



An Analysis of Moral Values in the Animated Film *Nussa and Rara* and Their Relevance to Children's Character Education

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Abstract

The animated film *Nussa and Rara* is one of the children's entertainment media that contains strong educational and religious values, making it a potential tool for character education in early childhood. Amid the challenges of moral degradation among children due to the influence of digital media, an in-depth analysis of positive children's films is essential. This study aims to analyze the moral values embedded in the animated film *Nussa and Rara* and examine their relevance to children's character education. This research employed a qualitative approach using content analysis methods. The data consisted of dialogues, storylines, and scenes from selected episodes of *Nussa and Rara*, which were analyzed descriptively. Data were collected through documentation and literature review, while data analysis followed the stages of data reduction, data display, and conclusion drawing. The findings reveal that *Nussa and Rara* contains various moral values, including religiosity, honesty, responsibility, discipline, politeness, cooperation, and compassion. These values are highly relevant to the objectives of children's character education, as they are presented in a contextual, communicative manner and aligned with children's psychological development. In conclusion, the animated film *Nussa and Rara* has strong relevance as a supporting medium for children's character education in both family and school environments.

Keywords: Moral values; Character education; Animated film; *Nussa and Rara*.

Abstrak

Film animasi *Nussa dan Rara* merupakan salah satu media tontonan anak yang sarat dengan nilai-nilai edukatif dan religius, sehingga berpotensi digunakan sebagai sarana penanaman pendidikan karakter sejak usia dini. Di tengah tantangan degradasi moral anak akibat pengaruh media digital, diperlukan kajian yang mendalam terhadap konten film anak yang bernilai positif. Penelitian ini bertujuan untuk menganalisis nilai-nilai budi pekerti yang terkandung dalam film animasi *Nussa dan Rara* serta relevansinya terhadap pendidikan karakter anak. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis isi (*content analysis*). Data penelitian berupa dialog, alur cerita, dan adegan dalam beberapa episode film *Nussa dan Rara* yang dianalisis secara deskriptif. Teknik pengumpulan data dilakukan melalui dokumentasi dan studi pustaka, sedangkan analisis data menggunakan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa film *Nussa dan Rara* mengandung berbagai nilai budi pekerti, antara lain nilai religius, kejujuran, tanggung jawab, disiplin, sopan santun, tolong-menolong, dan kasih sayang. Nilai-nilai tersebut relevan dengan tujuan pendidikan karakter anak karena disajikan secara kontekstual, komunikatif, dan sesuai dengan perkembangan psikologis anak. Kesimpulannya, film animasi *Nussa dan Rara* memiliki relevansi yang kuat sebagai media pendukung pendidikan karakter anak baik di lingkungan keluarga maupun sekolah.

Kata Kunci: Budi pekerti; Pendidikan karakter; Film animasi; *Nussa dan Rara*.

Introduction

Character education is one of the essential aspects of children's educational processes, aiming to shape positive behaviors, values, and attitudes in everyday life. Character education focuses on instilling moral, ethical, and social values so that children are able to act responsibly, honestly, care for others, and demonstrate discipline in various life contexts (Arifzapni et al., 2025). Ideally, this process should begin at an early age, as childhood represents a crucial period in an individual's moral and emotional development.

The media used in character education are diverse, one of which is film or animation that can be widely accessed by children through television and digital platforms. Animated films are capable of conveying educational messages effectively because their characters, storylines, and visual elements can attract children's attention and facilitate their understanding of moral values. Research indicates that animated films may contain relevant character education values, as this medium is able to instill positive attitudes such as cooperation, mutual assistance, and respect through visual narratives. In this study, the analysis of moral values is structured around specific indicators, namely religiosity, politeness (*adab*), honesty, responsibility, social care, cooperation, tolerance, affection, discipline, and gratitude. These indicators serve as analytical categories to examine how moral messages are represented through dialogue, character interactions, narrative development, and visual scenes within the animated content (Pramesti & Hidayat, 2023).

Along with the rapid development of technology and the increasing use of digital media by children, animated content has become increasingly dominant in children's environments. Recent reports indicate that children are being exposed to digital devices at progressively younger ages, with global surveys showing substantial daily screen engagement among children through televisions, smartphones, and online streaming platforms, which has reshaped the way they access information and entertainment. Studies also note that the growing integration of digital media into children's lives has significant implications for their learning patterns, social behavior, and moral development, highlighting the importance of guiding children toward constructive content consumption (Pramesthi et al., 2026). Although not all animated content is educational in nature, several animated films have been identified as possessing strong moral and character values that can be utilized as media for character learning. For instance, studies on the animated series *Upin & Ipin* reveal character values such as helpfulness, friendship, and politeness that can positively influence children's attitudes (Arsyad et al., 2021; Kurdi, 2024).

The animated film *Nussa and Rara* is one of Indonesia's animated productions that is widely watched by children and recognized for presenting narratives rich in moral values and strong religious educational content. The selection of this

animation as the object of study is grounded in several scholarly considerations. *First*, unlike many children's animations that primarily emphasize entertainment or general social themes, *Nussa and Rara* explicitly integrates moral instruction with Islamic educational values, positioning character formation as a central narrative objective rather than a secondary message. *Second*, the series employs culturally contextual storytelling that reflects everyday family life, religious practices, and social interactions familiar to Indonesian children, which enhances its pedagogical relevance and accessibility. *Third*, the characters are constructed as behavioral role models whose actions consistently demonstrate concrete moral practices such as prayer, gratitude, responsibility, and respectful communication thereby providing observable models for social learning. Previous studies indicate that this film contains various values of moral and character education relevant to children's development, such as politeness, responsibility, and compassion, suggesting that its narrative structure is intentionally designed to support moral internalization rather than merely passive viewing (Sari & Darraz, 2024).

In addition, scientific studies have shown that religious character values, such as recognizing God's creation, demonstrating good manners, and caring for the environment, can develop through exposure to this animated film among early childhood learners. This finding suggests that *Nussa and Rara* is not merely a form of entertainment but also contains educational content that can be utilized as a medium for children's character education (Nurhayati et al., 2023).

The concept of character education through animated films is also consistent with other findings indicating that representations of character values, such as gratitude, in *Nussa and Rara* can be clearly depicted through story visualization, characters, and dialogue that are appropriate to children's psychological development (Putri et al., 2025). In the context of character education research, the values embedded in animated films are not limited to individual values such as religiosity and honesty but also include social values such as social care, empathy, and solidarity that are beneficial for children's social interactions. These findings demonstrate that animated films can contribute to the formation of children's social character in a natural and communicative manner (Nuha et al., 2021).

Although many studies have highlighted the general potential of animation in character education, there remains limited research that specifically examines the moral values embedded in the animated series *Nussa and Rara* and their direct relevance to character education practices within family and school contexts. This study offers several novel contributions. *First*, it contributes to the field of media-based character education by providing a systematic content analysis that identifies concrete moral indicators represented through narrative structure, character interaction, and visual symbolism, thereby strengthening empirical evidence on how animated media can function as a pedagogical tool rather than merely entertainment. *Second*, this research advances the integration of religious values

with developmental psychology perspectives by examining how Islamic moral teachings in the series are presented in ways that align with children's cognitive, emotional, and social developmental stages. By linking moral representation, religious pedagogy, and child development considerations, this study provides a more comprehensive conceptual framework for understanding how animated media can support character formation in both domestic and educational environments.

The limited number of academic studies addressing how moral values are represented in Indonesian animated films such as *Nussa and Rara*, as well as the extent to which these values can be integrated into children's character education practices, constitutes the primary rationale for conducting this research. A content analysis approach focusing on dialogue, plot, characters, and symbols within the film is expected to clarify the representation of the intended moral values.

Through more in-depth research, it is expected that a comprehensive understanding can be achieved regarding the role of animated media as an effective and morally rich tool for character education. Furthermore, the findings of this study are expected to provide recommendations for educators, parents, and content creators in selecting and utilizing animated films as appropriate media for children's character learning.

Method

This study employs a descriptive qualitative approach that emphasizes an in-depth understanding of the phenomenon of moral values in the animated film *Nussa and Rara* as a medium for children's character education. The qualitative approach was selected because it is descriptive in nature and aims to comprehensively depict the moral values that emerge in the film content without any manipulation or alteration of the original research object. According to Sugiyono (2019), qualitative research is a method used to understand social phenomena holistically within real-life contexts and to describe phenomena as they naturally occur through words and narratives rather than statistical figures. In this study, the animated film serves as the primary data source, and the researcher acts as the key instrument in collecting and analyzing data through direct observation of the film content (Syibly et al., 2024).

The data analyzed include dialogue, plot development, character portrayals, and visual scenes drawn from ten selected episodes of the animated series *Nussa and Rara*. These episodes were purposively chosen to correspond with the ten moral value indicators presented in the analytical table, ensuring that each value category such as religiosity, politeness, honesty, responsibility, social care, cooperation, tolerance, affection, discipline, and gratitude was represented in the data set. Data collection was conducted through documentation and systematic note-taking, involving repeated viewing and careful recording of visual and verbal elements in

the episodes that reflected moral and character values. The collected observations were subsequently organized into structured descriptive forms and analyzed in depth using content analysis to identify patterns of moral representation across narrative, dialogical, and visual dimensions (Yesildag & Bostan, 2023). Content analysis was chosen because it is a commonly used method in media and film studies to identify, code, and interpret implicit moral messages embedded in audiovisual materials.

The data analysis procedure followed the stages proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing (Rahmani, 2025). During the data reduction stage, the researcher filtered observational records to select elements most relevant to the research focus. Subsequently, data were presented in narrative form and in tables categorizing the identified moral values, thereby facilitating the identification of patterns of moral values appearing in the film. Finally, conclusions were drawn inductively based on the main findings supported by dialogue excerpts and relevant scene examples. This approach aligns with qualitative research practices in studies of animated films and character education, which emphasize the interpretation of audiovisual works as contextual and communicative media for moral learning among children (Rahmayanti et al., 2021).

Result and Discussion

Research on the animated series *Nussa and Rara* indicates that it consistently conveys a wide range of moral values that can be identified through dialogue, narrative structure, and visual storytelling. In the episode "*Nussa Rara Cerita 20 Menit Belajar Adab dari Nussa Rara*," the value of *adab* is not merely presented as explicit instruction but is pedagogically constructed through modeling, repetition, and situational context. The characters demonstrate proper manners in everyday interactions such as asking permission, eating politely, and preparing for sleep while the narrative links these behaviors to positive social responses from parents and the environment. This method reflects a form of implicit moral pedagogy in which values are taught through observable consequences and relational reinforcement rather than abstract explanation alone (Wirasmono, 2022).

Across multiple episodes analyzed in this study, *adab* appears as one of the most recurrent moral themes, frequently embedded in routine family interactions and daily activities, suggesting that the series positions manners as a foundational component of character formation. From the researcher's analysis, the repeated normalization of polite behavior functions as a narrative strategy that allows children to internalize moral conduct through familiarity and identification with the characters. This finding supports previous studies that argue the series is intentionally designed to embed moral values contextually, enabling children to imitate positive behaviors in real-life situations. However, this study further

demonstrates that the effectiveness of the representation lies not only in the presence of moral messages but also in their consistent integration into everyday narrative patterns, thereby strengthening their pedagogical impact compared to animations that present moral lessons only episodically (Wirasmono, 2022).

A deeper analysis of religious values in the animated series *Nussa and Rara* reveals that it not only portrays general moral behavior but also systematically integrates Islamic teachings into its narrative design. Religious values are communicated through multiple semiotic layers. At the dialogical level, characters frequently recite short prayers, utter phrases of remembrance (*dhikr*), and verbally connect everyday actions with obedience to God. At the expressive level, facial expressions and body language such as lowered voices during prayer, attentive listening, and gestures of humility visually reinforce reverence and devotion. Musical elements also contribute to the construction of religiosity, as soft background nasheed-style melodies or calm instrumental tones often accompany scenes of prayer or reflection, signaling spiritual atmosphere and guiding emotional reception. Symbolically, visual cues such as prayer mats, modest clothing, mosque imagery, and moments of collective worship function as recognizable markers of Islamic practice. The portrayal of *Nussa* as a devout child and *Rara* as a curious character who gradually learns religious practices demonstrates how spiritual values are transmitted through modeling, repetition, and emotional framing. This multi-layered representation supports prior research suggesting that the series is effective as a medium for early childhood religious and moral education, particularly because its audiovisual storytelling makes abstract religious concepts concrete and accessible for young viewers (Syahirah et al., 2024).

In addition to manners and religiosity, the animated series *Nussa and Rara* consistently presents strong values of social care. Analysis of several episodes, including “*Tetanggaku Hebat*” and “*Merdeka*,” shows that prosocial behavior in the narrative does not emerge instantly but is typically preceded by minor interpersonal conflicts or moments of hesitation. For instance, characters may initially misunderstand a friend’s situation, feel reluctant to share, or prioritize personal interests before recognizing another’s need. The narrative then guides viewers through a process of reflection, often prompted by dialogue with parents, peers, or internal realization, which leads the characters to take supportive action. This progression from conflict, to awareness, to resolution constructs empathy as a learned and practiced response rather than an automatic trait. Through this structure, helping behaviors are framed as conscious moral choices that restore social harmony. Such representations highlight values of empathy, solidarity, and mutual responsibility, which are central to children’s social character development. This analytical observation reinforces prior studies indicating that social care is a dominant value across many episodes of the series, while also suggesting that its

pedagogical strength lies in portraying the moral learning process, not merely the final prosocial act (Nuha et al., 2021).

Further discussion shows that honesty and tolerance are also explicitly addressed in several episodes of *Nussa and Rara*, usually emerging from small conflicts between friends that mirror children's real-life experiences. Instead of presenting moral values in an abstract way, the film depicts a process: a child makes a mistake, feels hesitant to admit it, and is guided by others toward honesty, for example through lines such as, "*Kalau kita salah, lebih baik jujur supaya bisa diperbaiki,*" followed by a confession like, "*Iya, aku yang menjatuhkan. Maaf ya.*" The response models tolerance and empathy, for instance, "*Tidak apa-apa, yang penting kamu sudah jujur,*" showing that forgiveness and understanding are part of maintaining relationships. Through this narrative sequence mistake, reflection, confession, and reconciliation the animation demonstrates that honesty requires courage and accountability, while tolerance involves accepting differences and responding with compassion, making these moral values concrete, emotional, and easily understood within children's everyday social contexts (Sari & Darraz, 2024).

Moreover, observations of episodes such as "Nussa Bisa" in *Nussa and Rara* illustrate that perseverance and gratitude are conveyed not only through outcomes but through clear behavioral signs shown by the characters. Gratitude is marked verbally when the characters say phrases like "*Alhamdulillah*" or "*Terima kasih ya Allah sudah membantu,*" signaling conscious acknowledgment of blessings; emotionally, it appears through relieved facial expressions, smiles, softened tone of voice, and gestures such as clapping hands or looking upward after succeeding in a task; and behaviorally, it is reflected in actions like sharing their success with family, helping others afterward, or expressing appreciation to those who supported them. Through this combination of speech, expression, and action, the animation frames gratitude as an active response to effort and learning rather than merely a feeling, making it easier for children to recognize how thankfulness can be practiced in everyday situations, a portrayal that also aligns with studies emphasizing gratitude as a recurring element in the film's character-education approach (Putri et al., 2025).

Within the framework of interpersonal relationships, *Nussa and Rara* also portrays values of friendship and cooperation through group play and collective activities. For instance, when the characters collaborate with friends or family members to complete tasks, the film demonstrates that cooperation leads to better outcomes than working individually. These values correspond to pro-social moral categories that serve as important indicators in children's character education, such as empathy, cooperation, and sharing. Previous media studies have similarly noted the dominance of moral values related to cooperation and mutual assistance in this film (Amaliana, 2022).

Analysis of this film in the context of children's character education also reveals the consistent presence of responsibility in the daily activities of the main

characters. For example, when Nussa helps his younger sibling or completes household tasks, the film not only portrays the actions themselves but also highlights the consequences when characters fail to act responsibly. This value of responsibility aligns with research findings indicating that audiovisual media such as animation are effective in stimulating responsible character traits in early childhood learning, as the visualization of actions has a strong impact on moral understanding (Fitriani & Siswono, 2023).

From the perspective of moral education in peer relationships, Nussa and Rara depicts situations in which characters correct their friends in constructive ways, offer advice, and maintain mutual respect despite differences in play or opinions. These values are communicated through simple yet meaningful dialogue, for example when a character reminds a friend, “*Nggak apa-apa beda pendapat, yang penting kita tetap baik ya,*” or “*Kalau salah, kita perbaiki sama-sama supaya lebih baik.*” Such lines are typically accompanied by calm facial expressions, friendly tone, and cooperative gestures, reinforcing the message that correction is part of caring friendship rather than conflict. Semiotic readings of these scenes show that the combination of verbal cues, visual symbols of closeness (such as standing side by side or sharing toys), and reconciliatory expressions helps children grasp the concept of respectful peer interaction, thereby strengthening their understanding of empathy, cooperation, and healthy social relationships (Fauza et al., 2025).

Overall, the findings of this analysis indicate that the animated film *Nussa and Rara* consistently contains moral values such as manners (*adab*), religiosity, social care, tolerance, honesty, cooperation, gratitude, and responsibility. These values do not merely function as secondary narrative elements but are integral to the storyline and character development, making the film pedagogically relevant as a medium for children’s character education in both family and school settings. This conclusion is consistent with a body of previous research emphasizing that this animation is effective in conveying moral and religious messages to children and contributes significantly to the formation of positive character traits from an early age (Latifah et al., 2025).

Table 1. Moral Values in the Animated Film *Nussa and Rara* and Their Relevance to Children’s Character Education

Moral Value	Episode/Scene Example	Form of Value Representation	Children’s Character Education
Religiosity	<i>Dhikr, Learning Prayers</i> episodes (YouTube: Nussa Official)	Reciting prayers, remembering Allah, modeling Islamic behavior in daily activities	Instills religious character, spirituality, and worship habits from an early age

Politeness (Adab)	<i>Belajar Adab dari Nussa Rara episode</i>	Greeting others, asking permission, speaking politely	Shapes courteous behavior and social ethics in daily life
Honesty	Scenes of admitting mistakes to parents or friends	Characters admit mistakes and accept consequences	Develops honesty and responsibility in children
Responsibility	Episodes helping parents and completing tasks	Completing duties without complaint and keeping promises	Trains personal and social responsibility
Social Care	Episodes helping friends and neighbors	Assisting those in need and sharing	Fosters empathy, care, and social solidarity
Cooperation	Group play and learning scenes	Working together to achieve goals	Develops cooperation skills and social interaction
Tolerance	Differences of opinion during play	Respecting others' opinions and avoiding coercion	Instills tolerance and mutual respect
Affection	Interactions among Nussa, Rara, and Umma	Expressions of care, love, and gentleness	Builds affectionate and empathetic character
Discipline	Managing study and playtime	Obeying agreed rules	Teaches discipline and self-control
Gratitude	<i>Nussa Bisa episode</i>	Expressing gratitude for effort and outcomes	Cultivates positive attitudes and appreciation of the learning process

Based on the presentation of analytical findings summarized in the Table 1 above, it can be concluded that Nussa and Rara consistently represents various moral values aligned with the objectives of children's character education, with religiosity, politeness, and social care emerging as the most dominant values across the analyzed episodes. These dominant values function as a core moral framework that supports the emergence of other values: religiosity shapes inner awareness and motivation for good behavior, politeness regulates daily interpersonal conduct, while social care manifests these principles in concrete social actions such as helping and cooperating. Consequently, values such as honesty, responsibility,

tolerance, discipline, affection, and gratitude appear not as isolated traits but as interconnected moral expressions that grow from this central framework.

The key contribution of this study lies in demonstrating that the film does not merely present scattered moral messages; rather, it offers an integrated value structure in which religious, personal, and social virtues reinforce one another through narrative patterns and recurring character interactions. This integrative pattern, as reflected in the table, constitutes a novel finding that strengthens the argument that the animation can function as a holistic medium for character education rather than simply a source of individual moral lessons. These values are presented in a contextual and communicative manner, making it easier for children to understand and emulate the positive behaviors demonstrated by the characters. Therefore, *Nussa and Rara* possesses strong pedagogical relevance as a supporting medium for children's character education in both family and school environments. These findings further affirm that the utilization of animated media rich in moral values can serve as an effective alternative strategy for instilling positive character traits from an early age.

Conclusion

Based on the results of the research and the discussion presented, it can be concluded that the animated film *Nussa and Rara* contains various moral values that are relevant to the objectives of children's character education. These values include religiosity, politeness (*adab*), honesty, responsibility, social care, cooperation, tolerance, affection, discipline, and gratitude. Such moral values are consistently represented through dialogue, storyline development, characterization, and visual scenes that are closely related to children's everyday lives, making them easy to understand and emulate.

The qualitative approach employing content analysis demonstrates that *Nussa and Rara* functions not only as a form of entertainment but also as an educational medium with strong pedagogical value. Moral and character messages are presented in a contextual and communicative manner that aligns with children's stages of psychological development, indicating that this animated film has considerable potential as a supporting medium for character education in both family and school settings. Therefore, the utilization of *Nussa and Rara* may serve as a strategic alternative for instilling moral values and fostering positive character development in children from an early age.

Author Contribution Statement

FA served as the primary initiator of the research idea, formulated the focus and objectives of the scholarly article, and conducted the initial search and selection of relevant reference sources. SMH contributed by identifying and reviewing additional references and strengthening the theoretical framework and literature

review supporting the study. SMD was responsible for data collection, including the selection of the research object, observation of the animated film content, and data analysis using a content analysis approach. AS conducted the final analysis, synthesized the research findings, and refined the discussion and conclusions to ensure alignment with the research objectives and academic writing standards. All authors contributed to the review and approved the final version of the manuscript.

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