


ANIMATING VALUES: EXPLORING METHODS OF INSTILLING RELIGIOUS AND MORAL PRINCIPLES IN EARLY CHILDHOOD THROUGH ANIMATED SERIES

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Abstract: Religious and moral values are considered one of the most important aspects of a child's development. Gaining information about the methods or practices used to instill these values can be beneficial for early childhood education. This research aims to describe the methods of instilling religious and moral values in early childhood through animated film series. Using a qualitative research approach with a postpositivist paradigm, this study employs a case study methodology as its primary approach. Data collection was conducted through three methods: interviews, observations, and documentation. The data analysis approach includes data reduction, data presentation, and conclusion drawing. The results of the study indicate that there are four methods for instilling religious and moral values in early childhood through animated film series. These methods include habituation, exemplification, reinforcement, and the combination of theory and practice.

Keywords: Religious Values, Moral Values, Early Childhood, Animated Film

A. Introduction

The development of religious and moral values is one of the critical aspects of child development in achieving educational goals. Religious and moral values are closely related to social behavior, so the relationship with the purpose of education is the existence of moral behavior following religious values so that moral students will be created following ethics in behavior (Angraini & Angraini, 2015). Guidance and direction in understanding the meaning of faith can be done through the religious understanding of children to realize humans with commendable morals according to religious rules. This is very important because religious values are milestones and foundations that must be instilled early. If religious and moral education is embedded properly and correctly, then children will get used to behaving commendably, and vice versa.

To enhance the development of religious and moral values during early childhood, it is necessary to provide children with appropriate stimulation and assistance. In connection with that, early childhood education is expected to form attitudes and develop basic abilities that are useful as provisions for entering further education. The use of media in early childhood learning as a means of communication and interaction between teachers and students should no longer be monotonous but more colorful so that children are more enthusiastic about learning. One of the learning media that is expected to be able to instill religious and moral educational values is animated films. The storyline of the film is aimed to convey both a religious and moral message to be consistent with the intended learning outcomes.

Educational institutions in early childhood have a goal of being a bridge for parents to educate their children. Through early childhood education institutions (PAUD), parents can also gain better insight and knowledge about how to maintain, care for, educate, and teach children so that they will better grow and develop all their potential from an early age. As outlined in a book issued by the Directorate of Early Childhood Education Development, it is predicted that education experts are a very important period of development in life at this early age (Helmawati, 2018). Thus, including children in early childhood

education units is a must for parents.

Based on pre-observation research conducted in *Raudhatul Athfal* (RA) in Japah Blora District, the development of religious and moral values is carried out through the application of the use of animated film media in learning such as singing daily stories both through television and other social media (Handayani, 2023). These activities will be more effective because they are easily interpreted by the child's brain, so they will be remembered for a longer time. In light of the aforementioned issues, the researcher aims to investigate the method of religious and moral values education in early childhood through an animated series in the RA Japah Blora District.

B. Method

The approach in this research is a case study, and this type of research is categorized as field research where the Raudlatul Athfal Education Institute in Japah District, Blora Regency, is the location of research and uses qualitative research types (Satori & Komariah, 2014). To help researchers carry out their function as the main instrument of this research, researchers use several data collection techniques, including observation, interviews, and documentation studies (Sugiyono, 2011). The informants and resource persons interviewed the head of the madrasa, teachers, students, and parents of Raudlatul Athfal students in the Japah sub-district. The documentation method is used to complete the lack of data on the information provided by research informants. The data analysis for this study encompasses the processes of data gathering, data reduction, and generating conclusions (Anggito & Setiawan, 2018).

C. Result and Discussion

The term "religion" is derived from the Sanskrit word "Gam," which means "to go." The beginning and final letters "a" are added to this word. The term "religion" signifies a path or way (Nurjannah, 2018). According to the term, religion is defined as a series of behaviors related to the beliefs of certain institutions and embraced by its members (Olive & Honey, 2016). Thus, religion is a way or series of human behavior toward a path to get pleasure from God.

Although “moral” originates from the Latin word “mores,” which refers to customs, habits, or a way of life. The word “morals” in English encompasses the concept of discipline that serves as a guiding force for behavior (Suryana, 2016). The definition of moral in terms is a norm that guides a person or group of people in regulating their behavior (Olive and Honey, 2016). Therefore, morals are norms or values that everyone holds to regulate behavior.

According to Mulyasa, early childhood refers to a period of rapid development and growth, often described as a “jump” in development (Mulyasa, 2017). Early age is known as *the golden age* when preschool education is a forum that aims to help stimulate children’s growth and development by using appropriate learning strategies and methods according to their age. The main objective of early childhood education is to develop all children’s abilities according to their stage of development. In the golden age, children can receive and learn from what they see and hear. Thus, awareness is needed to pay attention to education so that children get good stimulation from the surrounding environment.

An animated film is a visual medium that conveys ideas, attitudes, and perspectives in opposition to a specific individual, circumstance, event, or situation. The pictures portrayed in cartoons are typically uncomplicated and humorous (Priyatana, 2014). The critical impression and humor given by cartoons cause the information conveyed to last a long time in the child’s memory. A good cartoon image can convey a certain message and affect the attitude and behavior of people who see it. From the definition above, the author concludes that animated films are living images that express important things, are simple and seem funny, can convey certain messages, and affect the behavior of people who see them.

The animated film used in early childhood learning in the RA Japah Blora District not only contains numerous religious and moral ideals and social care but also demonstrates effective methods for imparting these educational principles. Some of the methods shown can be found in scenes of interaction between characters. This is in line with Kusnaed’s opinion in his book “Character Education”. Kusnaed argues that a person’s efforts to develop and increase social care can be instilled through 4 methods. Then, the

four methods will be associated with the scenes encountered in the animation, which can be detailed below:

a. Habituation Method

The term “habituation” has its etymological roots in the word “ordinary”. In the Great Dictionary of the Indonesian Language (KBBI, *Kamus Besar Bahasa Indonesia*), the term “ordinary” refers to something common or familiar. It is closely associated with everyday life and habitual actions. However, it often implies a lack of exceptional knowledge or skill in practical application. The habituation method is a repetition activity. It means activities that are carried out repeatedly so that something that is done can become a habit. The habituation method aims to help individuals become accustomed to behaving, acting, and thinking in a correct manner (Arief, 2002).

Damisih, as the head of RA Al Firdaus, said that repetition is another meaning of habituation. Practically, this method is also very effective for getting used to good habits in children, such as actions or pronunciation of something. It can be concluded that habituation is a process of repeated activities used to accustom individuals to think, behave, behave, and act according to predetermined goals (Damisih, 2023).

The animated series “Learning Discipline as Early as Possible | The animation [2019] #17 KAKINA” can be found on the YouTube channel <https://www.youtube.com/watch?v=gh4nb52ddeA>. There is a scenario that employs a habituation strategy, even though the scene is only performed once. The movie demonstrates a way of restoring and cleaning the toys used by Lio, based on a mother’s suggestion.

The film “UStory Official,” which was broadcasted on the social media account of the YouTube channel <https://www.youtube.com/watch?v=MwBIg5-IOMo>, also includes a lesson for the character Ijmal. This lesson revolves around the father’s habituation and exemplary behavior, which motivates the children to fulfill their responsibilities as agreed upon.

Here, it can be said that an educator will continue to habituate to its citizens as students to care for each other by cooperating and helping each other residents.

The fundamental principle of the habituation method is the

incorporation of one's personal experiences. Meanwhile, with experience, something will be done by getting used to it. Therefore, this method includes an effective and efficient way to form a character in a person that can be done through daily activities with habituation activities. In addition to forming a character, this method also helps people get used to actions and good speech (Abidin, 2019).

b. Exemplary Method

In the KBBI, the term "exemplary" initially referred to an "example" that is worthy of admiration or serves as a model for acts, actions, behaviors, and qualities (Language Center of the Ministry of National Education, 2014). Based on this understanding, the meaning of the word exemplary can be understood only by an action that is worthy of imitation and also imitated; in this sense, an act that is not appropriate is not worthy of imitation. This is different when the meaning of exemplary is expressed in Arabic. In Arabic, the definition of exemplary can be interpreted as *Uswah*, which has written roots from the letters *hamzah*, *sin*, and *wau*. The term "Uswah" has an etymological origin that denotes the concepts of healing or improvement (Hidayat et al., 2015).

From an educational perspective, the application of the exemplary method is an influential method that can prove the success of a formation in moral, spiritual, and social ethos aspects in students. In applying the exemplary method, there is a process called imitation that someone does consciously or unconsciously. Sometimes, all the processes learners receive result from imitation from adults, such as educators, parents, and community members (Munawwaroh, 2019). Students are inevitably influenced by many types of communication, actions, and tangible as well as intangible aspects of education, parental guidance, and societal norms, whether intentionally or unintentionally. For this reason, the three's role is necessary as an example, as a role model who sets a good example for his students in life (Mustofa et al., 2019)

Teachers employ this exemplary approach to impart religious values, as demonstrated in the animated film "UStory Official." The film, titled "Examples of Responsible Attitudes," depicts a scene where Father and Ijmal engage in a discussion about forgetting their task of watering plants. Ijmal demonstrated a

sense of responsibility by watering the plants after receiving a reminder and advice from his father regarding the significance of being responsible. As a family member, if related to the concept of education, the above scene arises through the emphasis on effort given by the father, who uses a value clarification approach (*values clarification* approach). Ijmal's attitude of responsibility can rebuild self-confidence and ease the burden of shared responsibility (Sulasmi, 2023).

For example, there is a process of imitation, namely all processes from students who imitate educators, children who imitate adults, children who imitate their parents, and community members who imitate community leaders. The process of imitation can occur consciously and unconsciously. A person will knowingly and intentionally imitate if he is aware of the knowledge, feeling, or benefit of something imitated by an imitator. Imitation can occur unintentionally when an individual is unaware that they are copying the object of their attention. Subsequently, the outcome is "equivalent to", meaning that the imitator is identical to the imitated.

c. Reinforcement Methods

According to the KBBI, reinforcement comes from the word strong, which generally can be interpreted as a process, way, and action of obeying and strengthening. Reinforcement is a positive response that is usually given by an educator to the behavior of his students. These responses are given to provide information and feedback on actions that students have done as a form of encouragement or correction (Pribadi et al., 2021). The provision of reinforcement provided by educators is an effort to provide encouragement, responses, and rewards for the positive behavior of students so that in learning, these behaviors can be repeated to strengthen behavior and reward individuals (Sidabutar & Manullang, 2021).

A statement from the head of RA Muslimat NU Dologan mentioned that the reinforcement method appeared in the animated film "*The Meaning and Benefits of Living in Harmony*" <https://www.youtube.com/watch?v=HVNaUWhpLtA>. This film can be watched on YouTube. It tells the story of Andi and Joni who quarrel because of Andi's accidental problem of stepping on Joni's

book through the dialogue of Mud and Joni characters who remind Andi that fellow people must help each other and get along well in life without having to be reminded. In the scene, Andi responds to Mud's question about "whether he should also ask or not" (Handayani, 2023).

The situation above is enhanced by the character Mud, who serves as an educator and provides an explanation to Andi, who is shown as a protégé. To instill motivation and foster a sense of encouragement in Andi, they need to apologize to Joni. If reinforcement is consistently provided, an individual will tend to repeat the conduct that was reinforced.

Reinforcement is divided into two types, namely positive reinforcement and negative reinforcement. Positive reinforcement is given in the form of good, smart words that educators say to their students when they have done good things, while negative reinforcement can be said to be a punishment. Both reinforcements are given to reinforce positive behavior and eliminate negative behavior (Nurcahya & Hadijah, 2020). In addition, the types of reinforcement can also be distinguished verbally and non-verbally. The form of verbal reinforcement is in the form of words, responses, support, encouragement, and recognition. Meanwhile, non-verbal reinforcement is in the form of behavior or action given (Achril, 2010).

d. Methods of Theory and Practice

The word theory, according to KBBI, means opinions in research or discoveries that are supported by data and arguments, experimental investigations that can produce facts, principles, and general laws that are relied on in art and science, and also opinions, ways, rules in carrying out an activity (Language Center of the Ministry of National Education, 2014). According to Jonathan H. Turner in the book *Richard*, theory is a process of developing ideas that can help someone explain the events that occur (West, 2008).

In the process of giving this theory, it is usually done by an educator through oral narration, known as lectures. Thus, the understanding between theory and practice here has similarities because the lecture method can be interpreted as a method by educators by focusing verbally on delivering material or learning

theory (Partono et al., 2021).

Then, the word practice in the KBBI comes from the word practice, which means to carry out a theory in real life, the implementation of work, and actions in applying a theory. The practice method is closely related to theory because practice is interpreted as the absorption of the results of theory, commonly called real work. Practice can also be interpreted as an exercise or implementation of theory.

The practice method is an instructional approach that utilizes tools, objects, and props to facilitate a learning process that strives to enhance students' comprehension and application of knowledge in real-world contexts. (Noorhadi, 2016) one part of the pillars of Islam. Good and bad human status in the world or in akherat sourced from good and bad prayer. Therefore learning habituation to worship should be inculcated early on. One indicator of the lack of prayer habituation especially in the third grade students in SDI Science and Tahfizh Imam Syafi'i Tulungagung today is less active students in following the learning activities. This is coupled with the fact that the learning process applied still apply the old paradigm. Namely lectures, frequently asked questions and assignments. To enable students in the learning process, the use of practice method is very appropriate, because this method can encourage cooperation and activeness of students to improve the obligatory prayers 5 times. The implementation process itself includes: (1. Purwanti explained that the approach of combining theory and practice was exemplified in an animated film titled "Official Story," which was broadcast on the YouTube channel <https://www.youtube.com/watch?v=MwBIg5-10Mo> under the title "Examples of responsible attitudes." In this film, there is a scene where the Father imparts to Ijmal the notion that "by working together, all work becomes light," which serves as a manifestation of the theory of mutual assistance.

D. Conclusion

Four methods were used based on the analysis of religious and moral value education methods in early childhood in animated series films in RA Japah Blora Regency. This method is the first method of habituation. This method includes effective and efficient ways of building character in a person, which can be done through

daily activities such as habituation activities. In both examples of methods, for example, there is an imitation process, which is all processes ranging from students who imitate educators, children who imitate adults, children who imitate their parents, and community members who imitate community leaders. The third reinforcement method, reinforcement, is the provision of a positive response that is usually given by an educator to the behavior of his students. The response is given to provide information and feedback on the actions that have been taken by students as a form of encouragement or correction. The four methods of theory and practice, the practice method is a method that uses tools, objects, and props in providing learning theory that aims to make students feel easy, understand or understand, and can also apply learning from the material in real life. Based on the research conducted, habituation and exemplary methods have become the most dominant methods in religious and moral value education through animated films used by *Raudhatul Atfhal*, Japah District. Therefore, this can be seen from the information of the speakers who have practiced and used learning media in the form of animated films.

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