚ لَكُمْ دِينُكُمْ وَلِيَ دِينِ

"Say: "O you who disbelieve, I will not worship what you worship. And you are not worshipers of God whom I worship.. and I was never a worshiper of what you worship, and you were never (nor) a worshiper. The God I worship is for you your religion, and for me, my religion." (Ministry of Religion of the Republic of Indonesia, 2013).

Thus it is clear that Islam teaches its followers to be tolerant towards fellow humans. Cultivating the character of tolerance should also start from an early age. This sense of tolerance can be realized through simple things in everyday life. With a sense of tolerance, conflict can be minimized so that everyone can live in harmony and peace amidst differences.

In the tolerance episode, the character value of tolerance is implied in the scene after Nussa and Rara help the courier, namely when the courier says "Praise God, May God Bless you...". This statement is an expression of gratitude according to the religion that the courier adheres to, while the expression of gratitude that Nussa learned in her religion is different. However, Nussa and Rara appreciate these differences. This is where the character value of tolerance found in this film lies.

d. Creative

Creativity is thinking and doing something to produce new ways or results from something that you already have. Islam views creativity as a gift that every human being receives from the Creator. This gift is in the form of positive initial potential for development. Islam does not prohibit the use of reason to be creative in life. Islam actually orders us to manage existing natural resources as best as possible which can benefit anyone, whether humans, animals or other living creatures. Thus, every human being must have a creative attitude whose development begins at the age of children, where their brain intelligence is developing and growing very quickly.

In the animated film Nussa's creative attitude is shown by expressing their creativity in decorating bicycles. This shows that they can produce new work from something they have. This shows that creativity is not limited by age. From an early age, children have been taught to develop their own creativity no matter how good the results are because what is focused on is the process in which an activity takes place.

e. National Spirit

National spirit is a way of thinking, acting and insight that places the interests of the nation and state above the interests of oneself and one's group. The value of the national spirit shown by the behavior of Nussa, Rara and Abdul who welcomed the birthday of the Republic of Indonesia with enthusiasm was demonstrated by their participation in the competitions on 17 August. This indicates that the value of the national spirit has been embedded in them.

They were grateful for the independence of the Republic of Indonesia by working together to develop the country, because they did not enjoy this victory alone.

This national spirit can be formed from childhood through simple and fun media such as participating in national holiday celebrations. In Islamic history, we remember the Medina Charter which was drawn up in 622 AD. The Medina Charter or what is known as the Medianah Agreement refers to the socio-political contract of the Medina Charter. With the Medina Charter, the Prophet Muhammad SAW. succeeded in creating a formal legal basis or constitution which became a reference for society in Medina. With these diverse socio-political realities, the Prophet Muhammad SAW. Drafting the Medina charter as a

constitution based on *ukhuwah wathaniyah* (national spirit) to unite and unite all entities of the pluralistic society of Medina.

f. Curiosity

Curiosity is an attitude and action that always seeks to know more deeply and broadly about something that one learns, sees and hears. It is natural for humans to have curiosity, because humans are creatures who have reason, this reason is what drives curiosity about everything. In line with the first word of Allah SWT which was revealed to the Prophet Muhammad SAW in the form of Surah Al-Alaq verse 1 which means "read", meaning that humans are commanded by Allah SWT to understand and learn what is around them.

The character value of curiosity is shown by a very high level of curiosity about the things he sees and hears. This shows that children have a high curiosity, then it is the task of parents or other family members to properly direct children's curiosity by explaining every question that arises with correct and clear knowledge.

g. Friendship/Communicative

Curiosity is an attitude and action that always seeks to know more deeply and broadly about something that one learns, sees and hears. It is natural for humans to have curiosity, because humans are creatures who have reason, this reason is what drives curiosity about everything. In line with the first word of Allah SWT which was revealed to the Prophet Muhammad SAW in the form of Surah Al-alaq verse 1 which means "read", meaning that humans are commanded by Allah SWT to understand and learn what is around them.

The character value of curiosity is shown by a very high level of curiosity about the things he sees and hears. This shows that children have a high curiosity, then it is the task of parents or other family members to properly direct children's curiosity by explaining every question that arises with correct and clear knowledge.

h. Environmental Care

Environmental Care is an attitude and action that always tries to prevent damage on the surrounding natural environment and develop efforts to repair natural damage that has occurred. Islam prohibits its followers from causing damage on the face of the earth, Islam teaches to protect the environment and respect the universe which includes the universe which includes humans, plants, animals and other living creatures.

In the animated film Nussa, a caring attitude towards the environment is shown by not disturbing other living creatures in the environment. This indicates that Nussa has a caring attitude towards the surrounding environment by trying to prevent damage to it.

Instilling the character value of caring for the environment in this film is by giving gentle advice while providing knowledge about how we as humans should protect the environment. Nussa also uses a prohibition method, namely by forbidding Rara from raising young birds.

i. Responsibility

Responsibility is a person's attitude and behavior to carry out the duties and obligations that should be carried out towards oneself, society, the environment, the country and God Almighty. The attitude of responsibility shown in this film is by returning things to their place. Responsibility must start from yourself and also from simple things. This attitude of responsibility can make a person realize that everything he does can have good or bad consequences.

The instilling of the value of responsibility in this film is done through commands given gently that can be accepted by children. then also by using the *tarhib* method, namely by explaining the threats and rewards for the actions carried out. So that children can understand the advice explained.

3. Method of conveying character values in the animated film Nussa

a. *Targhib*

The *Targhib* method is the method used by Uma, the mother of Nussa and Rara, to instill religious character values. *Targhib* is an effort to create a strong desire so that someone is moved to do something. Uma provides religious and divine knowledge through changing the shape of green beans which then turn into sprouts, that this is all a sign of the greatness of Allah SWT. and motivates Nussa and Rara to be grateful for this by saying Alhamdulillah.

b. Exemplary

The exemplary method is the method used to instill the values of honesty and tolerance in the Nussa animated film episode 'Alhamdulillah' and episode 'Toleransi'. Exemplary is something that can be imitated or emulated, according to the Big Indonesian Dictionary, exemplary comes from the word 'teladan' which means something that can be imitated or imitated (Kamisa, 1997). Exemplary in the animated film Nussa in the episode Alhamdulillah is shown by Abdul expressing the truth regarding his feelings. sad not to be selected as a representative in the football competition at his school. Furthermore, in the episode 'Tolerance', the character value of tolerance is instilled through exemplary attitudes exemplified by Nussa and Rarra who appreciate the different attitudes of the Courier who comes from different religions and ethnicities.

The exemplary method is also used in instilling the values of national spirit in the animated film Nussa Episode Merdeka. The use of the exemplary method is shown in the scene where Nussa, Rara and Abdul welcome the independence day of the Republic of Indonesia by participating in a competition. With this scene, the audience can emulate the national spirit of those they play.

Similarly, in cultivating religious character values, tolerance or national spirit, in cultivating creative values in the animated film Nussa Episode Merdeka, the exemplary method is also used, which is demonstrated by the high creativity of Nussa, Rara and Abdul in decorating their bicycles. The audience can emulate this in instilling creative values. They are role models who can be emulated to instill creative values.

The exemplary method is also used in instilling friendly or communicative character values shown by Nussa and Rasa which give rise to empathy and positive values towards other people. In this film, the value of friendly or communicative character is instilled by example. The example that Nussa showed when hanging out with Abdul directly.

Exemplary is one of the methods used by the Prophet to provide education and was the most successful in his missionary mission. This is stated in the word of Allah SWT. in Q.S Al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

"Indeed, there is (in) the Messenger of Allah a good role model for you (namely) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and who remember Allah a lot." (Ministry of Religion of the Republic of Indonesia, 2013).

c. Dialogue

Instilling the value of the character of curiosity is carried out by having alternating conversations between two or more people through question and answer activities regarding a topic called dialogue. Mother Umma from Nussa and Rara has accustomed her children to doing question and answer activities, answering every question about something they have just heard by providing responses to these questions, so that the children become more knowledgeable about new things.

d. Advice and Prohibition

Instilling the character value of caring for the environment in this film is by giving gentle advice while providing knowledge about how we as humans should protect the environment. Nussa also uses a prohibition method, namely by forbidding Rara from raising young birds. Advice is a good guide from the speaker which can be used as reference material or a reason for the speaker to do something (Kamisa, 1997).

e. Orders and *Tarhib*

The instilling of the value of responsibility in this film is done through commands given gently that can be accepted by children. then also by using the *tarhib* method, namely by explaining the threats and rewards for the actions carried out. So that children can understand the advice explained.

CONCLUSION

After the author has seen, paid attention, discussed and researched carefully regarding the character values in the animated film Nussa, the author can draw the following conclusions, are (1) The character values contained in the animated film Nussa are religious, honest, tolerant, creative, national spirit, curiosity, caring for the environment and responsibility; (2) The denotation meaning, connotation meaning and mythical meaning contained in the Nussa animated film are as follows, The denotational meaning seen in the animated film Nussa is a depiction of the daily life of the film's main characters, namely Nussa, Rara, Uma, Abdul and others who live their lives as a Muslim should according to Islamic guidance, so that each scene is filled with Islamic values that contain the character values in it. The connotative meaning seen in this film is the character values contained in the scenes in the form of behavior and speech acted out by each character in each episode and several scenes, namely the character values of religious, honest, tolerance, creativity, national spirit, desire. You know, care about the environment and responsibility. There are several myths seen in this film, namely about the concepts of religious character, honesty, tolerance, creativity, national spirit, curiosity, caring for the environment and responsibility in the Islamic perspective; (3) The methods of conveying and instilling character values used in the Nussa animated film that can be learned by the audience are the *qudwah* (exemplary) method, the *targhib* (motivation) method, the imperative (command) method, the prohibition method, *tarhib*, and the dialogue and debate method; (4) In the Nussa animated film there are various kinds of character values that can be exemplified and applied in children's daily lives, not only character values, even in this film there is also a method of instilling character education values that can be used by parents in educating their children's character. Furthermore, this film can also be recommended as media for Family Guidance for Toddlers (BKB) group activities.

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