

Morale Values Internalization in Nussa and Rara Animation

NALA SALSABILA

Universitas Islam Darussalam (UID), Ciamis, Indonesia
Email: nalaannawawil5@gmail.com

NIDA FAJRIATUL HUDA

Universitas Islam Darussalam (UID), Ciamis, Indonesia
Email: nidafajriatulhuda2024@gmail.com

SONI SAMSU RIZAL

Universitas Islam Darussalam (UID), Ciamis, Indonesia
Email: sonisamsurizal@uidc.ac.id

SAEPUL MILAH

Universitas Islam Darussalam (UID), Ciamis, Indonesia
Email: saepulmilah@uidc.ac.id

Abstract

Characters come from developing inner moral values, which is something that is sought to emerge as a result of education. It is necessary to develop the values of Islamic education in students from an early age because that is the right time to instill moral values in children in the form of daily habits. The concept of Islamic education for students must be contextual by providing educational value packaged as attractively as possible so that children enjoy learning. One of the appropriate media to apply in creating students with morals is through the animated film Nussa and Rara. This research aims to discover what Islamic values are contained in the animated movies Nussa and Rara from the thirteen episodes selected by the researcher. Furthermore, the type of research used is a qualitative descriptive method to uncover and understand something behind unknown phenomena and is used to gain insight. The qualitative information analysis used in this research is information reduction analysis, data display, and conclusion drawing/verification. From this research, a result was obtained in the 13-episode film Nussa and Rara animated series, there are seven characters which include: Religious towards Allah and the Messenger of Allah, trustworthy, doing good to parents, doing good to teachers, doing good to friends, polite, having an attitude of tolerance, discipline, responsibility, generous, humble, love the environment, curiosity, honest, independent, creative, social care.

Keywords: Character, Moral values, Nussa Rara, and movie animation

INTRODUCTION

Values are understood as characters when behaving based on knowledge originating from horizontal and vertical life interactions. In general, life values or ethics have three types: religious, moral, and social. So, the process of guidance or conveying values to the next generation is one of the most critical efforts in achieving education to create a generation with an attitude of piety and good manners (Masrur & Amri 2021).

(Zanjabila and Rahmawati 2022) Currently, we can access sources of knowledge from anywhere and with anyone, not just by relying on teachers and textbooks. Knowledge is widely spread in the surrounding area; it can be obtained in a classical form such as films, then video or audio tapes, up to posters and whiteboards individually it can be in the form of teaching modules, textbooks, computer IT, and so on, it can be in the form of television, radio, movies. So this can help children's growth and development. (Indah et al. 2023) explains that films have a significant impact on the learning process. The function and purpose of the film series is that it is not only entertaining but can be used as a medium for education, information, and encouraging sophistication in the industrial world; even film series are excellent and efficient if used as learning media to foster students' moral values. However, the reality is that not all films shown can be used as educational media and teaching and learning resources for students. A good film is a series of stories that can educate a healthy mind and dedication, increase the potential for imagination, develop personal potential, and shape a person's behavior with noble character (Dina, Hafizh, and Astuti 2023).

This explanation is based on the opinion (Zakiyah & Rusdiana, 2014) that the scope of values is everything related to human behavior regarding good or bad, which is regulated by religion, tradition, ethics, morals, and culture that applies in society. In fact, in today's era, when technology is rapidly developing in the process of guidance or conveying values, the sophistication of the internet, such as YouTube, Instagram, Twitter, and Facebook, which display much content with Islamic teachings, is not spared. Sophisticated technology can be used as a learning medium to guide and convey values related to the teachings of the Islamic religion. Although a phenomenon shows the negative side of technology development, many children use gadget media as playmates, so they are not controlled in choosing content that is spread in cyberspace. As a result, children will become increasingly distant from values of religion, human values, justice values, and moral values. The

lasting impact of unhealthy technology use is that children will become aggressive, and children's communication with parents or other people will worsen (Rismala et al., 2021).

This phenomenon is caused by the rapid development of technology from a negative perspective, which gives rise to social problems that lead to moral decadence, which is a challenge in the context of education for parents as the first school for children in the family environment. To prevent this moral decadence, it is necessary to increase the role of education, especially the role of parents in developing and nurturing their children's generation when playing with gadgets in the home environment. The most urgent thing for parents to do is choose entertainment shows that contain moral values for their children. These efforts must be made to prepare the next generation, who will have knowledge, faith, and noble character.

Instilling the values contained in the animated series then leads to character formation. The first stage in stimulating character formation is introducing the types of good behavior. Next, students are invited to emulate these characters by practicing them daily and given illustrated scenes encouraging good behavior (Pebriandini & Ismet 2021). According to Lickona (Susanti 2022), there are five approaches to character formation: value instillation approach, cognitive moral development approach, value analysis approach, value classification approach, and action learning approach. According to him, character contains three main elements, namely, knowing good things (knowing the good), wanting good things (desiring the good), and doing good things (acting the good).

According to Thomas Lickona, the character is related to moral concepts, attitudes, and behavior. Based on these three components, it can be stated that good character is supported by knowledge of goodness and the desire to do good and good deeds. He also stated that character education is the deliberate effort to help people understand, care about, and act upon core ethical values. Even in the book *Character Matters*, he states: Character education is the deliberate effort to cultivate virtue—that is objectively good human qualities—that are good for the person and good for the whole society (Dalmeri 2014). Character education aims to teach values that can be widely accepted and used as the basis for reasonable and responsible behavior, which is then illustrated by a person's moral behavior. Regarding configuring character, Thomas Lickona (Eku 2019) mentioned seven essential and main character elements that must be instilled in students: 1. Sincerity or honesty. 2. Compassion; 3. Courage; 4. Kindness; 5. Self-control 6. Cooperation;

Thus, character education, or moral and national character education, must be seen as a conscious and planned effort, not an effort that occurs by chance. In other words, character education is a serious effort to understand, form, and

cultivate ethical values, both for oneself and for others, using media that children can accept (Dalmeri 2014). Innovative audio-visual media or educational videos then become an alternative to personality education; by using educational videos, there will be role models that children can emulate (Cahyati 2018). In line with using audio-visual media and video clips, children will get a realistic reflection of how to deal with personal and intrapersonal problems. Children will learn to develop good relationships with other people, learn to appreciate and respect other people, and have the enthusiasm to be valuable people (Maymunah and Watini, 2021). Educational videos can increase children's attention and learning skills because children can listen to and look at photos. Films are a form of electronic mass communication in the form of audio-visual media that can show words, sounds, images, and their combinations. The film is also one of the second forms of modern communication to appear worldwide, according to (Tita and Syihabuddin 2023).

The film is an efficient communication medium that all levels of society can accept. Films have attractive energy and can uniquely convey a message. The film pictures in frames. This frame is projected mechanically to look like a living photo on the screen. In this way, the film has a specific attractive energy to watch. The film is a modern communication medium that is efficient for entertaining and delivering messages that can influence behavior and thought patterns and open up knowledge to viewers (Indah et al. 2023). Films always influence and shape people based on the content of the message behind them without ever having the opposite effect (Tita and Syihabuddin 2023).

The animated film *Nussa and Rara* is made by the animation house *The Little Giants*, which Mario Irwansyah initiated in collaboration with *4 Stripe Production*. It was broadcast by the *Nussaofficial* channel and was packaged attractively by inserting moral messages into everyday life (Kamalia 2019). This animated film is designed to empower the personalities of parents and children based on Islam (*Nussa official*). This animated film is motivated by the decline in children's personalities (Latifah, Ni'mah, and Kiromi, 2022). The animated movie *Nussa & Rara* shares teachings or valuable knowledge for children and influences the formation of empathy for young children by conveying simple stories in everyday life and aesthetic visual displays (Demillah 2019).

In the delivery aspect, the language style used in this animated film is easy to understand. It is suitable for children's intellectual growth, so animated movies can be used as learning media, shaping children's personalities and guiding their emotional intelligence (Bening 2022). The appearance of the animated film *Nussa & Rara* can become an observer of learning to improve the quality of learning through various media, one of which is animated films with learning values.

Based on the statements and several theories above, the author assumes that the Nussa Animation film has Islamic educational values in the form of Aqidah, Shari'a, and Morals to convey them to the audience. Parents can use the Nussa animated film as a learning medium that can shape children's personalities by transforming the values contained in the Nussa animated film. The broadcast of the animated film Nussa on YouTube seems to be the latest breakthrough in spreading Islamic education's values by introducing cultures and ethics in Islam. The presence of the animated film Nussa is a solution to parents' concerns about the lack of children's education through quality shows, with the hope of being able to enable children to receive information in an ethical form that is in line with Islamic teachings that is packaged simply in language that is easy to understand. Film can also be understood as a medium of communication that conveys quite powerful values to the audience.

METHOD

In this research, the researcher used a qualitative descriptive research method. This qualitative research can be used to uncover and understand something behind unknown phenomena and gain insight. Using this method, the researcher tries to explain and describe the signs of Islamic educational values displayed by the characters in the animated film Nussa. In this research process, the subject used was a documentary video originating from YouTube, namely the animated film Nussa. The data analysis technique used in this research is the qualitative information analysis method, which collects information in words. The qualitative information analysis used in this research is information analysis, according to Miles and Huberman (Sugiyono 2020), which states that activities in qualitative information analysis are carried out interactively and take place continuously so that the information is saturated. Activities in information analysis, namely data reduction, data display, and conclusion drawing/verification

THE MAIN CHARACTERISATION OF THE ANIMATED SERIES NUSSA AND RARRA

- 1) Nussa character: The 9-year-old boy who appears as the main character in this story has the character of a child his age. Sometimes, he gets angry quickly, and he feels great about himself. However, he is very curious about outer space, so he wants to become an astronaut and memorize the Koran as a form of devotion to his parents. Among her friends, Nussa is often a problem solver in a conflict in a particular story. Armed with a relatively extensive knowledge of religion, Nussa became a role model for her younger siblings and friends.

- 2) Rarra's character: Nussa's supporting personality is her sister, Rarra. This 5-year-old girl, wearing a red hijab and yellow dress, has a brave character, is always active and cheerful, and has a big imagination. On the other hand, Rarra also has the character of a child at her age, careless and impatient. This matter is often used as one of the beginnings of conflict in the story of Rarra's personality. In her daily life, Rarra's hobbies are watching television, eating, and playing.
- 3) Umma character: One of the characters that Nussa and Rarra look up to is Umma. This biological mother, who has a charming face and is dressed in purple Muslim clothes, has a cheerful, attentive, and wise nature. Umma often acts as a mediator in the story to cover the main story or conflict between Nussa and Rarra.
- 4) Antta character: Rarra has a grey and white cat named Antta, who is almost 1 year old. The cat's usual behavior interprets Antta's personality. Smart and active. In the story, Nussa and Rarra are joking around.

2. Nussa Rara Animation Series film data

Table 1. Animated Film Titles

No.	Title	Release	Duration	Youtube Link
1.	Advice Etiquette	July 15, 2022	5 minutes 48 seconds	youtube.com/watch?v=G6f0zHwkmPY
2.	Don't Sleep After Dawn	June 3, 2022	5 minutes 55 seconds	youtube.com/watch?v=HbIyK-BGHW8
3.	Obey Abba	May 6, 2022	5 minutes 51 seconds	youtube.com/watch?v=yZPvW0KsqBE
4.	Guaranteed Heaven	April 22, 2022	5 Minutes 50 Seconds	youtube.com/watch?v=w6cEiPJwl1E
5.	Getting to Know the Kaaba	January 1, 2021	6 Minutes 17 Seconds	youtube.com/watch?v=E8_PJz2k3Ds
6.	Kak Nussa Don't Leave Rarra	December 11, 2020	5 Minutes 16 Seconds	youtube.com/watch?v=ju2VHYHQpgY
7.	Please and Thank You	November 27, 2020	5 Minutes 36 Seconds	youtube.com/watch?v=PZOUSuVsRNE
8.	Stop Don't Fight	December 2, 2020	6 Minutes 4 Seconds	youtube.com/watch?v=8Ee7WGSFAhk
9.	Qodarullah Wamasya'a Fa'ala	December 18, 2020	5 Minutes 39 Seconds	youtube.com/watch?v=uMbCaIxLmI
10.	Good is easy	May 24, 2019	6 Minutes 52 Seconds	youtube.com/watch?v=sghAqhta08E
11.	Friday is a holiday	January 11, 2019	2 Minutes	youtube.com/watch?v=Muy35hnlF1E

12.	The Beauty of Sharing	March 8, 2020	4 Minutes 5 Seconds	youtube.com/watch?v=EOOwM3ie3pc
-----	-----------------------	---------------	---------------------	---

THE VALUES AND CHARACTERS CONTAINED IN THE ANIMATED SERIES NUSSA RARA

1. **Tauhid to Allah :** The film Nussa and Rarra stimulates the development of religious character for children in the episode Mengenal Ka'bah, adab menasehati, kak jangan tinggalkan Rara, Tolong dan terimakasih. Religious character is meant in the form of getting used to religious traditions that are easy for children to carry out in everyday life, for example, saying the kalimah tayyibah. Religious character has an impact on strengthening children's spiritual values and beliefs.
2. **Amanah:** Through various episodes, as Dijamin Syurga and especially in the episode Nurut Sama Abba, Nussa and Rara show how they carry out Amanah in everyday life, in relationships with parents, friends, and society. For example, they learn to be honest in communication, respect adult advice, and be responsible for the tasks given. When they have to share or help a friend, they are taught that Amanah also includes caring for others and maintaining their Amanah. In this way, Nussa Rara entertains and shapes children's character by instilling trustworthy values that are important for their social and spiritual lives.
3. **Manners:** Nussa Rara, in all episodes, displays a dominant attitude of politeness, showing polite behavior, such as saying hello, using kind words, and respecting parents and friends. For example, when Nussa and Rara interact with adults, they are taught to speak respectfully and listen well, reflecting respect. Apart from that, they also learn to apologize when they make mistakes and say thank you after receiving help, which is part of good social etiquette. Through relatable stories and everyday situations, children are invited to understand that good manners are not just about manners but also about building good relationships with others. In this way, Nussa Rara entertains and shapes children's character by instilling polite values important for their social lives.
4. **Doing good to parents:** Moral education regarding doing good to parents is conveyed in-depth and meaningfully, emphasizing the importance of respect and love for parents as an integral part of forming a child's character. Through various episodes, Nussa and Rara are taught to respect and listen to their parents' advice and show respect in every interaction. Concrete examples of this behavior can be seen when Nussa and Rara help with household chores or

listen attentively to their parents' stories and experiences. This series illustrates that being kind to parents is an obligation and an expression of love and gratitude for their sacrifices. This value is strengthened through dialogue and situations that inspire empathy, teaching children that being filial to parents is one way to achieve blessings and happiness in life. With a simple but educational approach, Nussa Rara has instilled these positive values, encouraging the younger generation to always do good to their parents as part of noble morals.

5. Be kind to teachers: For example in episodes Baik itu Mudah and Doing Good to Teachers are conveyed interestingly and educationally, emphasizing the importance of respecting and appreciating the role of teachers in the learning process. Through the interactions between Nussa, Rara, and their teachers, children are taught to show polite attitudes, such as saying hello, listening carefully when the teacher speaks, and appreciating the advice and knowledge given. In several episodes, Nussa and Rara are also taught to thank teachers for the guidance and teaching they receive, which reflects gratitude and respect. This series illustrates that being kind to teachers is not just an obligation but is also part of noble morals that must be applied in everyday life. In this way, Nussa Rara entertains and shapes children's character by instilling positive values about respecting teachers, one of the pillars of children's education and moral development.
6. Be kind to friends; in the episode of Adab Menasehati, the characters' interactions emphasize the importance of friendship and mutual respect between children. Through various episodes, Nussa and Rara show how a good attitude towards friends can strengthen social relationships and create a harmonious environment. They are taught to help each other in difficult situations, share happiness, and show empathy when friends experience difficulties. For example, in several scenes, Nussa and Rara try to support their friends who are sad or having difficulties by providing encouragement or help. The series also emphasizes the importance of good communication, such as listening to friends' opinions and respecting their feelings, which is part of doing good. With a simple but profound approach, Nussa Rara succeeded in instilling positive values about friendship, teaching children that being kind to friends not only creates strong bonds but is also part of noble morals that must be applied in everyday life.
7. Tolerance: In the Jum'at Hari Raya episode, Nussa and Rara celebrate Friday Hari Raya with various traditions different from their friends. They learn about the diversity of traditions and values in each celebration, which teaches

them the importance of respecting other people's celebrations.

8. Discipline: Discipline The film Nussa and Rarra stimulates the development of independent characters in children in the episode Stop Do not Fight. The disciplined character in question is obedience and obedience to something agreed upon. Disciplinary character impacts children's ability to behave according to the standards set by their social group.
9. Responsibility: the episodes Qodarullah Wamasya'a Fa'ala and jangan berebut. The Character of Responsibility is stimulated by explaining that responsibility is carrying out every job or task in the family, at school, and according to ability. The character of responsibility helps develop problem-solving skills and increase self-confidence.
10. Generous: Indahnya berbagi. In this episode, Nussa and Rara participate in an alms program, where they are taught to give some of what they have to those in need. They learn about the values of togetherness and caring for others.
11. Be humble: In this episode, Dijamin Syurga, Nussa, and Rara learn about the importance of humility, especially when they receive praise or appreciation for their good actions. They are taught not to feel better than others and always to remember that a sense of arrogance should not accompany every good thing they do.
12. Love of the environment and peace: The film Nussa and Rarra stimulates the development of peace-loving characters in children in the episode Episode: Kak jangan tinggalin Rara. The peace-loving character in question is an attitude, words, and actions that cause other people to feel happy and safe in their presence. The character of loving peace can create togetherness so that every problem can be resolved. Peace-loving characters have an impact on children's peace and togetherness.
13. Curiosity The films Nussa and Rarra stimulate the development of the character of curiosity for children in the episode about getting to know the Kaaba. The character of curiosity, attitudes, and actions that always strive to understand more deeply and broadly about something he learns, sees, and hears. The character of curiosity impacts children's self-motivation to continue looking for and knowing new things that will increase the child's knowledge and experience.
14. Honest: The film Nussa and Rarra stimulates the development of honest characters in children in the episode Qodarullah Wamasya'a Fa'ala. Honest character is meant in the form of honest actions and honest words. Honest

character will lead children to the truth.

15. Independence: In the films Nussa and Rarra, independence is stimulated by developing independent characters in children in various episodes, including Kak jangan tingling rare. The independent character in question is a conscious effort made to shape an individual's character, morals, manners, and mentality so that his life does not depend on the help of other people in completing each of his tasks. The independent character has the impact of training children's fighting power so that other people do not help them and that children are motivated to complete everything themselves.
16. Creative The film Nussa and Rarra stimulates children's creative character development in the Stop Do Not Fight episode. The innovative character in question is the ability to think about things in new and unusual ways and give birth to unique solutions to the problems faced. The creative character has the impact of making children solve problems faster.
17. Social Care The film Nussa and Rarra stimulates the development of social care characters in children in the episode: Please and thank you. The social caring character is the willingness to carry out movements to help others. The impact is that by having a high social spirit, children will find it easier to socialize and will be more respected.

Based on the results of the research above, it can be understood that in the animated film Nussa & Rarra, the Adab Menasehati, Jangan Tidur Setelah Subuh, Nurut Sama Abba, Dijamin Surga, Mengenal Kaaba, Kak Nussa Jangan Tinggalin Rarra, Tolong dan Terimakasih, Stop Jangan Berebut, Qodarullah Wamasya'a Fa'ala, Baik itu mudah, Jum'at hari raya, dan indahnyaberbagi that there are seventeen values of character education, namely Religious towards Allah and the Messenger of Allah, trustworthiness, being kind to parents, being polite, being kind to teachers, having an attitude of tolerance, being disciplined, being responsible, being kind to friends, being generous, being humble, loving the environment, being curious, being honest, being independent, being creative, caring socially.

CONCLUSION

Moral education in the animated film Nussa is found in the episodes Adab Menasehati, Jangan Tidur Setelah Subuh, Nurut Sama Abba, Dijamin Surga, Mengenal ka'bah, Kak Nussa Jangan Tinggalin Rarra, Tolong dan Terimakasih, Stop Jangan Berebut, Qodarullah Wamasya'a Fa'ala, Baik itu mudah, Jum'at hari raya, dan indahnyaberbagi in the animated film "Nussa Rara" by using

storytelling, giving example and habituating. Through an interesting story and daily characters, this film successfully conveys several essential values, such as Religious towards Allah and the Messenger of Allah, trustworthiness, being kind to parents, being polite, being kind to teachers, having an attitude of tolerance, being disciplined, being responsible, being kind to friends, being generous, being humble, loving the environment, being curious, being honest, being independent, being creative, caring socially. The characters in this film face challenges that test their integrity and morality, providing real-life examples of how to deal with conflict positively. The internalisation of these values can be seen in how the children in the film learn from their experiences and strive to become better individuals. In this way, Nusa Rara entertains and educates, encouraging viewers to reflect on their daily actions and choices.

REFERENCES

- Bening, Tiara Permata. 2022. "Relevansi Film Animasi Nussa Terhadap Pendidikan Akhlak Anak Usia Dini." *Kindergarten: Jurnal Pendidikan Anak Usia Dini Indonesia* 01(01).
- Cahyati, Nika. 2018. "Penggunaan Media Audio Visual Terhadap Karakter Tanggung Jawab Anak Usia 5-6 Tahun." *Jurnal Golden Age* 2(02):75. doi: 10.29408/goldenage.v2i02.1033.
- Dalmeri, Dalmeri. 2014. "Pendidikan Untuk Pengembangan Karakter." *Journal of Chemical Information and Modeling* 14(1):269–88.
- Demillah, Airani. 2019. "Peran Film Animasi Nussa Dan Rara Dalam Meningkatkan Pemahaman Tentang Ajaran Islam Pada Pelajar SD." *Jurnal Interaksi: Jurnal Ilmu Komunikasi* 3(2):106–15. doi: 10.30596/interaksi.v3i2.3349.
- Dina, Sarah, Muhammad Hafizh, and Widia Astuti. 2023. "Implementation of Islamic Educational Values in the Nussa & Rara Animation Film as an Alternative Media for PAI Learning at SMP Istiqlal Delitua Medan." *Al-Iltizam: Jurnal Pendidikan Agama Islam* 8(1):97–115. doi: 10.33477/alt.v8i1.4683.
- Ekus, Amran. 2019. "Kontekstualisasi Karakter Anak Melalui Pendidikan Dan Pembelajaran." *Al-Wardah* 12(1):20. doi: 10.46339/al-wardah.v12i1.131.
- Indah, Nur, Sari Pendidikan Guru, Sekolah Dasar, Universitas Muhammadiyah Makassar, and Jamaluddin Arifin. 2023. "Film Animasi Sosial Dan Keaktifan Siswa

Dalam Pembelajaran IPS Di SD Inpres Borisallo Kabupaten Gowa.” *Jurnal Insan Pendidikan Dan Sosial Humaniora* 1(2):207–15.

Kamalia, Iftakhul. 2019. *PESAN AKHLAK DALAM FILM ANIMASI “NUSSA DAN RARA” DI YOUTUBE SKRIPSI*. Vol. 11.

Latifah, Latifah, Mamluatun Ni'mah, and Ivonne Hafidlatil Kiromi. 2022. “Analisis Nilai-Nilai Karakter Pada Anak Usia Dini Dalam Film Animasi Nussa Dan Rara.” *Jurnal Buah Hati* 9(2):109–17. doi: 10.46244/buahhati.v9i2.2109.

Masrur, Muhammad Shodiq, and Asyhari Amri. 2021. “Nilai-Nilai Pendidikan Islam Dalam Film Animasi Nussa Episode Sholat Itu Wajib.” *Palapa* 9(1):55–75. doi: 10.36088/palapa.v9i1.984.

Maymunah, Siti, and Sri Watini. 2021. “Pemanfaatan Media Video Dalam Pembelajaran Anak Usia Dini Di Masa Pandemi Covid-19.” *Jurnal Pendidikan Tambusai* 5(2):4120–27.

Pebriandini, N., and S. Ismet. 2021. “Analisis Nilai-Nilai Karakter Anak Dalam Film Kartun Animasi Nussa Dan Rarra.” *Jurnaledukasi.Stkipabdi.Ac.Id* 1(1):51–59.

Rismala, Yulita, Aguswan, Dian Eka Priyantoro, and Suryadi. 2021. “Dampak Penggunaan Gadget Terhadap Perkembangan Sosial Anak Usia Dini.” *El-Athfal : Jurnal Kajian Ilmu Pendidikan Anak* 1(01):46–55. doi: 10.56872/elathfal.v1i01.273.

Sugiyono. 2020. *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*.

Susanti, Salamah Eka. 2022. “Pendidikan Karakter Dalam Membangun Kecerdasan Moral Bagi Anak Usia Dini Perspektif Thomas Lickona.” *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, Dan Humaniora* 3(1):10–17. doi: 10.33650/trilogi.v3i1.3396.

Tita, Tita Tita, and Syihabuddin Syihabuddin. 2023. “Nilai Pendidikan Karakter Pada Animasi ‘Nussa’ (Kajian Semiotik Saussure).” *Estetika: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 5(1):27–37. doi: 10.36379/estetika.v5i1.299.

Zakiyah, Qiqi Yuliati, and A. Rusdiana. 2014. “Pendidikan Nilai (Kajian Teori Dan Praktik Di Sekolah).” *Sistem Informasi Manajemen* 1:26.

Zanjabila, Anita, and Laili Etika Rahmawati. 2022. “Ketersediaan Sumber Belajar Bahasa Indonesia Di SMP Negeri 2 Gondangrejo.” *Cetta: Jurnal Ilmu Pendidikan* 5(3):201–11. doi: 10.37329/cetta.v5i3.1520.