

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents research context, research focus, research objective, definition of key terms, significance of study, previous study, and also review of related literature.

A. Research Context

Good education has a great power to change the life. Education is also a valuable asset that can support progress of human life even to be the best investment for establishing the future of the nation, because the future of a nation is certainly influenced by the humans who are in it. In order that, the survival of a nation depends on the education that human get within the nation itself.

Human need education to be able to live a life. By education, human can develop the human potentials that exist within themselves, increase knowledge and skills, also can develop personality and character. Character in human who have a major contribution to success human or not, and it will determine forward or backward a nation.

Surely, character is important in this life. It can be identity and determine a person's personal qualities. Doni Koesoema stated that character equals personality. The meaning of personality is a trait or characteristic or style or trait typical of one's self which originates from the formations received from

the environment.¹ Therefore, one's character will be develop well when it gets the right reinforcement namely education.

Character education values are very important to be instilled for the whole society regardless of age limit especially to the children. In order that, those values can be attached to a person. That values are going to be identity and a fixed nature that resolve life experiences that are always changing. In this life, to communicate with each other people need language, such as delivering ideas and feeling. They usually deliver them by spoken or written form. Sometimes some people make movie or video to deliver their ideas in spoken form, and they deliver their ideas by writing novel, poetry, comic and so on in written form. Spoken and written form are commonly called literature.

Literature is everything that is written, the word is mainly associated with works of fiction, drama, poetry and is burdened with the impossibility of measuring the difference between achievement and excellence.² Literature has been produced in various forms such as poetry, novel, comic, movie or animated movie and so on.

Nowadays the development of audio visual technology and information media has affected the lifestyle of the society. One of mass media is television, smartphone, radio and so on. That is not only a media for getting information but also it is as entertainment media. It can affect society lifestyle because those kinds of media cannot be avoided in society life style. Furthermore, for some

¹Doni Koesoema A, *Pendidikan Karakter: Strategi Mendidik Anak Di Zaman Global* (Jakarta: PT. Grasindo, 2007), 80.

²Dorling Kinersley, *The Literature Book Big Ideas Simply Explained* (Unirted States: Dorling KIndersley, 2016), 12.

people watching movies is a part of everyday life. They own dissimilar purpose for watching movie, as like for snuffing out their time, refreshing, finding information, and so on. Most of them as like watching movie, whatever their living condition, whoever they are, and their ages. Movies contribute to visual communication played out using moving features and sound.³ Due to advances in technology, people can watch movie anytime and anywhere by using internet and smartphone.

Currently, almost people have smartphone, since the smartphone was created to find information easily, which is far away feels close to the availability of a smartphone.⁴ Especially in this pandemic era smartphone is as center of information to know everything. One of the applications in smartpone is Youtube. Youtube is a free video sharing site that make it simple to watch online videos. Nowadays one of the most popular sites on the web is Youtube. On the other hand, watching videos on Youtube continuously will make the children dependent on amusement; they do not want to do other activites, moreover watching Youtube too long will make the children passive, they do not want to do other useful activities.⁵ In order that, the parent should control their children. Children have ability to create their own talents, but

³Michael Rabiger, *Directing Film Technique and Aesthetics*, Third Edit. (United States of America: Focal Press, 2003), 54.

⁴Jauharil Maknuni, "Pengaruh Media Belajar Smartphone Terhadap Belajar Siswa Di Era Pandemi Covid - 19," *Indonesian Education AdministrMaknuni, Jauharil. "Pengaruh Media Belajar Smartphone Terhadap Belajar Siswa Di Era Pandemi Covid - 19." Indonesian Education Administration and Leadership Journal (IDEAL) 02, no. 02 (2020): 99.ation and Leadership Journal (I 02, no. 02 (2020): 99.*

⁵Rasyid R Hamidy, "An Analysis of Educational Values Found in Upin and Ipin Animated Movie on Ramadhan Themed Series," *Journal Ilmiah Rinjani* 5, no. 1 (2017): 176.

they must be controlled by their parent when their parent want to invest character education values found in the movie of Youtube.

Ascertaining Islamic character education values in the form of ethical practices will not be enough only by giving a lesson which purposely to memorize the lesson or pass a written examination, but it should be aimed toward the cognitive, affective, and psychomotor by watching real events summarized in other forms like movie.⁶ As an entertainment, movie is powerful enough to affect its viewers because the gestures or behaviors of the characters will be more easily modeled by its viewers, especially children.

Many children have been seen imitate the behavior of the actor or actress whom they idolize. The children do not care about the rules or norms in their community, so they often act against the rules or norms. If their parents let their children act freely, the community will be worse and worse. Therefore, their parent need to advice them to watch a movie with good values as like Nussa animated movie. That movie can inspire how to live in simplicity and religious way. Nussa movie tells about two siblings who live together happily and simple life. This movie supply a world of education that carries the theme of Islam. In holy Qur'an especially in Al-An'am surah verse 151-153,

قُلْ تَعَالَوْا أَتْلُ مَا حَرَّمَ رَبُّكُمْ عَلَيْكُمْ أَلَّا تُشْرِكُوا بِهِ شَيْئًا وَبِالْوَالِدَيْنَا
إِحْسَانًا وَلَا تَقْتُلُوا أَوْلَادَكُمْ مِّنْ إِمْلَاقٍ نَّحْنُ نَرْزُقُكُمْ وَإِيَّاهُمْ وَلَا تَقْرَبُوا الْفَوَاحِشَ مَا ظَهَرَ
مِنْهَا وَمَا بَطَّنَ وَلَا تَقْتُلُوا النَّفْسَ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ ذَلِكَمَ وَصَّيْتُكُمْ بِهِ لَعَلَّكُمْ تَعْقِلُونَ
١٥١

وَلَا تَقْرَبُوا مَالَ الْيَتِيمِ إِلَّا بِالَّتِي هِيَ أَحْسَنُ حَتَّىٰ يَبْلُغَ أَشُدَّهُ وَأَوْفُوا بِالْعَهْدِ
وَالْعَهْدُ الَّذِي بَيْنَكُمْ وَبَيْنَ اللَّهِ أَنِ لَا يُكَلِّفُنَا أَلًا وَلَا نُكَلِّفُ نَفْسًا إِلَّا وُسْعَهَا وَإِذَا قُلْتُمْ فَاعْدِلُوا وَلَوْ كَانَ ذَا قُرْبَىٰ وَبِعَهْدِ
اللَّهِ أَوْفُوا ذَلِكَمَ وَصَّيْتُكُمْ بِهِ لَعَلَّكُمْ تَذَكَّرُونَ ١٥٢

⁶Ibid, 177.

وَأَنَّ هَذَا صِرَاطِي مُسْتَوِيمًا فَاتَّبِعُوهُ وَلَا تَتَّبِعُوا السُّبُلَ فَتَفَرَّقَ بِكُمْ عَنْ سَبِيلِهِ ۗ ذَٰلِكُمْ وَصَّاكُم بِهِ لَعَلَّكُمْ تَتَّقُونَ ١٥٣

The verses above explain about Islamic character education values that suitable with this research, and this verses have 10 testaments from Allah SWT is intellious to Prophet Musa a.s. in the form of a ban. The character education values in that verses can be practiced in this life as Allah said.

Education has an important role in one's life. Education is a provision for students to carry out certain tasks in society for livelihood. People can hold education anywhere, not only in formal institution, but also in informal institution. For instance: in the family. Family is the first and for the most institution in society because it is the place where human are born and grow up.⁸ The ways of education in the family affects the emergence and development of character, manners and personality of each human being. Furthermore, we as muslim should embed Islamic character education values in this life, One of the Islamic character education values are religious, honest and so on.

This research is not the recent research. A lot of previous researcher had already searched about character education value, the previous study had been conducted by Siti Mukarromah,⁹ the title was An Analysis of Character Educational Values in "Zootopia" Movie Script. She analyzed utterances

⁷Departemen Agama, *Al-Qur'an Cordoba Special for Muslimah* (Bandung: PT Cordoba Internasional Indonesia, 2012, 148-149).

⁸Hamidy, "An Analysis of Educational Values Found in Upin and Ipin Animated Movie on Ramadhan Themed Series," 177.

⁹Siti Mukarromah, "An Analysis of Character Educational Values in 'Zootopia Movie Script'" (State Institute of Islamic Studies Pongoro, 2019).

contain of educational value that spoken by characters. The object of her research was Zootopia movie script, she used library research and the approach was descriptive qualitative, to analyze the data she used content analysis. The result of it there were 10 types of character educations spoken by the characters which the researcher found in that movie were respect, responsibility, justice, tolerance, wisdom, help each other, altruism, cooperation, courage and confidance. The title of the movie is different with the researcher's research, the focus of this research is same because this research focuses on the educational value of the movie, but the researcher of this research focuses to the Islamic education character values in Nussa animated movie. The researcher of this research uses expressive approach.

From the phenomenon above, the research is worthy to be researched by the researcher. The researcher wants to know the Islamic Character Education Values in Nussa Animated Movie at Nussa Official Youtube Channel.

B. Research Focus

Another term of research focus is called research problem that refers to question raised in a research project which clearly reflects what kind of answer is research problem also expected to be discovered through the process of research defined by Donald Ary that research problem is the first step in the scientific method as an introduction to a perceived difficulty and obstacle or problem that confuses the researcher.¹⁰

¹⁰Donald Ary, et al, *Introduction to Research in Education*, Eight Edit. (Canada: Wadsworth, 2010), 43.

Based on research context as explained above, researcher can formulate the following problem namely:

1. What are the Islamic character education values in Nussa animated movie at nussa official youtube channel?
2. How do the charaters deliver Islamic character education values in Nussa animated movie at nussa official youtube channel?
3. How to implement the Islamic character education values in daily life?

C. Research Objective

According to John Creswell, a statement of intent for the research that states the specific goals that the researcher plans to achieve in a research is called research objective.¹¹ Therefore, we can make the research objective by identifying the research focus. Based on the research focus above, the researcher states the research objective as follows:

1. To know the Islamic character education values in Nussa animated movie at nussa official youtube channel.
2. To analyze the characters deliver Islamic character education values in Nussa animated movie.
3. To analyze the ways to implement the Islamic character education values in daily life.

D. Significance of Study

Significance of the study states the implications of the finding for educational practice or theory. The finding may be unique to the single group

¹¹John W. Creswell, *Educational Research: Plannin, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edi. (Boston: Pearson Education, 2012), 111.

or specific context of the study. Significance of the study is related to explain and make sure the readers about why it is important. It is also important to tell them about something could be learned as the result of the study and also to tell why that is worth knowing.¹² The significance of study is impact of achieving goals. In addition, it is classified into two categories, they are theoretical significance focusing on the development of science and practical significance considering as work to solve social problem. The researcher formalizes the significance of study as presented below:

1. Theoretical Significance

The result of this research is expected to be helpful to the world of linguistic and can contribute to the development of Islamic character education values.

2. Practical Significance

a. For Reader

This research is aimed to give one learning reference, especially in the Islamic character education values that can find in the animated movie.

b. For Next Researchers

This research can be inspiration for the next researcher who interest to conduct study about Islamic character education values in the animated movie.

¹²Ary, et al, *Introduction to Research in Education*, 589.

E. Definition of Key Terms

To avoid misunderstanding about the key term of this research, the term will be defined as follows:

1. Islamic Character Education Values are an Islamic education that develops good character. That is important which we need to learn and apply in our daily activities, in order that we will live well and harmoniously.
2. Nussa Animated Movie is an Indonesian animated series produced by animation studio The Little Giantz and 4Stripe Productions.
3. Nussa Official Youtube Channel is a channel in Youtube that upload the Nussa animated movie.

F. Previous Study

Currently, conducting a research in movie or film for education is not something new. There were many researchers conducted the research dealing with movie to observe the characters, values, even to use them for educational purposes. The researcher used three previous studies that were relevant to this research conducted by other researchers.

In this research the researcher will clarify several differences between this research with previous studies. The first previous study had been conducted by Siti Mukarromah, the title was “An Analysis of Character Educational Values in “Zootopia” Movie Script”,¹³ She analyzed utterances contain of educational value that spoken by characters. The object of her research was Zootopia movie script, she used library research and the approach was descriptive

¹³Mukarromah, “An Analysis of Character Educational Values in ‘Zootopia Movie Script.’”

qualitative, to analyze the data she used content analysis. The result of it there were 10 types of character educations spoken by the characters which the researcher found in that movie were respect, responsibility, justice, tolerance, wisdom, help each other, altruism, cooperation, courage and confidence. The title of the movie is different with the researcher's research, the focus of this research is same because this research focused on the educational value of the movie, but the researcher of this research focuses to the Islamic character education values in Nussa animated movie. The researcher of this research uses expressive approach.

The second previous study had been conducted by Farziah, the title was The Analysis of Moral Value in The Movie "Front of The Class."¹⁴ She used descriptive qualitative method in her research. The instrument of her research was the movie of Front of The Class. The data of this research was taken from the dialogue of Front of The Class. The researcher focused on the analysis moral value in the movie, the result of analyzing moral value in that movie are high-self, confident, persistent, serious, wise, independent, patient, optimist, and humble.

The third previous study had been conducted by Lusi Fitri Asminda, the title was "The Analysis of Maleficent's Characterization As The Main Character in Maleficent Movie By Robert Tromberg",¹⁵ she analyzed about Malaficent's characterization and Malaficent's conflicts in Malaficent movie.

¹⁴Farziah, "The Analysis of Moral Value in The Movie 'Front of The Class'" (Arraniry State Islamic University Banda Aceh, 2018).

¹⁵Lusi Fitri Asminda, "The Analysis of Maleficent's Characterization as The Main Character in Maleficent Movie by Robert Tromberg" (The State Islamic University Silthan Thaha Saifuddin Jambi, 2018).

She used qualitative and descriptive method, in this research she found the characterization, namely: Good girl, A loving witch and Brave girl as well as the internal conflict was conflict experienced by humans with itself, meanwhile the external conflict occurred when the character struggles with other character or his outside forced.

Obviously, there were similarity and differences between this research and previous study. The similarity between this research and the previous study is about the movie, and the differences is about the title of the movie, the previous study focused on moral value and characterization as the main character meanwhile this research focuses on Islamic character education values.

G. Review of Related Literature

1. Islamic Character Education Values

a. Definition of Value

Value is an important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations.

Bertens states that value is something fun and exciting that we look for or simply it is something delighting and something good.¹⁶ While

¹⁶K. Bertens, *Etika* (Jakarta: Gramedia Pustaka Utama, 2005), 139.

Hans Jonas defined that value is addressee of a yes.¹⁷ It means that something valuable accepted as something good.

According to Schwartz that the main features of the conception of values that specifies six main features that are implicit in the writings in many theorists and researchers as follows:¹⁸

- 1) Values are beliefs linked inextricably to affect. When values are activated, they become infused with feeling. People for whom independence is an important value become aroused if their independence is threatened, despair when they are helpless to protect it, and are happy when they can enjoy it.
- 2) Values refer to desirable goals that motivate action. People for whom social order, justice, and helpfulness are important values are motivated to pursue these goals.
- 3) Values transcend specific actions and situations. Obedience and honesty values, for example, may be relevant in the workplace or school, in business or politics, with friends or strangers. This feature distinguishes values from norms and attitudes that usually refer to specific actions, objects, or situations.
- 4) Values serve as standards or criteria. Values guide the selection or evaluation of actions, policies, people, and events. People decide what is good or bad, justified or illegitimate, worth doing or

¹⁷ Ibid.

¹⁸Shalom H. Schwartz, "An Overview of the Schwartz Theory of Basic Values," *Online Reading in Psychology and Culture International Association for Cross-Cultural Psychology*, no. in Psychology and Culture (2012): 3.

avoiding, based on possible consequences for their cherished values. But the impact of values in everyday decisions is rarely conscious. Values enter awareness when the actions or judgments one is considering have conflicting implications for different values one cherishes.

- 5) Values are ordered by importance relative to one another. People's values form an ordered system of priorities that characterize them as individuals. Do they attribute more importance to achievement or justice, to novelty or tradition? This hierarchical feature also distinguishes values from norms and attitudes.
- 6) The relative importance of multiple values guides action. Any attitude or behavior typically has implications for more than one value. For example, attending church might express and promote tradition and conformity values at the expense of hedonism and stimulation values. The tradeoff among relevant, competing values guides attitudes and behaviors. Values influence action when they are relevant in the context (hence likely to be activated) and important to the actor.

Based on the definition above, human life always associates with values, and values must be instituted. The best way to realize it is by educational effort. Value is unlimited. It is very difficult to find values limits because values is always related to human activities which is very complex. Despite, the effort to formulate it has been done and must be

appreciated. Values can be defined as abstract concepts in human self. It is about something belief is good or right, and bad or wrong.

b. Islamic Character Education

Character education was first coined by German pedagogy F. W. Fooster (1896-1966). Thomas Lickona was considered the bearer, especially when he wrote a book entitled *The Return of Character Education* and then *Educating for Character: How Our School Can Teach Respect and Responsibility* (1991). Through these books, he made the western world aware of the importance of character education.¹⁹

Lickona's concern for character education values and their development had been studied in recent years. Lickona focused on how to implement character education values of very simple things which in the end will have a very big impact in the future will come for every individual who is able to carry out character education values itself well. As simple examples that put forward by Lickona which provides great impact and understanding very deep about the implementation of character education values, he said that "We don't want them to lie, cheat on tests, take what's not theirs, call names, hit each other, or be cruel to animals; we do want them to tell the truth, play fair, be polite, respect their parents and teachers, do their schoolwork, and be kind to

¹⁹Akhmad Syahri, *Pendidikan Karakter Berbasis Sistem Islamic Boarding School* (Malang: Literasi Nusantara, 2019), 15.

others.”²⁰ It can be explained that, by prioritizing the value of honesty, of course students asked not to cheat while doing assignments or exams, not to take things that are not their right, to call with a good call, loves friends, and treats animals well. Therefore, it is clear that we want our students to be honest (nolying), fair, polite, respecting parents and teachers, doing assignments the school given by the teacher, and being kind to everyone.

In Indonesia, the term of character education was introduced around 2005. This is implicitly confirmed in *Rencana Pembangunan Jangka Panjang Nasional (RPJPN)* in 2005-2015, where character education is placed as the foundation to realize the vision of national development, which is to realize society is noble, moral, ethical, cultured, and civilized based on the philosophy of Pancasila.

Character education can be interpreted as a value education, character education, and moral education that aims to develop the ability of students in making good bad decisions, maintaining what is good and realizing that kindness in everyday life. Character education is not just teaching which is true and which is wrong, more than that character education instills good habits, so that the students become aware of what is right and wrong, are able to feel good grades and are used to doing it.²¹ Therefore, character education not only involves

²⁰Muhammad Mona Adha, “Pemahaman Dan Implementasi Nilai Karakter Dalam Kehidupan Sehari-Hari” (n.d.): 9.

²¹Akhmad Syahri, *Pendidikan Karakter Berbasis Sistem Islamic Boarding School* (Malang: Literasi Nusantara, 2019), 15.

aspects of moral knowing, but also moral feeling, and moral action, so that it becomes a habit that is constantly practiced in everyday life.

Ratna Megawangi stated that character education is an effort to educate children so that they can make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment. Another definition by Fakri Gaffar that character education is a process of transforming life values to be grown and developed in a person's personality so that they become one in his life behavior.

Character education in Islam can be understood as an effort to instill intelligence in students in thinking, acting and behaving in accordance with the noble values that become their identity, manifested in interactions with their God, themselves, among others, and their environment as a manifestation of the servants and caliphs of Allah.²²

Thus, character education means an effort to educate and develop a person's behavior or character through the process of internalizing or inculcating positive values so that a person has good character in accordance with good values from religion, culture, and the nation's philosophy.

There are 18 character education values stated by Indonesian Law (Kemendiknas) as follows:²³

1) Religious

²²Ibid, 16.

²³Dewi Sri Kuning, "Character Education for Indonesia in Globalization Era," *Journal Elsa* Volume 16, no. 1 (2018): 121.

Attitudes and behavior that obey in doing the teachings of their religion, tolerant toward the implementation of the practice of other religions, and live in harmony with other faiths.

2) Honest

Behavior based on an attempt to make himself as a person who always trustworthy in word, action, and jobs.

3) Tolerance

Attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.

4) Discipline

Actions show orderly behavior and obey with various rules and regulations.

5) Hard work

Behaviors indicate a really effort to overcome various barriers in learning and assignments, as well as completing the task as well as possible.

6) Creative

Think and do something to generate new ways or the result of something that has been owned.

7) Independence

Attitudes and behavior that is not easy to depend on others to complete tasks.

8) Democratic

Ways of thinking, being attitude and acting which assesses the same rights and obligations of himself and others.

9) Curiosity

Attitudes and actions which seek to know deeper and spread of something learned, seen, and heard.

10) National Spirit

Ways of thinking, act, and having knowledge that puts the importance of the nation and country above self importance and group.

11) Love homeland

Ways of thinking, being attitude, and acting that show loyalty, caring, and high appreciation toward language, physical environment, social, cultural, economic, and political nation.

12) Appreciating the achievements

Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success.

13) Friendly and communicative

Actions show a sense of fun to talk, hang out, and work together with others.

14) Love peace

Attitudes, words, and actions that cause others to feel happy and safe on the presence of himself.

15) Love reading

Habits provide time to read a variety of literature that gives virtue for him.

16) Caring environment

Attitudes and actions which seek to prevent damage to the surrounding natural environment, and develop efforts to repair the environmental damage that has occurred.

17) Social care

Attitudes and actions have always wanted to help other people and communities in need.

18) Responsible

Attitudes and behavior of people to do his duties, he should do, to himself, community, environment (natural, social and cultural), the country and god almighty one.

According to the explanation above, the researcher can conclude that there are many Islamic character education values which can build a better student's character. Character is identical with morality, moral and ethics. So in the perspective of Islam, noble character or morals is a result of the process of applying *syari'at* which is based on a solid faith condition and relies on the Al-qur'an and Hadith.²⁴ While, Islamic character education values are not only gotten in formal class, but also it can be found everywhere, for example is from movie.

²⁴Musrifah, "Pendidikan Karakter Dalam Perspektif Islam," *Journal Edukasi Islamika* Volume 1, no. 1 (2016): 124.

2. Movie

a. Definition of Movie

A movie or motion picture is the only new visual art form created in the 300 years. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology.²⁵ Beside that movie is as economic commodity, film also has a function to inform, to educate, and to entertain.

b. Kind of Movie

There are several kinds of movie or film as follows:²⁶

- 1) Action – These types of movies are high octane, big budget movies that show many physical stunts. If there is heroism, fights involving guns, swords or karate moves, horseback action or any destructive forces of nature, your keyword is Action. In these movies, it is usually a fight between the good guys and bad guys, i.e. Fight Club.
- 2) Adventure - Do you like thrilling stories that take you to wondrous places? They are similar to action films but the action may be less and more weight will be given to experiences. Indian Jones movies belong to this category.

²⁵Webster, *The New Lexicon Webster's Dictionary of The English Language*, (United States of America : Lexicon , 1973), 305.

²⁶Maybel Heng, *Film201 Film Genre Understanding Types of Film* (Singapore: Singapore University of Social Sciences, 2021), 60.

- 3) Comedies- They are loved by young and old for the feel good content. A comedy can be based on innocent humor, exaggerations, facial expressions or downright crude jokes. Meet the Fockers is an example.
- 4) Crime and Gangster Films- Such films trace the lives of fictional and true criminals, gangs or mobsters. Serial killer films may be included here, i.e. Gangs of New York.
- 5) Drama films- They are sensible movies with a strong plot. Dramas depict true stories or real- life situations. The character development is noteworthy, i.e. Little Women.
- 6) Epics/ Historical films – An epic involves elements like war, romance and adventure. The sets are created carefully to reflect the time period. Ben Hur is a classic example. Historical movies tend to pay homage to a legend or hero.
- 7) Horror- You either loves them or hates them. These films expose our fears and give rise to nightmares. For some, horror films provide catharsis but others can barely sit through a movie, due to the violence and gory scenes. i.e Jaws.
- 8) Musicals/ Dance films – These are entertaining films that are based on full scale scores or song and dance. They can either be delightful, light-hearted films for the while family (i.e. The Sound of Music) or contain a dark aspect (Sweeney Todd) that is explored through music.

- 9) War films- These are very true to real life and often depict the waste of war. Attention is given to acts of heroism, the human spirit, psychological damage to soldiers and the pain of families waiting at home. i.e. Flags of Our Fathers.
- 10) Westerns- This genre is central to American culture and to its film industry. They speak of the days of expansion and the trials with Native Indians. The plots and characters are very distinctive. i.e. Remember Butch Cassidy and the Sundance Kid?
- 11) Animation- Computer graphics and special effects are the backbone of these films which are enjoyed by the young and old. i.e. Nussa.
- 12) Thrillers- They are different from Horror because they are more provocative than scary. i.e. The Bone Collector.
- 13) Sci-Fi – If you like futuristic scenes, movies like Star Wars will intrigue you. They can be classified as adventure films too.

c. Nussa Animated Movie

1) Profile of “Nussa” Animated Movie



Figure 1.1

Nussa is a very interesting animated story. Tells the life of small children which is packed with Islam. Described in Nussa

official, the animated series Nussa will build children's character and morality through fun stories and music. Here also parents and children will enjoy the adventure and solving problems of daily life which of course are based on Islamic teachings.

There are three main characters in this animated series, namely Nussa who is voiced by Muzakki Ramdhan, Rara who is filled by Aysha Razaana Ocean Fajar, and Jessy Milianty as Umma, the mother of Nussa and Rara. Nussa is produced by two animation companies from Indonesia, The Little Giantz and 4Stripe Productions.

Nussa has been broadcasting on YouTube since 2018. Within two days of its broadcast, reported by Imdb, YouTube Nussa Official has reached 100 thousand subscribers. Now this animation has more than 5 million subscribers. Nussa's broadcast schedule on YouTube is every Friday, 04.30 WIB. In 2019 animation airs on the free Indonesia NET television channel during the month of Ramadan and also airs on Indosiar. Apart from domestic channels, Nussa was also broadcast on the Malaysian paid channel Astro Ceria in 2019.²⁷ In 2020 Ramadan month, Nussa airs on the Trans TV Ramadan Special Program specifically to accompany young viewers in fasting. Nussa airs at 04.30 WIB after sahur.

2) The Characters of “Nussa” Animated Movie

²⁷ Abdul Hadi, *MengenalNussaAnimasi Indonesia di Trans TV*, accessed in <https://tirto.id/mengenal-nussa-animasi-indonesia-di-trans-tv-selama-ramadan-eUbX> on Thursday 15th of April 2021 at 9:28 am.

a) Nussa



Figure 1.2

A 9 years old boy who is present as the main character in this story has the nature of a child at his age. Sometimes he gets angry easily, feels great with himself, but he has a high curiosity about outer space that makes him want to become an astronaut and hafiz Quran, as a form of devotion to parents. Among his friends, Nussa is often a problem solver in a conflict in a certain story. Armed with a fairly broad knowledge of religion, Nussa is used as a role model for his sister and friends. Various kinds of advantages, Nussa was born with imperfect feet. Until now, Nussa uses an artificial leg on his left foot to run and play ball. Through the character of Nussa, even with various limitations, doing good and achieving goals is not an obstacle to being great.

b) Rarra



Figure 1.3

The main character of Nussa supporters, is his own sister, Rarra. A 5 years old girl wears a red dress and veil, has a brave, always active, cheerful, and high imagination. On the otherhand, Rarra also has the nature of small children in her age, careless and impatient. This is often used as one of the beginning of the story conflict from the character of Rarra. In her daily life, Rarra's hobbies watching TV, eating and playing.

c) Umma



Figure 1.4

One of the characters who became a role model of Nussa and Rarra, is Umma. The biological mother that is beautiful and dressed in this purple Muslim, she has a cheerful character, attention and

wise. In the story, Umma is often a mediator as a core cover of stories or conflicts that occur between Nussa and Rarra. Since childhood, Umma is used to live with her generous traditions of her extended family, so it is easy to understand the concept of religion, hadith and living based on the Qur'an. As a mother who really loves her family, feeling easily worried Umma complements the motherly character in every Nussa story.

d) Abdul



Figure 1.5

Abdul's character who was present as one of Nussa's best friend. He is 8 years old, has brown skin and the main characteristics of the black curly hair. Abdul's shirt that usually used is reddish purple. The nature highlighted by Abdul in Nussa's story is full of calculations and patience in all conditions. Nussa became Abdul's inspiration to become a smart little child. In some stories, Abdul looks more confident when Nussa helped him in resolving conflict, especially when Abdul was bullied by other friends. Abdul's unique

hobby is to love playing in a tree house, artistic art loving and bicycle playing.

e) Syifa



Figure 1.6

One new character that become a best friend of Nussa recently present. She is 8 years old, wearing a headscarf and purple Muslim clothing. Besides that Syifa is resilient, intelligent, and has a high initiative to help her friends. Syifa's hobbies are unique, like science and often participating in nature tracing activities. Syifa becomes a figure who often reminds Nussa when making a mistake, both intentionally or not. Sometimes Syifa also has nature similar to Nussa, which is easily angry or emotional. Nussa and Syifa become a good friend, even though at the beginning of the story, they always had a fight to get the best achievement and fighting.

3) Synopsis of “Nussa” Animated Movie

a) Episode of Fasting Training

This episode was published on April 26th, 2019 with a duration

of 5 minutes 6 seconds. This episode told about one day Rara was watching a syrup commercial on television and then Nussa and her mother came and Nussa asked why there were so many syrup commercials, her mother said that it would soon be the fasting month then Rara said she wanted to practice fasting at dinner Rara ate a lot and said that she was practicing fasting and then her mother said that a child of Rara's age could fast for half a day then nussa added that when she was Rara's age he fasted fully until sunset and then Rarra also said that she wanted to fast until *isyah* Nussa and her mother laughed. Rara also laughed.

b) Episode of Learn to be Honest

This episode was published on April 16th, 2021 with a duration of 4 minutes 51 seconds. This episode told about Nussa and his friends were doing online learning, one of his friends got a higher score, his name is Abdul, but when Abdul, Nussa and Syifa were one group for doing assignment, suddenly Abdul did not understand the assignment whereas he got a score of 100 at that time, he said honestly that he copied the answer from internet, afterward Nussa and Syifa advised and recommended to use Ruang Guru application, because this application makes everyone understand well and have fun in learning.

c) Episode of Please and Thank you

This episode was published on November 27th, 2020 with a

duration of 5 minutes 37 seconds. This episode told about one day, Nussa were doing his assignment, the lesson is mathematics, he counted all numbers on HVS paper, because he needed more the paper, so he asked for Rarra to take it, he also was thirsty then he asked his sister again for taking him water. since Nussa asked Rarra to help him, he forgot to say please and thank you, furthermore, their mother advised him to not forget saying please, thank you and sorry to everyone.

3. Nussa Official Youtube Channel

YouTube is a digital media that be in demand by millennial society nowadays. They are willing to spend their quota just to watch YouTube.²⁸ That is one of the application in smartphon which become a place for the public to provide information in the form of education, tutorials, films, music and others.

Nussa official is an Indonesian animation content that provides education for children, especially in Islamic religious education.²⁹ Finally, Indonesia has a channel that provides funny, good and unique information, the name of the channel is Nussa official. This channel is highly recommended for parents who have children who sometimes often forget the *sunnah* that the Prophet Muhammad SAW has taught us and as a reminder to ourselves with small things like this.

²⁸ Tiameirizta, *Review Channel Youtube Nussa Official*, accessed in <https://www.tiameirizta.com/2018/12/review-channel-youtube-nussa-official.html?m=1> on Saturday, 14th May 2022

²⁹ Ibid.