

Boosting Early Childhood Morale Through Animated Film Media

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ARTICLE INFO	ABSTRACT
Article history: Received: July 8, 2026 Accepted: August 13, 2026 Available online on: August 14, 2026 Keywords: <i>Moral Development; Animation Film; Early Childhood; Nussa and Rara; Classroom Action Research</i> Copyright ©2026 by Authors. Published by Universitas Muhammadiyah Tangerang	Moral development is an important aspect in early childhood education that needs to be stimulated through concrete and engaging learning. This study aims to improve the moral development of children aged 5–6 years by using the animated film Nussa and Rara as a learning medium at TK Aisyiyah Bustanul Athfal 22 Medan. The study uses the Classroom Action Research (CAR) method, carried out in two cycles, each including the stages of planning, action implementation, observation, and reflection. The research subjects consisted of 15 children, 9 boys and 6 girls. Data were collected through observation and documentation, then analyzed descriptively both quantitatively and qualitatively. The research results show that at the pre-cycle stage, none of the children had reached at least the Expected Development (BSH) category, with 10 children (66.67%) in the Beginning to Develop (MB) category and 5 children (33.33%) in the Not Yet Developed (BB) category. Classical completeness increased to 20.00% in the first meeting of Cycle I, 40.00% in the second meeting, and reached 86.67% in Cycle II. By the end of the study, the children showed behavioral

changes such as speaking more politely, sharing, helping friends, showing empathy, waiting their turn, obeying rules, and maintaining cleanliness. Thus, the use of Nussa and Rara animated films combined with Q&A, giving examples, reinforcement, and habituation can support the moral development of early childhood.

Introduction

Early childhood education is a fundamental stage in shaping various aspects of a child's development, including moral development. In early childhood, kids are in a very important developmental phase because the values, habits, and behaviors they gain through daily experiences can become the foundation for character building in the next stages of development (Alyannur & Sitorus, 2024). Morals in children are not just about being able to tell right from wrong, but also include the ability to show honesty, responsibility, discipline, respect for others, sharing, helping friends, following rules, and showing care for the environment (Kurniawan, Widayati, & Nurnaningsih, 2024). Therefore, moral development stimulation needs to be provided through a learning process that matches the characteristics and needs of young children.

In the education process, teachers play an important role in instilling moral values through learning activities that are engaging, concrete, and easy for kids to understand (Ningrum, Pane, & Yani, 2022). Young children tend to understand values more easily through direct

experiences, examples of behavior, stories, pictures, or audiovisual media rather than through abstract explanations. One medium that can be used is animated films. Animated films have elements like moving images, colors, sounds, characters, stories, and plotlines that can capture children's attention while conveying moral messages in a more concrete way (Zamzam, Usmiyatun, Suharsiwi, & Olawale, 2023). Through the characters and events in the movie, kids can observe behaviors that reflect good values as well as behaviors that should be avoided.

The use of animated films in moral learning also gives children the chance to learn through observing and imitating the behavior of characters (Maranatha, Wulandari, & Briliany, 2024). When children watch characters who show helping each other, being honest, respecting others, apologizing, sharing, and being responsible, teachers can guide them to recognize and understand the values in the story. After watching, teachers can do Q&A activities, simple discussions, role-playing, or give examples of situations related to everyday life (Atabey, 2021). In this way, animated films not only serve as entertainment, but can also be a learning tool that helps connect the moral messages in the story with children's real-life behavior.

However, in early childhood learning practice, moral education still faces various challenges. Delivering moral values too much through lectures or verbal advice can make children less interested and have difficulty understanding the meaning of the values being taught. Children need a more concrete and enjoyable approach so that moral

values can be understood and applied in daily life. This situation shows the importance of using learning media that can provide learning experiences suitable for the child's characteristics, one of which is through animated films selected based on age appropriateness, language, story, and moral message.

TK Aisiyiah Bustanul Athfal 22 Medan, as an early childhood education institution, plays a strategic role in providing stimulation for children's moral development. Moral learning needs to be designed in an engaging way so that children not only know the rules about good and bad behavior but are also able to practice these behaviors in daily interactions. The use of animated films is expected to help teachers convey moral values through stories and characters that are close to the world of children. Furthermore, the viewing experience can be reinforced through learning activities and routines so that the messages obtained from the films can be applied in real behavior.

Research on the use of animated films as a learning medium for early childhood moral education has been conducted a lot, especially to identify the religious and moral values in shows that match children's characteristics. (Selviana & Tasuah, 2025) found that the animated film Nussa and Rara contains values of responsibility, honesty, tolerance, care, and affection. In line with that, (Sangeeta, Malik, Saini, & Renu, 2025) It shows that the Omar and Hana animated film contains values of honesty, helping others, cooperation, gratitude, and caring. The findings indicate that animated films have potential as a source for

learning morals, but most research still focuses on content analysis and identifying moral messages in films, rather than on changes in children's moral behavior after the media is used in learning.

The research gap is also seen in the limited studies that examine animated films as a learning medium applied systematically to improve children's moral behavior in the classroom context. (Ramona & Cholimah, 2025), places more emphasis on analyzing religious and moral values in the show Upin and Ipin, whereas the research (Aziz, Napitupulu, & Siregar, 2025) examining the application of the animated film Nussa and Rara on the religious and moral values of children aged 5–6 years. Although the study provides evidence regarding the potential of animated media, there is still a need for research that positions animated films as part of the learning process, accompanied by question-and-answer activities, reinforcement, simple reflection, and habit-building. Therefore, there is room for research to explore how moral messages in films can be transformed into children's real-life behavior.

The novelty of the research "Improving Early Childhood Morals Through Animated Film Media at TK Aisyiyah Bustanul Athfal 22 Medan" lies in using animated films not just as something to watch or a source of moral messages, but as a learning intervention tool integrated with observation activities, simple discussions, reinforcement, and behavior habituation. The research focuses on enhancing children's moral behavior, such as honesty, responsibility, discipline, sharing,

helping friends, respecting others, and following rules. This approach brings a fresh perspective by connecting children's audiovisual experiences with the internalization and application of moral values in learning activities.

Besides being new in terms of learning strategy, this study has contextual novelty because it was conducted at TK Aisyiyah Bustanul Athfal 22 Medan, taking into account the characteristics of the students and the learning conditions at that educational unit. This study is expected to provide empirical evidence regarding changes in children's morals through the gradual use of animated films in the learning process. Therefore, the study's contribution not only strengthens research on the use of audiovisual media in early childhood education but also provides a practical alternative for teachers to develop moral learning that is engaging, concrete, and suitable for the children's developmental stage.

Methods

This study uses Classroom Action Research (CAR) which aims to improve children's moral development through the use of the animated film *Nussa and Rara* as a learning medium. Classroom action research is a reflective research approach focused on improving teaching practices through actions that are carried out systematically and repeatedly. CAR allows teachers and researchers to identify learning problems, design improvement actions, observe the changes that occur, and reflect to determine the next steps (Arikunto et al., 2016; Mills, 2018).

This study uses Classroom Action Research (CAR) which aims to boost kids' moral development by using the animated movie Nussa and Rara as a learning tool. Classroom action research is a reflective approach that focuses on improving teaching methods through actions that are done systematically and repeatedly. CAR helps teachers and researchers spot learning problems, plan improvement steps, see the changes happening, and reflect to decide what to do next (Arikunto, 2021). This approach is relevant to the purpose of this research because a child's moral development shouldn't just be measured by the end results, but also observed through behavior changes that appear during the learning process.

The research was conducted at TK Aisyiyah Bustanul Athfal 22 Medan, Jalan Selam VII No. 62, Medan Denai District, Medan City, in February, May, and June 2025. The research subjects were 15 children aged 5–6 years, consisting of 9 boys and 6 girls. This participant composition was used consistently in the methods, results, discussion, abstract, and conclusion sections. The research was carried out collaboratively between the researcher and the class teacher. Collaboration in PTK is important because the teacher has direct understanding of the children's characteristics and behavior in learning, while the researcher helps design actions, prepare instruments, process data, and reflect on the results of the actions (Kemmis, McTaggart, & Nixon, 2014).

The research was carried out in two cycles, and each cycle consisted

of planning, action implementation, observation, and reflection stages. In the planning stage, the researcher along with the teacher identified issues in the children's moral development, determined the indicators to be observed, developed a lesson plan, selected episodes of the animated film Nussa and Rara that were relevant to the learning objectives, prepared observation sheets, and set the assessment procedures. Planning was done based on the children's initial conditions so that the actions provided were in line with their learning needs. At the action implementation stage, the teacher uses the animated film Nussa and Rara as a learning medium, followed by question-and-answer activities, simple conversations, and giving examples of behavior so that children can understand and connect the moral messages in the film to their daily experiences. The use of this film is based on the consideration that Nussa and Rara contain various moral values and character traits, such as honesty, responsibility, caring, politeness, cooperation, gratitude, and helping each other (Mills, 2018). Research on Nussa and Rara also shows that conveying values through characters, dialogues, and everyday life situations can be a source of moral learning and character education for children.

In the observation stage, the researcher along with the class teacher observes the child's activities and moral development during the learning process using the prepared observation sheets. The observation is done directly on the behaviors that appear during learning activities. In the context of early childhood education, observation is an important

assessment technique because children's development happens naturally through daily activities and interactions. Assessment of early childhood development needs to be done continuously and using instruments that match the child's developmental characteristics (Suyadi, 2016). Therefore, the observation in this research is not only focused on the final results of the activities, but also on the process and the kids' behavior while participating in the learning.

The reflection stage is done after all activities in each cycle are completed. The researcher, along with the teacher, analyzes the observation results to find out the level of the children's moral development achievement and to identify any obstacles that arose during the actions. The reflections from Cycle I are used as the basis to improve the actions in Cycle II. The improvements included giving clearer instructions, using simpler and more focused prompt questions, increasing opportunities for children to share their opinions on the moral message of the film, providing more concrete examples of behavior, and offering more guidance to children who had not yet met the development indicators. Thus, the actions in Cycle II were the result of evaluating and improving the actions taken in Cycle I. This pattern aligns with the characteristics of classroom action research, which places reflection as the basis for planning the next improvement actions (Kemmis, McTaggart, & Nixon, 2014).

Research data was collected through observation and documentation. Observation was the main technique to get data about

children's moral development. Observation instruments were prepared based on observable indicators of moral behavior, including the ability to show honesty, respect teachers and friends, help and share with friends, follow rules, show responsibility, and display good behavior in interactions with others. The selection of these indicators is based on the characteristics of moral values and character found in the study of Nussa and Rara, which include honesty, responsibility, caring, cooperation, politeness, gratitude, and a helping attitude (Arikunto, 2021). Thus, the observation indicators in this study are arranged contextually according to the research objectives and the moral messages that are the focus of using Nussa and Rara media.

Each indicator in the observation sheet is rated based on the actual behavior shown by the child during learning activities. The assessment uses four development categories: BB (Not Yet Developed), MB (Starting to Develop), BSH (Developing as Expected), and BSB (Developing Very Well). Using these categories aligns with early childhood development assessment practices that evaluate a child's progress based on the skills observed during learning activities (Arikunto, 2021). The observation was carried out by the researcher together with the classroom teacher so that the assessment results could be discussed and compared based on the behaviors that actually appeared during the activities. The observation results for each indicator were then compiled to get the level of moral development achievement for each child.

Documentation is used as supporting data, not as the main source

in determining a child's moral development level. Photo documentation is used to provide visual evidence of learning activities, the child's activities while watching the Nussa and Rara animated film, interactions between teachers and children, as well as follow-up activities after the film screening. Documentation helps reinforce information obtained through observation and gives a picture of the context in which actions are carried out. In early childhood assessment, documentation can be used to complement development records and provide evidence of the ongoing learning process (Creswell, 2018). Therefore, the photos in this study are not used to determine moral development scores, but rather as supporting evidence for the observation data.

The results of the observation of children's moral development are then interpreted based on the percentage ranges used in the study. These criteria are used as operational boundaries to categorize the level of children's moral development achievement based on observation results. The assessment criteria used are presented in Table 1.

Table 1. Percentage Criteria and Categories of Children's Moral Development

Percentage	Criteria	Development Category
85%–100%	Very High	BSB (<i>Very Well Developed</i>)
75%–<85%	High	BSH (<i>Developed as Expected</i>)
50%–<75%	Moderate	MB (<i>Beginning to Develop</i>)
0%–<50%	Low	BB (<i>Not Yet Developed</i>)

The BB, MB, BSH, and BSB categories are used to describe a child's

development level step by step. The percentage ranges serve as operational criteria in research to make it easier to interpret observation results. A child is considered to have reached the expected development level if they get at least a BSH category or a performance percentage of $\geq 75\%$. These criteria are used consistently when analyzing children's moral development during the pre-cycle stage, Cycle I, and Cycle II. Using step-by-step development criteria aligns with early childhood assessment principles, which emphasize observing the child's development level and changes in abilities continuously (Sugiyono, 2022).

The data analysis in this study uses quantitative descriptive and qualitative descriptive analysis. Quantitative analysis is used to process observation scores into percentages of children's moral development achievements. This analysis is used to understand individual achievements and overall classroom completeness, as well as to compare changes in moral development at the pre-cycle, Cycle I, and Cycle II stages. Qualitative analysis is used to provide explanations of changes in children's behavior during the learning process, including responses to films, the ability to understand moral messages, participation in activities, interactions with teachers and friends, and the moral behavior shown by the children. Using quantitative and qualitative analysis at the same time fits the nature of action research, allowing researchers to use numerical data as well as process descriptions to understand the changes that happen because of the

actions (Miles, Huberman, & Saldaña, 2024). So, the growth in moral development isn't just about the percentage going up, but it's also backed up by the behavioral changes observed during the learning process.

The achievement of individual moral development is calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note: (P) is the percentage of an individual's moral development achievement, (F) is the number of indicators successfully reached by the child, and (N) is the total number of indicators assessed. The results of these calculations are used to determine each child's development category based on the criteria in Table 1. Individual mastery is calculated separately for each child so that the level of achievement of each child can be understood, as well as which children still need guidance. The calculation is then compared between research stages to see changes in moral development after an intervention.

Besides individual mastery, this study calculates classical mastery to find out the proportion of kids in a class who have reached at least the BSH category. Classical mastery is calculated using the following formula:

$$\text{Class Mastery Percentage} = \frac{\text{Number of Students Who Achieved Mastery}}{\text{Total Number of Students}} \times 100\%$$

Note: (PK) is the percentage of classical completeness, (T) is the number of children who have reached at least the BSH category, and (S)

is the total number of children participating in the study. For example, if 12 out of 15 children have reached at least the BSH category, then the classical completeness is calculated as $(12/15 \times 100\% = 80\%)$. This means that 80% of the children in the class have reached the expected level of development. Individual completeness and classical completeness are calculated separately, but both are used together to evaluate improvements in children's moral development.

The comparison of the percentage results of individual achievement and class mastery in the pre-cycle, Cycle I, and Cycle II is used to determine the improvement in children's moral development after the implementation of the Nussa and Rara animated film media. Quantitative improvement is shown by the increase in the percentage of achievement and the number of children who reach at least the BSH category, while qualitative improvement is shown through changes in children's moral behavior during the learning process. The results of observations, supporting documentation, and percentage analysis are then used as a basis for reflection to determine the success of the actions. This approach aligns with the principles of Classroom Action Research (CAR), which consider action outcomes and reflection as the foundation for continuously improving teaching practices (Arikunto, 2021).

Thus, the use of the animated film Nussa and Rara in this study is not just as entertainment, but as a learning medium that contains moral messages and character values that can be linked to children's concrete behaviors. Several studies show that Nussa and Rara contain values like

religiosity, honesty, responsibility, caring, politeness, cooperation, gratitude, and helping behavior that are relevant to children's character education. Therefore, the use of these media in Classroom Action Research is aimed at helping children understand moral messages through stories and characters that are close to a child's world, and then encouraging the emergence of moral behavior that can be observed in learning activities.

Result and Discussions

The research results show that the moral development of children in group B at TK Aisyiyah Bustanul Athfal 22 Medan at the initial stage has not yet reached the expected level of development. Based on early observations, some children have shown positive moral behavior during play and learning activities, but there are still some behaviors that need reinforcement, such as using impolite language, reluctance to share with friends, lack of initiative in helping others, low empathy, and cooperation that has not developed optimally. That situation becomes the basis for researchers and teachers to take action by using the Nussa and Rara animated film as a medium for moral learning.

The pre-cycle activity took place on Friday, February 27, 2025, at 8:00 AM at Group B of TK Aisyiyah Bustanul Athfal 22 Medan. The activity was attended by 15 children aged 5–6 years. At this stage, the researcher observed the children's moral development before they were given the intervention using the animated film Nussa and Rara. The observation focused on several indicators of moral behavior, including

the ability to speak politely, help friends, show empathy, share, cooperate, follow rules, be patient, and demonstrate responsibility during learning activities.

The pre-cycle observation results showed that out of 15 children, 5 were in the Not Yet Developed (BB) category, making up 33.33%, while 10 children were in the Beginning to Develop (MB) category, accounting for 66.67%. None of the children reached the Expected Development (BSH) or Very Good Development (BSB) categories. This condition indicates that, overall, the children's moral development is still at an early stage and has not yet met the success criteria set, which is at least the BSH category.

Table 2. Observation Results of Children's Moral Development at the Pre-Cycle Stage

Category	Number of Children	Percentage
BSB (<i>Very Well Developed</i>)	0	0%
BSH (<i>Developed as Expected</i>)	0	0%
MB (<i>Beginning to Develop</i>)	10	66.67%
BB (<i>Not Yet Developed</i>)	5	33.33%
Total	15	100%

Based on Table 2, there are no children who have reached at least the BSH category. Ten children (66.67%) are in the MB category, and five children (33.33%) are in the BB category. These findings show that the children still need more focused stimulation and guidance to develop

moral behavior in daily activities. The results from the pre-cycle are then used as a basis for planning actions in Cycle I, using the Nussa and Rara animated film as a learning medium.

In the first cycle of the first meeting, the learning activity was carried out using the animated film Nussa and Rara, which was adjusted to the goals of children's moral development. The teacher explained the activity, guided the children to pay attention to the content of the film, and then held a conversation and Q&A about the characters' behavior in the story. Observations of 15 children showed that 10 children were in the MB category, making up 66.67%, 3 children were in the BSH category at 20.00%, and 2 children were in the BB category at 13.33%. There were no children in the BSB category yet.

Table 3. Observation Results of Children's Moral Development in Cycle I Meeting I

Category	Number of Children	Percentage
BSB (<i>Very Well Developed</i>)	0	0%
BSH (<i>Developed as Expected</i>)	3	20.00%
MB (<i>Beginning to Develop</i>)	10	66.67%
BB (<i>Not Yet Developed</i>)	2	13.33%
Total	15	100%

The data shows that the children's moral development has begun to change compared to the pre-cycle condition. There are 3 children who have reached the BSH category, while in the pre-cycle there were no

children who had reached that category. However, most of the children, that is 10 children (66.67%), are still in the MB category. Therefore, the results of Cycle I, first meeting, show that the actions have started to make a change, but have not yet reached the success level set for the whole class.

In the second meeting of Cycle I, the learning continued by reinforcing the moral messages in the film. The teacher asked more focused questions and gave the children the chance to share their opinions about the characters' behavior in the movie. Observations showed that 6 children fell into the BSH category at 40.00%, 7 children were in the MB category at 46.67%, and 2 children were in the BB category at 13.33%. No child reached the BSB category.

Table 4. Observation Results of Children's Moral Development in Cycle I Meeting II

Category	Number of Children	Percentage
BSB (<i>Very Well Developed</i>)	0	0%
BSH (<i>Developed as Expected</i>)	6	40.00%
MB (<i>Beginning to Develop</i>)	7	46.67%
BB (<i>Not Yet Developed</i>)	2	13.33%
Total	15	100%

The results show an improvement compared to the first meeting of Cycle I. The number of children reaching at least the BSH category

increased from 3 children (20.00%) to 6 children (40.00%). On the other hand, the number of children in the MB category decreased from 10 children (66.67%) to 7 children (46.67%). The number of children in the BB category also decreased from 2 children (13.33%) and remained the same in the second meeting. Even though there was an improvement, the classical completeness of 40.00% is still below the minimum success criteria of 75%. Therefore, actions were continued into Cycle II by making improvements based on the reflection results of Cycle I.

Based on the reflection from Cycle I, it was found that some children still need guidance to understand the connection between the moral messages in the film and behaviors that can be applied in daily life. In addition, some children are still passive when asked questions about the moral messages in the story. Therefore, in Cycle II, the teacher provided more concrete reinforcement, used simpler questions suited to the children's experiences, gave them more opportunities to express their opinions, and provided examples of moral behavior that could be practiced directly. The teacher also paid more attention to the children's emotional state during activities so that the learning process took place in a comfortable and enjoyable atmosphere.

In the first meeting of Cycle II, there was a greater improvement in moral development. Observations of 15 children showed that 10 children were in the BSB category, making up 66.67%, 3 children were in the BSH category at 20%, and 2 children were in the MB category at 13.33%. There were no children in the BB category.

Table 5. Observation Results of Children's Moral Development in Cycle II Meeting I

Category	Number of Children	Percentage
BSB (<i>Very Well Developed</i>)	10	66.67%
BSH (<i>Developed as Expected</i>)	3	20.00%
MB (<i>Beginning to Develop</i>)	2	13.33%
BB (<i>Not Yet Developed</i>)	0	0%
Total	15	100%

Based on Table 5, a total of 13 children, or 86.67%, have reached at least the BSH category, consisting of 10 children in the BSB category and 3 children in the BSH category. Meanwhile, 2 children (13.33%) are still in the MB category. These results show that the class mastery has exceeded the set success criteria, which is 75%. Therefore, the moral development of children in the first meeting of Cycle II has shown a significant improvement compared to the results in Cycle I.

In the second meeting of Cycle II, the learning continued with reinforcement of the moral behavior that had developed. Observations showed that 12 children were in the BSB category with a percentage of 80.00%, 1 child was in the BSH category with a percentage of 6.67%, and 2 children were in the MB category with a percentage of 13.33%. There were no children in the BB category.

Table 6. Observation Results of Children's Moral Development in Cycle II Meeting II

Category	Number of Children	Percentage
BSB (<i>Very Well Developed</i>)	12	80.00%
BSH (<i>Developed as Expected</i>)	1	6.67%
MB (<i>Beginning to Develop</i>)	2	13.33%
BB (<i>Not Yet Developed</i>)	0	0%
Total	15	100%

The results of Cycle II, second meeting, showed that 13 children, or 86.67%, have reached at least the BSH category, while 2 children, or 13.33%, are still in the MB category. Although the mix between BSB and BSH categories changed compared to the first meeting, the total number of children reaching at least BSH remains 13. So, the overall class mastery is still at 86.67%, which has surpassed the 75% success criteria.

During Cycle II, changes in the children's moral behavior were also seen in learning activities. The children started showing the ability to use more polite language, wait their turn, be patient while watching movies, show empathy to teachers and friends, keep promises, help friends, share, follow rules, and throw trash in the proper place. These changes show that the moral messages conveyed through the films were not only received verbally but also began to be reflected in the children's behavior during learning activities. Even so, the two kids in the MB category still need more stimulation and guidance to be able to reach the BSH category.

Overall, the children's moral development showed improvement from the pre-cycle to Cycle II. In the pre-cycle stage, no children reached at least the BSH category; 10 children (66.67%) were in the MB category and 5 children (33.33%) were in the BB category. In the first meeting of Cycle I, the number of children reaching at least BSH increased to 3 children (20.00%), and then increased to 6 children (40.00%) in the second meeting. In the first meeting of Cycle II, the number of children reaching at least BSH increased to 13 children (86.67%), and this number remained the same in the second meeting of Cycle II. This development shows that learning activities using the Nussa and Rara animated film were followed by an improvement in children's moral development achievements at each stage of the study.

Table 7. Summary of Children's Moral Development from Pre-Cycle to Cycle II

Research Stage	BSB	BSH	MB	BB	Achieving at Least BSH
Pre-Cycle	0 (0%)	0 (0%)	10 (66.67%)	5 (33.33%)	0 (0%)
Cycle I – Meeting I	0 (0%)	3 (20.00%)	10 (66.67%)	2 (13.33%)	3 (20.00%)
Cycle I – Meeting II	0 (0%)	6 (40.00%)	7 (46.67%)	2 (13.33%)	6 (40.00%)
Cycle II – Meeting I	10 (66.67%)	3 (20.00%)	2 (13.33%)	0 (0%)	13 (86.67%)
Cycle II – Meeting II	12 (80.00%)	1 (6.67%)	2 (13.33%)	0 (0%)	13 (86.67%)

Table 7 shows a clear pattern of improvement. In the pre-cycle,

classical mastery was not achieved because no student reached at least the BSH category. After the actions in Cycle I, classical mastery increased to 20.00% in the first meeting and 40.00% in the second meeting. After making improvements based on the reflections from Cycle I, classical mastery rose to 86.67% in the first meeting of Cycle II and remained at 86.67% in the second meeting. Therefore, the research success criterion of 75% was exceeded in Cycle II.

The increase shows that using the animated film Nussa and Rara can be a learning tool that supports children's moral development when combined with reinforcement activities, Q&A, giving examples, and guidance during the learning process. The change is visible not only in the increased number of children reaching the BSH and BSB categories but also in the behavioral changes observed during the activities. By the end of Cycle II, most children were able to show moral behavior more in line with the established indicators. Therefore, the study was stopped at Cycle II because the class mastery reached 86.67%, surpassing the set success target of 75%.

The research results show an increase in children's moral development after implementing learning using the Nussa and Rara animated film. In the pre-cycle stage, no children reached the minimum Expected Development (BSH) category; 10 children (66.67%) were in the Beginning to Develop (MB) category, and 5 children (33.33%) were in the Not Yet Developing (BB) category. This condition indicates that children's moral development still requires more concrete stimulation

that suits the learning characteristics of early childhood. This finding is in line with (Firdaus & Prasetyo, 2025), which shows that the Nussa and Rara movie contains moral values appropriate for early childhood development and can be used as a medium for instilling morals. (Nurmala, Nurmala, & Khosiah, 2023) It was also found that several episodes of Nussa and Rara contain religious and moral values related to children's lives, such as caring for others, kindness, tolerance, responsibility, and positive relationships with family and the environment. Thus, the initial situation in this study shows the importance of using media that not only provides verbal explanations but also presents examples of moral behavior that children can see and understand through the characters and storyline.

Improvements started to become noticeable after actions were taken in Cycle I. In the first meeting, 3 children (20.00%) reached the BSH category, while 10 children (66.67%) were still in the MB category and 2 children (13.33%) were in the BB category. In the second meeting, the number of children reaching BSH increased to 6 children (40.00%), while the number of children in the MB category decreased to 7 children (46.67%). These changes show that the use of animated films is starting to provide stimulation for children's moral development, even though it hasn't reached the classical completion of 75%. This finding has a strong alignment with research (Türkmen, 2021), which uses Classroom Action Research on 17 children in group B and uses observation as well as documentation to study the use of the animated film Nussa and Rara

in improving the religious and moral values of children aged 5–6 years. This similarity shows that the Nussa and Rara film can be used as a relevant learning medium for children aged 5–6, but the research results also show that improvement requires a gradual process and cannot be achieved just through a single film viewing.

The research results from Cycle I also show the important role of teachers in turning films into meaningful learning experiences. The film isn't just given as a viewing activity; it's followed by questions about the characters' behavior, conversations, reinforcement, and opportunities for kids to share their opinions. This is important because the moral messages in films need help connecting to the kids' real-life experiences. (Erlidawati & Rahmah, 2022), Through research on the use of the animated film Nussa and Rara for children aged 5–6, it also used observation and interviews to see how religious and moral values are applied through the media. Their research results showed that using film media becomes part of the learning process, which needs to be observed and interpreted in the context of children's activities. These findings support this study's results that teachers are not only providers of media but also facilitators who help children understand the moral messages contained in the story.

A greater improvement was seen in Cycle II after making corrections based on reflections from Cycle I. In the first meeting of Cycle II, 10 children (66.67%) reached the BSB category and 3 children (20.00%) reached the BSH category, so 13 children or 86.67% had at least

reached the BSH category. In the second meeting, 12 children (80.00%) reached BSB, 1 child (6.67%) reached BSH, and 2 children (13.33%) were still in the MB category. Thus, the overall mastery remained at 86.67%, but there was an improvement in the quality of achievement since the number of children in the BSB category increased from 10 to 12. These results are in line with (Kwangmuang, Jarutkamolpong, Duangngern, Gessala, & Sarakan, 2024), who found that there is an influence of using the film Nussa and Rara as an educational medium in instilling aspects of religious and moral values in early childhood. The study used a quantitative approach with a quasi-experimental design on group B children aged 5–6 years. The study (Saba, et al., 2023) It also reports that using the Nussa and Rara films can boost the religious and moral values of 5–6-year-old children, even though there are differences in the level of understanding among the kids that need attention during the learning process. These findings are relevant to this study because at the end of Cycle II there were still two children in the MB category, so moral development needs to be understood as an individual process.

The improvement of moral development in this study is also related to the type of message conveyed through the film. Research (Kyshtymova, Matveeva, & Deineko, 2021) It turns out that the Nussa and Rara movie carries moral messages like politeness, caring, patience, useful learning, gratitude, and parental advice. These values are directly related to the behavior changes observed in this study, especially when kids start using more polite language, taking turns, being patient,

showing empathy, helping friends, and being willing to share. So, the behavior changes in Cycle II can be seen as a connection between the messages in the movie and the moral behavior indicators observed during learning. The movie shows behavior through the characters, while discussion activities and teacher reinforcement help kids understand the meaning of those behaviors.

This finding is also supported by research on the value characteristics in Nussa and Rara. (Mustafa, 2021) This shows that the Nussa and Rara series can be understood as a form of digital children's literature that has prophetic value and can potentially be used as a medium for character learning. This perspective helps explain why animated films can be used not just as audiovisual media, but as a tool for teaching character. Children gain behavioral models through characters they can observe concretely. In the context of this study, behaviors like sharing, helping friends, being polite, following rules, and showing empathy become easier to discuss after children see examples of these behaviors in the film. In other words, the film acts as a stimulus that is then reinforced through pedagogical interaction between teachers and children.

The research results are also in line with studies on other animated media used to support children's moral development. (Martzoukou, 2022) found that the animated film Omar and Hana contains values of honesty, helping each other, gratitude, cooperation, cleanliness, and frugal behavior that are relevant to teaching religious and moral values

to young children. The findings show that the main characteristic of animated media that supports moral development is not just the form of the animation, but the presence of concrete, repeated moral messages that can be connected to children's lives. The same thing was found in research on the animated film *Si Kancil* and the *Crocodile*, which places animated films as one of the media to help children directly see characters and roles that carry moral messages. Thus, the improvements found in this study can be understood as a result of the combination of visual representation, narrative, character roles, and teacher reinforcement during the learning process.

Research on other animated films also shows that the moral messages in the story can be linked to character building. (Yumna, et al., 2024), finding values of affection, obedience, hard work, helping each other, trust, apologizing, and cooperation in the movie *Finding Nemo*. These findings show that children's movies can be a source of representing social behaviors that can be used in character education. In this study, these principles were visible in changes in children's behavior during Cycle II, when children started to show the ability to take turns, help friends, share, show empathy, follow rules, and maintain cleanliness. In other words, movies can be a medium for opening up moral learning spaces when the messages in the story are translated by teachers into activities that children can actually do.

From a learning process perspective, the biggest improvement in this study happened after the reflections from Cycle I were used to

improve actions in Cycle II. In Cycle I, some children were still passive in responding to questions and were not able to connect the characters' behaviors with their own experiences. After the teacher used simpler questions, gave concrete examples, provided more opportunities for speaking, and paid attention to the children's emotional conditions, the class mastery increased from 40.00% to 86.67%. This shows that the success of using films cannot be separated from the teacher's pedagogical strategy. Films serve as a medium to present visual experiences, while the teacher helps guide the process of interpreting and internalizing values. This finding is important because of the research (Sholeh, Mohamed, Sokip, 'Azah, & Abror, 2024) It also notes differences in how children understand the use of Nussa and Rara films, which shows that the same media doesn't always produce the same response in every child. Therefore, differentiated guidance is still needed, especially for kids who are still in the MB category.

Compared to previous studies, this research is similar in showing the potential of Nussa and Rara as a learning medium for religious and moral values, but adds to the aspect of the cyclical process of moral development change. The study (Aziz, Napitupulu, & Siregar, 2025) shows the use of PTK to improve children's religious and moral values through Nussa and Rara, while the research (Firdaus & Prasetyo, 2025) providing quantitative evidence about the influence of that media. Research (Yumna, et al., 2024) more on identifying the moral content in movies. Meanwhile, this study shows how that moral content is applied

in the learning process and reinforced through improvements in actions from one cycle to the next. The increase in classical completeness from 0% in the pre-cycle, to 20.00% and 40.00% in Cycle I, then reaching 86.67% in Cycle II, shows there's a consistent change after actions and learning improvements were carried out.

Research findings also need to be understood carefully. An increase from 0% to 86.67% cannot be directly interpreted to mean that the Nussa and Rara film is the sole cause of changes in children's morals. In classroom action research, changes can be influenced by a combination of media, teacher-child interactions, repeated activities, reinforcement, discussions, habituation, and reflection in each cycle. Therefore, the main contribution of the film in this study is more accurately understood as a medium that provides behavior models and story context, while value internalization occurs through a learning process guided by the teacher. This is consistent with research (Ramadani, Kardi, Ismail, Samaun, & Hamzah, 2025) which places the use of media, observation, and learning interactions as an important part in using Nussa and Rara for children's religious and moral values.

Overall, the research results strengthen the findings of several previous studies that the animated film Nussa and Rara contains values relevant to moral education and character development for young children. However, this study adds to that by showing that using this media becomes more effective when accompanied by reflective learning strategies, such as Q&A, giving examples, reinforcement, guidance, and

adjusting activities based on the children's responses. The behavior changes observed at the end of Cycle II—like using more polite language, being able to wait for turns, showing patience, empathy, sharing, helping friends, following rules, and keeping things clean—show that moral learning through audiovisual media can target observable behavior, not just verbal understanding. With a classical completeness of 86.67%, this study shows that the success target of 75% has been met. That said, two children are still in the MB category, so individual moral stimulation is still needed. These findings confirm that Nussa and Rara are better used as learning media combined with teacher interaction and guidance, rather than as standalone tools for shaping children's moral behavior.

Conclusion

This study shows that using the Nussa and Rara animated films can support the improvement of moral development in 5–6-year-old children at TK Aisyiyah Bustanul Athfal 22 Medan. Classical completeness increased from 0% in the pre-cycle to 20.00% in the first meeting of Cycle I, 40.00% in the second meeting, and reached 86.67% in Cycle II. Changes were also seen in children's behavior, such as speaking more politely, sharing, helping friends, showing empathy, waiting their turn, following rules, and keeping clean. The implication of this research is that animated films can be an engaging medium for teaching morals if combined with Q&A, providing examples, reinforcement, and habit-forming by teachers. However, the study has

limitations because it only involved 15 children in one institution and hasn't measured whether behavior changes last after the study ends. Therefore, future research is recommended to involve a larger and more diverse group of participants and institutions, use a comparative design, include assessments from teachers and parents, and conduct follow-up measurements to see if children's moral development can last in the long term.

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