

Research Article

Islamic Educational Values in Nussa & Rara and Their Relevance to MI Love-Based Curriculum

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Abstract: This research departs from the not maximized use of the Nussa and Rara animation series as a learning medium for Islamic Religious Education in building students' Islamic character in the digital era. This study aims to examine the implementation of the values of the Love-Based Curriculum in Nussa and Rara animation at the MI level through the qualitative-literature review method with the main source in the form of animation episodes and strengthened by various scientific references. The research technique was carried out using descriptive analysis and content analysis. The research findings show that the animation contains Islamic educational values including aspects of faith, worship, and morals. The value of faith is reflected through the habit of prayer, gratitude, and sincerity; the value of worship is seen in the learning of prayer, fasting, and qurban; Meanwhile, moral values are manifested through tolerance, social concern, and affection for the environment. These values are in line with the Love-Based Curriculum because they are delivered in a gentle, contextual, humanist, and exemplary-based manner so that they effectively support the formation of spirituality and Islamic character of MI students.

Keywords: Islamic Values, Nussa and Rara, Islamic Education, Curriculum, Love Based Curriculum.

PENDAHULUAN

Human talent has been determined by Allah SWT since the beginning as an innate potential that includes positive and negative tendencies. Positive potentials encourage humans towards kindness, creativity, and self-development, while negative

potentials can lead to deviant behavior if not properly guided. This potential innate talent can be maximized through the role of education and learning that focuses on human resource development, so that counseling education is needed and assessed *Urgent* (Mudin et al., 2021). In accordance with the above statement, Allah swt. In His words Qs. Al-Shams: 7-8 and al-'Alaq/96: 1-5 affirm that without knowledge man will only experience an increase in the potential for evil (Amrullah, 1982).

فَأَلْهَمَهَا فُجُورَهَا وَتَقْوَاهَا قَدْ أَفْلَحَ مَنْ زَكَّاهَا وَقَدْ خَابَ مَنْ دَسَّاهَا

Then He inspires upon him his wickedness and piety, blessed is the one who purifies it (the soul), and what a loss is the one who defiles it.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Read it in the name of your God who created! He created man from a clot of blood. Read on! Your Lord is the Most Exalted, Who teaches (mankind) with the pen. He taught man what he did not know.

The development and growth of each child takes place differently because it is influenced by innate factors, the environment, and the combination of the two, resulting in character, thinking ability, and learning experiences that are diverse in perspective C. Buhler (in Supriani & Arifudin, 2023). Educational perspectives, knowledge is obtained through the process of observation, memorization, sensory experience, research, and analysis, and then processed into a new understanding. This knowledge is transformed through practice in daily life so that the conceptual aspect develops applicative and meaningful. Learning methods and media also have a great influence on the formation of students' character in the digital era when children gain learning experiences from various digital sources. In line with this, Zanjabila & Rahmawati, (2022) explained that teachers and students have the freedom to access knowledge anytime and from anywhere so that education adapts to technological developments and the social environment of students. The presence of videos indirectly shapes the emotional experience, imagination, and mindset of children because information is stored in their lower realm.

In addition, the development of the film and digital media industry presents a philosophical problem of education, namely not all shows are suitable as learning media. Mei & Sari, (2023) explained that films have a great impact on the learning process because they contain storylines, characters, settings, and conflicts that are able to build emotional experiences and convey *Daily Life Values* concretely. However, films are influenced by industry and market interests that actually display violence, mysticism, and vulgar romance that damage children's morals and are contrary to Islamic values (Abdi Azis, et al., 2022). These influences do not always appear instantly, but take place through a process of repetition over time so as to shape the mindset, imagination, and behavior of students. Children who are still in the stage of cognitive development tend to easily imitate what they see on social media, whether in the form of video games, language, or daily behavior (Nur 'Afiatus Sa'adah et al.,

2022). Films that deserve to be used as educational media are shows that educate the intellect, build positive characters, develop ratios, and have spiritual awakenings that are applicable in daily life (Telussa et al., 2022).

The influence of movie impressions on the audience does not occur instantly, but through a repetitive process from episode to episode and from time to time, even those who are curious usually also guess. *Ending* The end through the experience and the process of understanding the film and its plot adds to the impression of knowledge input from the film. Shows that contain violence, harassment, or deviance can affect viewers' mindsets and behaviors (Nur 'Afiatus Sa'adah et al., 2022). The influence also does not appear suddenly in the sense that there are movies that are watched in childhood, affecting their identity in adolescents and adults, but not a few of the influences are also direct *Instant* like a boy who watches a Jumbo movie certainly feels that he is on an adventure with his friend in the real world and full of exploration of knowledge (Adiyasa Achmad et al., 2026; Alfariqo & Khoiri, 2025; Siti Syawwa Himmatul Alya et al., 2025), as well as magical movies and fights certainly have an impact on the imagination with their friends while playing that exert power or fight even though it is not real. Finally, children who still have a short-term mindset tend to be more likely to imitate the behavior they see in movies and social media.

This phenomenon shows that there is an increasingly worrying moral degradation among the younger generation. Research (Elviyanti Siregar, 2020: 105) titled "*Analysis of Adolescent Sexual Behavior Factors in Medan City*" revealed that the juvenile delinquency rate in the city of Medan reached 21.56% having had sexual intercourse without any legal bond. In fact, according to a report by the Indonesian Child Protection Commission (KPAI), it was revealed that in 2015 there were cases of crimes of sexual harassment or pornography to online harassment (*Cyber Crime*) as many as 322 cases, in 2016 there were 477 cases, in 2017 there was an increase of 598 cases, in 2019 there were 682 cases, and in 2020 there were 723 cases. In addition, based on research results Prihatmojo, (2020:147) About "*Character Education in Elementary Schools Prevents Moral Degradation in the 4.0 Era*" mentioned that elementary school students in Makassar have become drug dealers in South Sulawesi. Even the case of the demolition of a younger classmate in Labuhan Batu Utara Regency, North Sumatra, which was triggered by mutual ridicule that led to criminal acts, the attitude of helping each other seemed to have faded when the classmates were ganged, none of the students who broke up the incident actually recorded it and then uploaded it to their social media accounts.

Nussa and Rara Animation is the work of the nation's children produced by The Little Giant and 4 Stripe Productions. The premiere of this animation was carried out through YouTube in November 2018 and received high enthusiasm from the Indonesian people because it contains religious values, morals, and character education that are close to children's daily lives. However, research on the implementation of the values of Islamic Religious Education based on the Love-Based Curriculum through animation media is still relatively limited, especially at the MI

level. Most of the previous research only focused on moral values and character education in general, while the study of how the values of love, empathy, exemplarity, and spirituality are internalized through animation media in Islamic Religious Education learning has not been studied in depth. Therefore, the research problem in this research lies in how the implementation of the values of the Love-Based Curriculum in the Nussa and Rara animation series can be used as a learning medium for Islamic Religious Education to form the Islamic character of students in the digital era at the MI level.

Seeing these conditions, Islamic Religious Education based on faith, character, and Love-Based Curriculum is very important in forming students who are moral, humanist, and have social and spiritual concerns (Hafizh, 2024; Irawan, 2023). The Love-Based Curriculum emphasizes not only knowledge transfer, but also the instilling of the values of compassion, empathy, tolerance, and exemplary in daily life. In this context, teachers not only play the role of conveying material, but also as exemplary figures who are able to build a warm, communicative, and touching learning atmosphere of students (Muafatun & Rohman, 2021). One of the relevant media used is the Nussa and Rara animated series which is broadcast on YouTube and is popular with children at the MI level because it contains religious, moral, and character education values that are close to daily life (Jannah, 2020).

In addition to being entertaining, Nussa and Rara's animation can also be used as a learning medium for love-based Islamic Religious Education that helps teachers instill the values of faith, compassion, tolerance, and positive behavior in an interesting and easy-to-understand manner (Herminingsih et al., 2022; Siregar et al., 2023). The animation by The Little Giant and 4 Stripe Productions has received high enthusiasm since its airing in 2018 because it provides contextual and communicative learning for children (Actually, *et al.*, 2022). However, research on the implementation of Islamic Religious Education values based on the Love-Based Curriculum through animation media at the MI level is still limited. Therefore, this research is focused on analyzing the implementation of the values of love, empathy, spirituality, and exemplary in the animation series as a learning medium to form the Islamic character of students in the digital era.

Based on this description, previous research has mostly discussed moral values and character education in general, while studies on the implementation of Islamic Religious Education based on Love-Based Curriculum through animation media at the MI level are still limited. This research gap lies in the suboptimal use of the Nussa and Rara animation series as a learning medium for Islamic Religious Education in shaping the Islamic character of students in the digital era. The research problem in this research lies in how the implementation of the values of the Love-Based Curriculum in the Nussa and Rara animation series can be used as a learning medium for Islamic Religious Education to form the Islamic character of students in the digital era? Therefore, this research aims to analyze the implementation of the values of the Love-Based Curriculum in Nussa and Rara animation as a learning medium for Islamic

Religious Education at the MI level.

RESEARCH METHODS

This research applies a qualitative-literature review method based on the primary source of Nussa and Rara animated films, while the supporting sources are in the form of textbooks, e-books, articles, magazines, and other literature (Sari, *et al.*, 2022). Through descriptive analysis and content analysis, it is hoped that it can support and support the research objectives that have been stated (Scott, 2013). The results of this research explained, namely, 1) the value contained in Islamic education contained in the Nussa animated film, 2) the relationship between the value of Islamic education contained in the love-based curriculum.

RESULTS AND DISCUSSION

Islamic Education Values in Nussa and Rara Animated Films

1. Faith Education

a. Nussa and Rara Episode "Sleep Ga Taku"

The first scene is in the duration of 00:46-01:30 seconds showing footage that discusses the concept of faith, namely faith in Allah SWT. As follows:



Figure 1. Scene Nussa and Rara

- Rara : "Umaaaaaaaaaaaaaa"
- Umma : "Nussa jangan lupa kawanin Rara yaaa"
- Nussa : "Baik Ummaa" (dalam keadaan mengantuk)
(Umma jalan bersama Nussa menuju kamar Rara)
- Nussa : "Kamu kenapa sih Raa, pasti kamu belum baca doa tidur kann? baca doa sana (sambil pegang sapu lidi)"
- Rara : "Ehhhh iya ampunn Nussa, jangan pukul Rara"
- Nussa : "Idihh siapa pula yang mauukul kamu dengan sapu lidi, makanya Raa kalau kamu mau tidur jangan lupa baca doa biar ga diganggu setan, ingat Allah Ra! (Nussa Official). In this scene, Nussa and Rara's animated series displays the values of Islamic faith in a simple but profound way, especially regarding faith in Allah SWT. This value is depicted when Nussa reminds Rara to read basmalah and prayers before going to bed. This

scene shows that a Muslim is encouraged to always remember Allah in every activity, including when he wants to rest (Ali Ridho, 2021; Rajaffawwaz et al., 2024). The essence of faith in Allah is not only manifested through words, but also through the belief that only Allah SWT has power, protection, and help over all His creatures (Jannati & Hamandia, 2022). Thus, this film presents an understanding of faith that is close to children's daily lives so that it is easy to understand and apply.

The footage also shows that the fear that arises before going to bed can be overcome by getting closer to Allah through prayer. Jinn and demons are often described as creatures who instill fear and doubt in humans so that humans neglect to remember Allah (Hafizh, 2023). Therefore, reading the prayer before going to bed is a form of tawakal and surrender to Allah SWT. Apart from being worship, prayer is also a reminder that human life is fully in the power of Allah, both when awake and when sleeping. This message provides an understanding to students that true protection only comes from Allah SWT., not from other forces outside of Him accompanied by tawakkal (Jamilah, 2020).

The value of Islamic education in the scene is further strengthened through the explanation of the virtue of reading basmalah. The saying "Bismillahirrahmanirrahim" contains the meaning of asking for protection and blessings from Allah before doing an activity (Ministry of Religion of the Republic of Indonesia, 2016). In the story narrated from Usamah bin Umair, it is explained that the Prophet (peace and blessings of Allaah be upon him) encouraged his people to mention the name of Allah instead of reproaching Satan, because mentioning the name of Allah will weaken the interference of Satan and strengthen one's faith. Thus, this animated film not only provides entertainment, but also inserts the teachings of faith and worship habits that are relevant to children's lives.

For MI level students, the delivery of the message of faith through animation such as Nussa and Rara is very effective because it is presented through simple stories, light dialogues, and interesting visuals. MI students tend to understand religious material more easily through concrete examples that are close to everyday experience rather than long theoretical explanations. (Sholihah et al., 2019). When students see Nussa's character reminding Rara to pray before going to bed, they not only understand the concept of faith cognitively, but are also encouraged to imitate this behavior in their daily lives. Therefore, this animated film can be used as a learning medium for love-based Islamic Religious Education that helps teachers instill the values of faith, example, and worship habits in a communicative, fun, and in accordance with the psychological development of MI children (Aini, et al., 2023).

b. Nussa and Rara Episode "Well.. Rain"

The first scene is found in the duration of 00:58-01:17 seconds showing footage that discusses the concept of faith, namely faith in Allah SWT. As follows:

Nussa : "Ingat Raa, hujan itu merupakan sebuah rahmat yang udah

- Allah
beri ke kita, jadi kamu ga boleh ngeluhh Raa”
- Rara : “Emmm benar sihh Nussa, hujan itu rahmat dari Allah yaa, kan hujan merupakan ciptaan Allah”
- Nussa : “Iya Raa, eitss kita berdoa dulu yuk, karna saat hujan turun itu waktunya mustajab untuk berdoa Raa” (Nussa Official).

In this scene, the value of Islamic beliefs about faith in Allah SWT is clearly illustrated through the belief that rain is a blessing sent down by Allah for all living things on earth. Through the Nussa and Rara animation series, the understanding of the power of Allah is shown in a simple and easy to understand for children. Rain is not only displayed as an ordinary natural phenomenon, but is understood as a form of God's affection and gift that gives life to humans, plants, animals, and the entire universe. The attitude of trust and confidence in Allah is also shown through the response of Nussa and Rara who accept the rain with gratitude and joy (Hafizh, 2023). The delivery of these values is important for MI level students because visual experiences and simple stories are easier to accept as knowledge inputs than abstract theoretical explanations.

In addition, in the episode, the understanding is also instilled that the time of rain is one of the mustajab times to pray (Hafizh, 2023). This belief is shown through the invitation to draw closer to Allah when it rains, because at that time grace and blessings are believed to be bestowed upon all creatures. For MI students, the experience of seeing these scenes can form a new understanding that every natural event has spiritual meaning and a connection to the power of God (Mastuki & Lathifatul, 2011; Rizal, 2014). The visualization process in animated films is indirectly a powerful means of knowledge input because children tend to remember what they see, hear, and feel through fun learning experiences. Thus, the values of aqidah such as gratitude, tawakal, and belief in Allah are not only understood cognitively, but can also be appreciated and practiced in the daily lives of students (Asyari, 2022).

c. Nussa and Rara Episode "Learning Sincerely"

The second scene is found in the duration of 01:45-02.30 seconds showing footage that discusses the concept of faith, namely believing in the qada and qadar of Allah SWT. As follows:



Figure 2. Scene Nussa and Rara

Roziqun

- Rara : “Nahh sekarang apakah Nussa udah ikhlas? Knp bisaa?
 Nussa : “Udah dong Raa, umma saja ga pernah protes sama Allah kalau kaki Nusa seperti ini, umma udah ikhlas Raa, makanya Nussa juga harus ikhlas dengan takdir yang Allah tetapkan kepada Nussa”
 Rara : “Ma Syaa Allah Nussa hebat sekali, berarti Rara harus lebih banyak bersyukur ya”

In this scene, Nussa and Rara's animated series depicts the value of Islamic education in the form of faith in the qadar of Allah SWT. This value is shown when Nussa gives advice to Rara to always sincerely accept Allah's decrees in life. This attitude is directly exemplified by Nussa who remains strong, confident, and grateful even though she has to use prosthetic legs as part of the destiny given to her by Allah. In the story, sincerity is not described as a form of surrender to the situation, but as an attitude of accepting Allah's provisions with an open heart and still trying to live life with enthusiasm (Zulkipli et al., 2022). Through simple and touching delivery, students can understand that every human being has different tests and life commitments.

For MI level students, the concept of sincerity is often difficult to understand if it is only explained theoretically. Therefore, visual experiences through Nussa characters are an effective form of simplifying knowledge for children. Nussa's attitude of remaining cheerful, grateful, and not ashamed of her shortcomings provides a concrete example that sincerity means accepting the situation without complaining and remaining confident that Allah will provide the best way. By looking at the behavior of the characters directly, MI students will more easily understand the meaning of patience, gratitude, and tawakal in daily life. The value of faith conveyed through simple stories like this can help children build emotional and spiritual understanding more deeply than just through verbal explanations in class (Huda et al., 2020).

2. Worship Education

a. Nussa and Rara Episode "Rara's New Friend"

The third scene is in the duration of 03:40-03:58 seconds showing footage that discusses the concept of worship, namely qurban.

- Nussa : “Maa Syaa Allahh, Allah, jadi setiap hari raya idul adha kita dianjurkan oleh Allah untuk berkorban ya Ummaa?
 Umma : “Benar Nussa”
 Rara : “Dompuu makasih yaa selama ini sudah menjadii teman Raraa, Rara pasti ga akan pernah lupa kan Dompuu” (Nussa Official).

In this scene, the Nussa and Rara animation series depicts the value of Islamic education in the form of qurbani worship as a form of obedience and gratitude to Allah SWT. Qurbani worship includes mahdah worship, which is worship whose procedures and time of implementation have been determined in Islamic law. In the

story, qurbani is shown as the activity of slaughtering animals such as cows, goats, or sheep which is carried out on Eid al-Adha after the implementation of Eid prayers and sermons. Through simple and communicative scenes, students are introduced that qurbani worship is not just an annual tradition, but a form of sacrifice, social concern, and gratitude for the blessings that have been given by Allah SWT. These values are shown through the attitude of figures who help each other, share qurbani meat, and show happiness in sharing with others (Sarkawi, 2022).

For MI level students, the understanding of qurbani and sincerity will be easier to understand if it is conveyed through visual experiences and stories that are close to daily life. In the animation, the concept of sincerity is simplified through the behavior of characters who are willing to share and help others without expecting anything in return. Children can understand that sincerity means doing good with a happy heart for the sake of Allah, such as sharing qurbani food with neighbors or people in need (Sarkawi, 2022). The simplification of these concepts is important for MI students because at this stage of development it is easier for them to understand religious values through concrete examples rather than abstract explanations. Thus, this animated film not only provides entertainment, but also becomes a learning medium that helps students understand the value of worship, gratitude, social concern, and sincerity in a simple and applicable manner.

b. Nussa and Rara Episode "Prayer Is Mandatory"

The second scene is in the duration of 01:10-04:43 seconds showing footage that discusses the concept of worship, namely carrying out prayers. As follows:

- | | |
|-------|---|
| Umma | : "Raaa kamu udah sholat subuh kahh?" |
| Rara | : "Upsss, Rara belm solat Ummaa" |
| Umm | : "Nusa mari kesini, hayuk kita sarapan" |
| Nussa | : "Baik uma" |
| Rara | : "Isss kk Nussa kok ada disini sih Umma, jadi kk yang siram air ke wajah Rara kah?" |
| Nussa | : "Hahaa, tadi itu hujann buatann Raa, kamu nya kanapa telat sholat kan jdinya kk siram" |
| Rara | : "Ihhhh basah tauu wajah Rara kk" |
| Umma | : "Usss, sudah jangan asik ngobrol aja, Raa segera kamu sholat sana nanti telat loh bentar lagi matahari sudah mau terbit itu" |
| Rara | : "Umma, usia Raraa kann belum sampai 7 tahun, kok musti sholat sih uma, boleh tidak hari ini Rara ga solat Uma?" |
| Nussa | : "Eihhh ngarang kamu, emng kata siapa solat itu boleh ditinggalin Ra?" |
| Umma | : "Rara benar umur 7 tahun belum diwajibkan untuk sholat, tapi kan Raa kalau kita sudah membiasan sholat dari kecil, maka In Syaaa Allah ketika sudah besar kita tidak akan melupakan sholat karnakan amalan yang plaing utama dan yang pertama |

kali dihisab oleh Allah kan sholat Raa” (Nussa Official).

In this scene, Nussa and Rara's animated series depicts the value of Islamic education in the form of prayer as the main obligation of Muslims and a means of getting closer to Allah SWT. This value can be seen when Nussa wakes up Rara to carry out the Fajr prayer, while Umma gently advises about the importance of habituating prayer from an early age so that it becomes an inherent character until adulthood (Scott, 2019). For MI level students, the concept of prayer is simplified through the habit of waking up early, performing ablution, and praying with family so that children can more easily understand that prayer is not just an obligation, but also a form of love, discipline, and obedience to Allah in simple terms (Budiantoro, 2021). Conveying through simple visuals and stories makes Islamic values more communicative, fun, and easy to apply in daily life.

c. Nussa and Rara Episode "Fasting Training"

The first scene is in the duration of 00:30-01:06 seconds showing footage that discusses the concept of worship, namely fasting. As follows:

Rara	: “Wihhhh segeer kaliii”
Nussa	: “Raa! Rara!?” ehh kamuu apaan sih, ngapain?
Rara	: “Heheh kk, tadi Rara lihat iklan sirupp dengan teh dingin jadi Rara ngiler hauss kk”
Nussa deh,	: “Yaaa, emng tadi terus-terusan iklannya tentang sirup aja ohh panti ini tanda sebentar lagi..”
Umma	: “Iyaa sebentar lagi kita masuk bulan ramadhan, dan otomatis kita juga akan berpuasa”
Nussa	: “Yeyeye... asyikkk bentar lagi ramadhann”
Rara	: “Tapii, kalau lagi puasa-puasa kenapa banyak banget iklan sirup-sirup sih?”
Nussa	: “Nahhh, itulah yang dinamakan godaan Raraa.”
Rara	: “Ouwhh... nanti pas bulan ramadhan Rara ga mau nonton TV lah buar tidak tergoda”
Umma	: “Mantapp Raa. Kalau Nusa dan Rara ikhlas menjalani puasa, nanti Allah akan tambahkan pahala yang banyak loh”.

In this scene, the Nussa and Rara animation series depicts the value of Islamic education in the form of fasting as one of the pillars of Islam that must be carried out by Muslims. Fasting is interpreted as the worship of suppressing hunger, thirst, and lust from sunrise to sunset as a form of obedience to Allah SWT. In the show, Nussa and Rara's atmosphere of joy when welcoming the month of Ramadan is shown with enthusiasm and happiness. This shows that Ramadan is understood as a month full of blessings, forgiveness, and opportunities to increase worship and multiply good deeds. Through simple and fun stories, the value of fasting is conveyed closely to children's lives so that it is easier for students to understand.

For MI level students, the concept of fasting will be easier to understand if

explained through simple and concrete daily experiences. In the animation, Islamic knowledge is simplified through children's activities such as learning to resist hunger, waking up suhoor with family, waiting for the time to break the fast, and increasing prayers during Ramadan (Mulyadi, 2021). Presentations like this help students understand that fasting is not only refraining from eating and drinking, but also learning to be patient, disciplined, honest, and caring for others. The presence of Nussa and Rara characters who are the same age as MI's children makes the message of Islam feel closer and easier to emulate (Suryanto, 2014). Thus, this animated film can be an effective learning medium in instilling the value of fasting and habituating Islamic characters in a communicative, fun, and in accordance with the development of MI level students.

3. Moral Education

a. Nussa and Rara Episode "Tolerance"

The fourth scene is in the duration of 04:22-05:21 seconds showing footage that discusses the concept of morality, namely morality to fellow humans. As follows:



Figure 3. Scene Nussa and Rara

- | | |
|-------|---|
| Rara | : “Ummaa kenapa baju dan selimut Umma dikeluarkan?” |
| Umma | : “Iya Raa, ini mau Umma berikan ke Ncii Mai” |
| Rara | : “Hmmm.. siapa itu Umma? Teman umma ya?” |
| Umma | : “Iyaa Ra, teman Umma ketika SD duluu, nah jadi kemarin rumah beliau hangus terbakar, dan mereka gak punya pakaiaann bahkan semuanya ludes tidak ada yang tersisa” |
| Nussa | : “Lalu anaknya gimana Umma? Keluarga?” |
| Umma | : “Nahh alhamdulillahh mereka selamat Raa, tapi Liling dengan Aloy sepertinya tidak bisa lanjut sekolag lagi” |
| Rara | : “Astaghfirullahh kalau gitu tas Rara ini bolehh Rara kasih ke Ling Ling kah Umma?” |
| Nussa | : “Umma kalau buku tulis dan pensil Nussa ini juga boleh dikasih untuk Ling Ling?” |
| Umma | : “Boleh, tapi kaliann yakin nih mau diberikan semuanya?” |
| Nussa | : “Yakinn... yakin Umma! Semoga ini bisa berguna untuk Ling Ling ya Ummaa”. (Nussa Official). |

In this scene, the Nussa and Rara animation series depicts the value of Islamic education in the form of tolerance and mutual help attitudes. This value can be seen when Umma gives clothes to her best friend who is experiencing a fire disaster, while Nussa and Rara sincerely give school supplies that are still suitable for use to Ling Ling and Aloy. This behavior shows that Islamic teachings teach social care, compassion, and helping without distinguishing one's social, cultural, or religious background. The attitude of tolerance shown in this film is a clear example that helping others is part of the noble morals recommended in Islam and must be applied in daily life (Astuti et al., 2023).

For MI level students, the value of religious tolerance and moderation needs to be conveyed in simple and easy-to-understand language. In the animation, the concept of religious moderation is simplified through mutual respect, sharing, and living in harmony with friends who have differences. Children can understand that religious moderation means being kind, not hostile to others, and willing to help anyone regardless of their differences. The delivery through children's characters and a warm family atmosphere makes it easier for students to understand that Islam is a religion that teaches peace, compassion, and brotherhood (Hafizh et al., 2023; Junaedi, 2019). Thus, this animated film can be an effective learning medium to instill the values of tolerance, social concern, and religious moderation to MI students in a communicative and fun way.

b. Nussa and Rara Episode "Rara's New Friend"

The second scene is in the duration of 01:30-03:21 seconds showing footage that discusses the concept of morality, namely morality to the environment. As follows:

Rara : "Selamat datang di rumah Rara Dompu. Nah kenalin ini namanya Anta"
 Nussa : "Dompu?"
 Rara : "Iya Dompu, domba putih (sambil tertawa)" (Rara sedang memberikan minum kepada Anta namun dihabiskan oleh Dompu, Anta pun marah namun Rara tidak membolehinnya")

In this scene, the Nussa and Rara animation series depicts the value of Islamic education in the form of the morality of affection for animals through Rara's attitude of feeding and drinking her pet cats, Anta and Dompu, with full attention and tenderness. This behavior shows that Islam teaches its people to love, protect, and not harm all living beings as a form of noble morality and human responsibility as caliphs on earth. For MI level students, the value of caring for the environment and ecotheologically is simplified through concrete actions that are close to daily life, such as caring for animals, maintaining cleanliness, and loving creatures created by Allah SWT. Conveying through visuals and light stories makes it easier for students to understand that Islamic teachings not only regulate human relations with Allah, but also instill concern for the environment. animals, and the balance of nature in a communicative, fun, and applicative way (Asyari, 2022; Hafizh, 2023; Reflita et al., 2025).

The Relevance of Islamic Religious Education Values in Nuss & Rara Films with a Love-Based Curriculum

The values of Islamic education in the Nussa and Rara animated series have a strong relevance to the paradigm of the Love-Based Curriculum because education is not only understood as a process of knowledge transfer, but also the formation of character, spirituality, empathy, and a harmonious relationship between humans and Allah, fellow humans, and the environment (Cahyati et al., 2025). Through the characters of Nussa, Rara, and Umma, Islamic values are conveyed with a gentle, communicative, and affectionate approach so that they are easy to understand by MI level students. This approach shows that love-based Islamic education emphasizes more example, habituation, and affective approaches than coercive or intimidating methods (Siswadi, 2022).

In the aspect of faith education, the Love-Based Curriculum is reflected through the cultivation of simple and contextual faith values (Hafizh, 2024). In the episode "Sleeping Without Fear", students are taught to read prayers before going to bed as a form of tawakal and belief that Allah is the best protector. Episode "Well... Rain" teaches gratitude for the rain as Allah's grace for all living beings. Meanwhile, the episode "Learning Sincerely" shows Nussa's attitude of accepting her physical limitations with gratitude and patience. These values show that faith education not only focuses on memorizing the concept of divinity, but also builds spiritual awareness, optimism, and emotional resilience of students. Delivery through visuals and concrete experiences makes it easier for MI children to understand the concepts of faith, tawakal, gratitude, and sincerity in daily life (Alfianingsih et al., 2026).

In the aspect of worship education, the Love-Based Curriculum is realized through habituation of worship carried out with affection and example. In the episode "Prayer Is Mandatory", Umma gently guides Rara to get used to praying from an early age so that children understand that prayer is a form of love and closeness to Allah. In the episode "Practice Fasting", the atmosphere of Ramadan is shown with a lot of togetherness and joy so that children learn about patience, discipline, and self-control. Meanwhile, the episode about qurbani teaches the value of sincerity and social care through sharing activities with others. This shows that worship is understood not just as a formal ritual, but as a means of forming Islamic character and building an affectionate relationship between humans and Allah and fellow humans (Afriansyah & Sirozi, 2025).

In the aspect of moral education, this animated series displays the values of tolerance, religious moderation, social concern, and ecotheological education in an applicative manner. The episode "Tolerance" shows the attitude of Umma, Nussa, and Rara who help fire victims regardless of social or cultural backgrounds so that students are taught the importance of living in harmony, respecting differences, and helping others (Hafizh et al., 2024; Usman et al., 2025). Meanwhile, the episode about affection for animals shows that human beings as caliphs on earth have the responsibility to protect the environment and love all living things created by Allah SWT. These values

show that the Love-Based Curriculum emphasizes humanistic, moderate, and environmentally caring education (Asyari, 2022). With simple visuals and stories that are close to children's lives, Nussa and Rara's animation succeeds in presenting integrative, communicative, and relevant Islamic education to the development of the digital era for MI level students.

Table 1. Aspects of Islamic Education

Aspects of Islamic Education	Values Displayed in Animations	Implementation in a Love-Based Curriculum	Relevance for MI Students
Faith Education	Faith in Allah through prayer before going to bed in the episode <i>"Sleep Without Fear"</i>	The Love-Based Curriculum instills faith through an emotional approach, compassion, and the habit of worship without pressure. Nussa reminds Rara gently to read prayers and remember Allah before going to bed so that the value of monotheism is taught humanistically and communicatively.	MI students more easily understand the concept of faith through simple concrete and visual experiences. Children learn that Allah is the best protector so that a sense of security, tawakal, and love for Allah is formed from an early age.
Faith Education	Gratitude for the rain as a blessing of Allah in the episode <i>"Well... Rain"</i>	The Love-Based Curriculum connects spiritual education with everyday experiences and natural phenomena. Rain is understood as a form of Allah's affection so that children are invited to be grateful and pray when it rains.	MI children understand that nature is a creation of God that must be grateful. Visual experiences help students understand the spiritual relationship between man and God in a simple and fun way.
Faith Education	Sincerely receiving Allah's qada and qadar in the episode <i>"Learning Sincerely"</i>	Love-based education builds the emotional and spiritual strength of learners through example. Nussa figures teach sincerity, gratitude, and the spirit of life despite	MI students learn to accept situations, not complain easily, and remain confident. These values help build children's mental health, empathy, and

		having physical limitations.	emotional resilience from an early age.
Worship Education	Qurbani worship in the episode " <i>Rakan Baru</i> "	The Love-Based Curriculum instills the value of worship through social care, sharing, and sincerity. Qurbani is not only understood as a ritual, but also a form of love for Allah and fellow humans.	MI children understand the meaning of sharing and helping others through concrete experiences that are close to daily life so that social and spiritual values develop simultaneously.
Worship Education	Prayer habit in the episode " <i>Prayer Is Mandatory</i> "	Worship education is carried out through example, gentle advice, and positive habits in the family. Umma guided Rara with affection to get used to praying since childhood.	Children understand that prayer is not just an obligation, but a form of love and closeness to Allah. Visual delivery makes it easier for students to apply the habit of prayer in their daily lives.
Worship Education	The spirit of fasting in the episode " <i>Fasting Training</i> "	The Love-Based Curriculum presents worship as a fun experience, full of togetherness, and full of character values such as patience, honesty, and discipline.	MI students learn fasting through simple experiences such as suhoor, breaking the fast, and resisting temptation so that spiritual values are easier to understand and practice.
Moral Education	Tolerance and help in the episode " <i>Tolerance</i> "	Love-based education instills religious moderation, compassion, and social concern regardless of one's background. The characters in the animation help the fire victims sincerely.	MI children learn to live in harmony, respect differences, and help others without discrimination. The value of religious moderation is understood simply

			through concrete behavior.
Moral Education	Affection for animals and the environment in the episode "Rara's New Friend"	The Love-Based Curriculum integrates ecotheological education with Islamic teachings through concern for living beings and the surrounding environment.	MI students understand that protecting animals and the environment is part of human responsibility as caliphs on earth so that they grow an attitude of caring for the environment from an early age.

CONCLUSION

The author concludes that the Nussa and Rara animation series contains Islamic educational values that include aspects of faith, worship, and morals that are relevant for MI level students. The value of faith is reflected through the habit of prayer, tawakal, gratitude, and faith in the qada and qadar of Allah, while the value of worship is displayed through the habit of prayer, fasting, and qurbani as a form of obedience to Allah SWT. Help-help, compassion for others, social concern, and love for the environment and animals as a form of human responsibility as a caliph on earth. All of these values are closely related to the Love-Based Curriculum because education is delivered through a humanist approach, full of compassion, exemplary, and pleasant emotional experiences so that it is able to form religious, moderate, empathetic, and environmental caring characters in students communicatively and applicatively.

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