

**UPIN AND IPIN ANIMATION RAMADAN EPISODE CONTAINS ISLAMIC
VALUES FOR GRADE 1 STUDENTS OF MADRASAH IBTIDAIYYAH
AL-HUDA I**

Neni Rohaeni*

*Sekolah Tinggi Agama Islam Riyadhul Jannah Subang
nenirohaeni0106@gmail.com

Dewi Suryani**

**Sekolah Tinggi Agama Islam Riyadhul Jannah Subang
aizaaisyah897@gmail.com

Ira Wahyudi***

***Sekolah Tinggi Agama Islam Riyadhul Jannah Subang
irawahyudi.kuliah@gmail.com

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Abstract

Every child experiences a golden age in their development stage so they can easily learn from the environment around them. This momentum is very appropriate to incorporate the values of Islamic religious education into children's identity using various types of media, including film media. A film is a series of moving images that can attract everyone's attention. This research focuses on the Islamic values contained in the Upin and Ipin cartoon film Ramadan episodes for grade 1 students at MI Al-Huda I and what are the benefits for grade 1 students at MI Al-Huda I. This research aims to find out the values of Islamic education contained in the cartoon film Upin and Ipin in the Ramadhan episode, as well as the instillation of Islamic educational values in the cartoon film Upin and Ipin in the Ramadhan episode for class 1 at MI Al-Huda I. This research uses a qualitative descriptive approach and data collection through interviews and observations. The results and discussion of this research show that there are 2 worship services in the animated film Upin and Ipin Ramadhan episodes, namely mahdah worship such as prayer, fasting, paying zakat. Meanwhile, ghiru mahdah worship includes respecting elders, spreading kindness, helping each other, praying, and being patient.

Keywords: Islamic Education Values, Upin and Ipin Films, Ramadhan Episodes, Internalization of Islamic Values

Abstrak

Setiap anak mengalami masa keemasan dalam tahap perkembangannya sehingga dapat dengan mudah belajar dari lingkungan disekitarnya. Momentum ini sangat tepat untuk memasukkan nilai-nilai pendidikan agama Islam ke dalam jati diri anak dengan berbagai macam media, termasuk media film. Film adalah serangkaian gambar bergerak yang dapat menarik perhatian setiap orang. Penelitian ini berfokus pada nilai-nilai keislaman yang terkandung dalam film kartun Upin dan Ipin episode ramadhan untuk siswa kelas 1 di MI Al-Huda I dan apa saja manfaat bagi siswa kelas 1 di MI Al-Huda I. Penelitian ini bertujuan untuk mengetahui bagaimana nilai-nilai pendidikan Islam yang terkandung dalam film kartun Upin dan Ipin pada episode ramadhan, serta penanaman nilai-nilai pendidikan Islam dalam film kartun Upin dan Ipin episode ramadhan untuk kelas 1 di MI Al-Huda I. Penelitian ini menggunakan pendekatan deskriptif kualitatif dan pengumpulan data melalui wawancara dan observasi. Hasil dan pembahasan penelitian ini menunjukkan bahwa terdapat 2 ibadah dalam film animasi upin dan ipin episode ramadhan yaitu ibadah mahdah seperti ibadah shalat, berpuasa, menunaikan zakat. Sedangkan ibadah ghairu mahdah seperti menghormati orang yang lebih tua, menebar kebaikan, saling tolong menolong, berdo'a, dan bersabar.

Kata kunci: Nilai Pendidikan Islam, Film Upin Dan Ipin, Episode Ramadhan, Internalisasi Nilai Keislaman

INTRODUCTION

In the current era of globalization, communication and information technology is increasingly sophisticated and developing. One example is in the field of television. Indonesian television is increasingly popular with the presence of various interesting programs for everyone to enjoy, including children (Safitri & Setiawan, 2022). Media can influence students' interest in lessons in addition to making learning fun (Munawwaroh et al., 2024). Animated films are very interesting and fun so children can easily understand what they are learning. Therefore, animated films can be used as media in the learning process (Anggraini & Asnawi, 2023). Audiovisual media allows learning to occur that involves students in the form of activities that they can actually see (Sitorus et al., 2020)

However, National Education System Law no. 20 of 2003 states that the aim of national education is to improve people's lives and form a nation capable of developing itself into a true human being, namely a person who is faithful, devout, has noble character, democratic, responsible, healthy, creative, capable, knowledgeable and independent. The educational process is human development and change towards perfection (Firdaus et al., 2023). The cultivation of religious and moral values can be achieved through the development of habits, worship practices and character development. Appropriate strategies and learning models are needed both at home and at school to achieve this element. Parents and schools must work together to instill moral and religious values in children (Ramadhini, 2021)

One of the animated series by Malaysian children is the animated film Upin Dan Ipin In this animated film, it tells the life of a pair of twins and their friends along with their daily activities during the holy month of Ramadan. The Islamic values contained in the animated film Upin Dan Ipin this Ramadan episode include the value of *mahdah* worship and *ghairu mahdah* worship (Novia Safitri & Maharani, 2023). *Mahdah* worship such as prayer, fasting, performing zakat, and other obligatory worship. Whereas *ghairu mahdah* worship is like respecting the elderly, always saying hello, learning to spread goodness, helping each other, always praying,

learning to be patient, strengthening ties of kinship, and many other Islamic values. The kind words in Upin and Ipin's animation will teach them to think and be positive when they show an example to their friends and kind words will not hurt or discriminate against someone (Wama Yachfa, 2023).

The reason why animation by Malaysian children is a series that children are interested in is because the character images presented are very unique and become the center of children's attention. Even though grade 1 children are not yet able to grasp the content of the animation, at least they can see and model the attitudes and behavior they watch when showing the animated film. So that the existence of one of these animated films can focus the attention of students to be more enthusiastic about learning because the film can make them more transported to their imaginary world but without abandoning Islamic values in life and for the surrounding environment. One source of values that can be integrated into education is Islamic values (Nilna et al., 2023).. As a result, the material will be more easily absorbed by students by presenting parables or examples in everyday life. In this way, the film is suitable for use as an audio-visual based learning medium to arouse children's enthusiasm for learning to make it more enjoyable (Widat & Dayyani, 2022).

The Upin and Ipin films also play a role in introducing moral lessons and educational values to children. The reason the researcher chose this animated film was because of the prominent and dominating way in which Islamic lessons are delivered which makes it ideal to be used as a figure for children, especially lowerclass children. Animation can also present information interactively, allowing students to participate active in the learning process (Melati et al., 2023). This research has a significant impact on improving the quality of forming character values in early childhood. The animated series Upin and Ipin has various kinds of conveying character values which are of course very effective and implied and there are no violent scenes in it. Upin and Ipin Film Presents films that are intelligent and enlightening by being presented in a simple, communicative and educational manner (Jaelani, 2020). Children can gain a strong spiritual foundation from good parents, participation in joint religious activities. Educators' efforts to increase student motivation and enthusiasm for learning are by selecting and sorting interesting learning media. The objectives of learning media include students being able to understand the material well, conveying messages, encouraging students' thoughts, feelings, attention and will. Thus, a deliberate, purposeful and controlled learning process will be encouraged by the existence of learning media. Everything that can be received by the ears and eyes will be easier to accept and remember than just reading and hearing or what can be called films (Rindawati & Thamrin, 2022).

Researchers search for information and read relevant literature. The literature sources studied consisted of four national journal articles and one international journal article included in previous research. This previous research study is important for researchers to study phenomena related to the values of Islamic religious education in the Ramadan episode of the animated film Upin & Ipin.

1. That television can be an educational medium for children if television programs contain moral, religious and knowledge elements. According to Soedarsono television has a positive impact on increasing students' knowledge at school. The most important Islamic values are the value of worship, which is shown by mentioning the words of worship in each part of the episode. Islamic values of Aqidah and Morals are also shown in worship scenes. The results of the research show that the Islamic values in the Upin and Ipin cartoon series, episodes of alleged fasting bagoan 1 to 6, have three values: worship, aqidah, and morals. The first includes the Yaa

Bunayya Journal of Early Childhood Education Volume 7, No 2, November, 2023 140 scene. Research has been running optimally. However, the results of the researcher's content analysis show that there is no official streaming platform for watching the Upin and Ipin cartoon series, and the episodes are not in sequence which can only be watched via the YouTube application. As a result, the results of the analysis carried out are less effective (Novia Safitri & Maharani, 2023). The research equation discusses the Islamic values contained in the Upin and Ipin cartoon films. Meanwhile, there are differences between the research above and the research that I will conduct namely related to the process of instilling Islamic religious education values in the animated film Upin and Ipin Ramadan episodes aimed at grade 1 students at MI Al-Huda I. This research focuses on the Islamic values contained in the Upin and Ipin cartoon film Ramadan episodes for grade 1 students at MI Al-Huda I and what benefits can be taken by grade 1 students at MI Al-Huda I in their daily lives .

2. The Upin and Ipin cartoon film with a Ramadan theme is different from other cartoon films which still show scenes of violence, fighting and insults. Apart from that, the content is very good and educational, and the presentation is delivered easily for grade 1 students to understand. Researchers used a qualitative descriptive approach in this research to understand the phenomena experienced by research subjects, such as behavior, motivation, perceptions and actions. Primary data comes from data that This data is collected to solve problems faced by researchers and is collected directly from the main source of the research location, known as primary sources. The main sources for this research location were the principal, teachers and grade 3 students at SDN 9 Muntok. Interviews, observation, and documentation are the data collection methods used. The analysis techniques are data reduction, data presentation, and drawing conclusions. For Class 3 at Muntok 9 Public Elementary School, the values of moral education in the cartoon film Upin and Ipin in the Ramadan themed episode are based on the values that can be exemplified by students in the film. This research has something in common, namely that it is intended for elementary school students and the values that will be studied in the Ramadhan episode. However, there are differences in the values that will be conveyed. In the research above, the values that will be conveyed are the Value of Moral Education for Grade 3 Students at Muntok 9 State Elementary School. Meanwhile, the research that I will carry out is the Values of Islamic Religious Education in the Animated Film Upin and Ipin Episode Ramadan which is aimed at grade 1 students at MI Al-Huda I (Agusma, 2022).

3. The role of teachers in guide the kids are very helpful learning student about education. Progress and progress audio-visual technology can help repair learning student if the learning process done in the environment is quiet , attractive , pleasant , and comfortable . Therefore, teachers must own ability for make use of interesting media for improve and change learning. They should too create friendly environment where teachers can enjoy situation This. Very important for a creative teacher for increase creativity in the learning process. Technology always help people to do things daily and earn information with easy, improve existence they. Besides that's them must create a warm atmosphere in which teachers can enjoy circumstances This. For increase creativity in the learning process, a creative teacher is very important. Technology always help people do things daily and earn information, improve existence they. In the world of education, technology help student learn and support development they. The role of the teacher is help student develop intelligence them, because every child own intelligence (Kembuan & Irwansyah, 2019). What this research has in common is discussing the role of audio-visual technology for the development of elementary school children. Meanwhile, the difference is that if the first one talks about roles, then the research that I will do talks about internalization

or instilling Islamic Religious Education Values in the Animated Film Upin and Ipin Episode Ramadan for Grade 1 Students at MI-Al-Huda I by utilizing technology in the modern era. with audio-visual based learning media or in the form of educational videos.

4. Children at elementary school age is the right time to instill character values. Children are entering their golden age or are considered young, so now is the most appropriate time for children to form their character. Character Education Values in children of this age are very easy to imitate what they see and hear. According to Rohmah, failure to provide character at elementary school age will have an impact on the child's personality, which can cause problems in adulthood. Thus, education absolutely determines the existence and development of children. A descriptive approach is used in this qualitative research to collect descriptive data from people's observable behavior. Primary and secondary data are used as data sources in this research. The content of the animated film "Upin and Ipin", which comes from dialogue between the characters and their friends, is the primary data source for this research. Secondary data sources for this research come from various articles discussing the content of the film Upin and Ipin, as well as previous research (Adinda Larasati et al., 2023). Research on the side discuss about Pedagogical relevance to the value of character education in the animated film Upin and Ipin. Temporary study This more focuses on planting Values of Islamic Religious Education in the Animated Film Upin and Ipin Ramadan Episode for Grade 1 Students at MI-Al-Huda I.

5. This brief review discusses fourteen evidence-based principles for how to create good instructional videos, including animations and slideshows. I also show how the situation is based on cognitive theories of learning and teaching. Future research is needed to establish this basis for broader research, to determine the boundary conditions under which the principles are most applicable, to pinpoint how cognitive and motivational processes mediate the impact of the principles, and to test the extent to which where these principles are applied in real learning environments. This effort is an example of the application of learning science to education and training. In research conducted by Mayer and colleagues, this article explores evidence-based principles of how to create successful instructional videos. This research also shows how these principles are based on cognitive theories of learning and teaching. One of its principles is sound multimedia, which includes the use of the human voice to attract coherence (by avoiding extraneous material in slides and scripts). Research on the side only describe view evidence-based learning about good videos including animations and slideshows (Mayer, 2021). Meanwhile, the research I will carry out is how this animated video can be imitated by elementary school children, namely through showing the Values of Islamic Religious Education in the Animated Film Upin and Ipin Ramadan Episode for Grade 1 Students at MI-Al-Huda I.

METHODS

In study this, writer do approach with method qualitative descriptive methods can collect more complex data by systematically interviewing parents/guardians and children and observing their movements. A qualitative methodology was used in this research regarding the role of Islamic religious education in increasing students' spiritual intelligence. Qualitative research aims to explain and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of individuals and groups.

This provides sufficient data to provide a picture of children's language acquisition (Rosyida et al., 2024). In general, primary data comes from recordings of the Ramadan episode of the animated film Upin Ipin. Secondary data comes from literature that supports primary data, such as the internet and other scientific works that are relevant to the research topic. In this

research, the author used data collection and interview techniques. For example, they watched the Upin Ipin animated film about Ramadan live on television and then downloaded the film on the YouTube data website to look for information relevant to the research problem. These observations were made by directly observing the animated film. To obtain data, observations of these activities are used. appear and are carried out in an orderly and accurate manner.

The focus of this qualitative research is to understand social phenomena from the participant's perspective. This method allows researchers to observe interactions with research subjects, which include teachers, principals, staff, and students (Hakim, 2022). Because the aim of this research is to reveal problems or events as they really are, this research uses a qualitative type. The research results objectively emphasize the true situation of the research subject (Nor Apifah et al., 2022). This type of research is known as descriptive qualitative. The descriptive approach involves people, events, objects, and current affairs, while the qualitative approach describes the written words of the subject (Syarbaini & Triadi, 2021).

RESULTS AND DISCUSSION

The animated series Upin and Ipin is a series made with Islamic music and the storyline can be used to educate Muslim children regarding moral values and daily activities with an Islamic nuance through interactive and of course fun shows. Les' Copaque Production Sdn Bhd. is the studio that produces this series in Malaysia. In this film there are examples that contain elements of role models and are easier to understand for the audience, especially children. Children can convey moral, educational and religious messages by paying attention to the story line and the music or songs sung which are suitable for children aged 1 to 6 years to listen to, delivered by this studio (Agusma, 2022). Les' Copaque is the publisher of the Upin and Ipin animated series which collaborates with a number of young creators, taking on the challenge of introducing the country's unique culture because it has a diversity of races, cultures and ways of life (Aisyah et al., 2023).

The values contained in the world of film mean that someone can achieve a bigger goal by exploring some kind of message or lesson that can be learned and taken so that people who watch do not feel disadvantaged. It's not uncommon for every film to teach something good. Regardless of how the teaching is done implicitly or explicitly. The advantage of the Upin and Ipin animated series in this Ramadan episode is that there are no scenes of violence, fighting or even verbal abuse. This show is not complicated but interesting and educational (Ilham et al., 2021). The quality of something that makes it liked, desired, pursued, appreciated, useful, and can make people who live it dignified is called value. In addition, values talk about something that is considered good or bad and right or wrong by individuals and society as a whole. One way to describe value is as a collection of different values that will be collected to form a diverse value.

Increasing students' spiritual potential and developing them into intelligent, faithful, devout and noble people is the goal of religious education. Ethics, etiquette and morals as manifestations of religious education will radiate and be displayed through *akhlakul karimah* (Lestari et al., 2023). According to Al Ghazali, the process of forming a perfect human being is the goal of Islamic education. There are three qualities that a student needs to have, namely humility, obedience and consistency. Regarding the concept of Islamic education, according to Al-Ghazali, it is the definition and aim of Islamic education which seeks nothing other than the formation of a complete human being, both in this world and in the afterlife and devoted to God the Creator. This is due to inadequate school infrastructure (Wafiqni & Alycia, 2021). The value of the Aqidah according to Islam consists of the pillars of faith, or belief in God, as its basis.

However, not all schools utilize audio-visual media in every learning process, including MI Al-Huda I.

Education is the most important and vital institution tasked with educating and developing personalities in various groups. Thus, the goals of higher education are realized when coordination between educational institutions and other social institutions is achieved. According to Al-Ghazali, early childhood begins with providing solid religious education for children. This is due to the fact that children at this age are able to accept their religious beliefs based on faith without them asking for strong evidence to support or provide an explanation (Mukaromah et al., 2023). Most of what I encounter are children at an early age asking questions about things that are beyond their reasoning. However, children will easily be satisfied with the answers we give because their thought processes are not yet very deep. A child will feel sufficient if his curiosity has been fulfilled.

Islamic education is devoted to matters related to the repetition of learning Islamic values in such a way as to have an effect on the minds of students. Apart from that, education is the same as cultivation, which means that inner talents that exist in the form of potential in an object must be actualized and nurtured by parents in the family environment and by educators in the school environment. Thus, education only applies to humans who must maximize the potential that exists within each of them because they have been equipped with extraordinary gifts in the form of reason and thoughts. From here it becomes clear that education must be subject to human nature. In other words, it must be a distinctive characteristic and differentiate between humans and other creatures. Thus, education is not just a means of development but an example of nurturing for individuals.

In accordance with Minister of Education and Culture Regulation Number 137 of 2014, National Standards for Early Childhood Education, early childhood education must consider six aspects of development: physical motor, cognitive, social emotional, language, and moral and religious (Hidayat & Nurlatifah, 2023). Early childhood children begin their social development with the child's relationship with family, residence, peers and the surrounding environment. Some young children are able to develop good social behavior because they can participate directly or indirectly in preschool activities. Elementary school age children tend to imitate other people's behavior, so each child has different needs and abilities according to their daily development. So it is very important to pay attention and provide appropriate guidance to improve the development of their social behavior. Therefore, in order to create optimal growth and development according to the level of development, the right conditions and stimulation are needed. Children create generations of families and nations, and they need to receive good attention so that their potential can develop quickly, so that they will grow into strong people with strong personalities and various useful skills.

For elementary school children, especially the lower classes, the values of Islamic religious education found in the cartoon film Upin and Ipin in the Ramadan themed episode are based on principles that can be exemplified by students in the film. In this episode, the first values of Islamic religious education are morals, such as morals towards parents, fellow humans, and Allah SWT. Apart from that, one of the children's worship skills is being able to perform the five daily prayers. Apart from that, in the animated film Upin and Ipin the Ramadan theme also tells children that in the month of Ramadan we must fast completely, perform sunnah tarawih prayers, give alms to people in need, and pay zakat fitrah to get greater rewards. During the month of Ramadan, many people, including the academic community, take advantage of this moment to build students' personalities, including increasing their own worship (Rafi et al., 2023).

The Upin and Ipin films play a role in introducing moral lessons and educational values to children. Researchers chose this animated film because of its prominent and dominating way of conveying lessons and learning, which makes it ideal as a figure for children. In an effort to improve the quality of character formation, this research has a significant impact on readers and students. One of the results of this research is that the animated film Upin and Ipin has a lot of effective and implied conveying of character values, and there are no violent scenes in it. Conveying Islamic values through polite and diverse animated characters is appropriate for lower grade elementary school students. The time is very appropriate to incorporate the principles of Islamic religious education into children's identity with various kinds of media, including film media because film is a series of moving images that can attract everyone's attention. How young children interact with adults, peers and the wider community in order to adapt well is known as the development of early childhood social behavior (Ilham et al., 2021)

The values of Islamic religious education in the animated series Upin and Ipin, the Ramadan episode consists of three values: worship, aqidah, and morals. Islamic values in worship consist of two parts: mahdah worship and ghairu mahdah worship. The main values of Islam are the values of worship, which are shown in each part of the episode by mentioning the words of worship. Other Islamic values, such as aqidah and morals, are also shown in worship scenes. For early childhood children, the values of moral education found in the cartoon film Upin and Ipin in the Ramadan themed episode are based on the principles that can be exemplified by the students in the film. In this episode, the first value of moral education is morals towards parents, fellow human beings, and Allah SWT, including always praying five times a day. The theme of Ramadan also provides educational value, such as performing tarawih prayers, fasting in full, and working hard to get rewards.

The results of the interview show that Al-Huda I is related to an attitude of gratitude for all the gifts of Allah SWT. so that this can be a role model for first grade students about how beautiful it is to be grateful for everything. However, it is necessary to emphasize to students that blessings are not only material things, but also other things, such as still having parents, health, and the opportunity to develop. One example of morals towards oneself is gratitude for what one has and achieved. Therefore, it is very important for a teacher to teach his students how to be grateful for what has happened. This must be exemplified in their daily lives, both in the community and in the school environment. I tell students the importance of being grateful for everything in life. If children find that breaking the fast and sahur food is plain and simple, then instill in them to be grateful for the food that is available and that there are many people out there who need food like the food we eat.

In the Ramadan theme episode from the cartoon film Upin and Ipin, praying five times a day is one of the morals towards Allah SWT. This is because every Muslim in the world must do it. Students must be taught about the obligation to pray five times a day from childhood so that they get used to doing it until the end of their lives without coercion. Even if they haven't reached puberty yet, it's okay not to do it completely, but it would be nice to keep reminding them to do it when it's time. As explained by Mrs. Della as follows: "In the past, he watched the cartoon film Upin and Ipin and then Yudi knew that he had to perform ablution before praying because he saw Upin and Ipin's daily life, but now it is rare because the broadcasts on television are not always there." So, based on a survey regarding questions about the five daily prayers, most students already know that ablution is something that must be done if you are going to perform religious services such as prayer. There is also an expression from Sefiya, a grade 1 student at MI Al-Huda I, as follows: "I know that the call to prayer is prayer time, ma'am." As can be seen from the

interviews, there are students who know the importance of purifying themselves before praying, there are also students who know that the call to prayer is a call to prayer. Then the results of Radit's interview at MI Al-Huda I were as follows: "I am always told to pray at the mosque while reciting the Koran." Performing the 5 daily prayers in congregation as featured in the animated film Upin and Ipin Ramadan episodes is something that is highly recommended. Performing the 5 daily prayers or sunnah prayers such as tarawih prayers should not be done by playing around. Therefore, parents and teachers must teach their children or students how to pray properly and not play around. Therefore, Madrasah Ibtidaiyah Al-Huda I is committed to continuing to provide PAIKEMI (Active, Innovative, Creative, Effective, Fun and Islamic Learning) for students so that they are immersed in a learning atmosphere that is comfortable and not boring (Sodikin & Ashom, 2021).

CONCLUSION

Based on the explanation above, it can be concluded that Islamic religious values in the animated film Upin and Ipin, this Ramadan episode, has several important components, one of which is the role of the religious teacher who must be able to implement Islamic values at school for grade 1 students at MI Al-Huda. I because a teacher has a central role in providing an example to students at school. Researchers investigated the values of Islamic religious education in the animated film Upin and Ipin, the Ramadan episode for the first class at MI Al-Huda and reached the following conclusions: *First*, mahdah worship such as prayer, fasting, giving zakat, and other obligatory worship. Meanwhile, ghairu mahdah worship includes respecting elders, always saying hello, learning to spread kindness, helping each other, always praying, learning to be patient, and strengthening ties of friendship. The Islamic values in this animation teach many lessons for grade 1 students at MI Al-Huda I, the value of worship such as performing congregational prayers, tarawih sunnah prayers and fasting completely to get the promised reward. The Upin and Ipin cartoon film Ramadan episode can help teachers teach students Islamic values when they teach PAI. This will help students become accustomed to practicing good morals both at school and outside school. Teachers must set a good example and be role models for their students because a child is an excellent imitator so that when he sees what is happening in his environment it will be easier for him to absorb it into himself. *Second*, the educational value of ghiru mahdah worship, such as morals towards parents, namely always helping with homework to lighten the burden on parents, saying hello to parents at home, apologizing if we have made the wrong words, words or behavior that can make parents sad and angry, be polite and courteous when talking to parents.

Morals towards oneself, namely always being grateful for the food available at dawn and breaking the fast, being grateful for the blessings of fasting because not everyone gives Allah such blessings. Morals towards fellow friends, namely tolerance when fasting if you have friends of different beliefs and not tempting others who are fasting and not eating in front of friends who are fasting. Thus, this Upin and Ipin animation with a Ramadan theme can be used as an educational tool as well as audio-visual based learning media for parents and teachers in educating their children. This learning can teach children the values of worship without using monotonous methods so that by utilizing current technology children can easily absorb sources of information through implied messages played by the animated characters. The end result will certainly create a pleasant atmosphere through showing Islamic educational videos but still under the supervision of teachers or parents at home. This study found that the moral and spiritual values in Upin and Ipin animations must be collaborated with parents such as supervising children when watching. Apart from that, in the learning process at school, teachers can also teach children

about Islamic values by watching Islamic animated films and getting them used to considering what they watch.

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UPIN AND IPIN ANIMATION RAMADAN EPISODE CONTAINS ISLAMIC VALUES FOR GRADE 1 STUDENTS OF MADRASAH IBTIDAIYAH

AL-HUDA I

Neni Rohaeni*

*Sekolah Tinggi Agama Islam Riyadhul Jannah Subang
nenirohaeni0106@gmail.com

Dewi Suryani**

**Sekolah Tinggi Agama Islam Riyadhul Jannah Subang
aizaaisyah897@gmail.com

Ira Wahyudi***

***Sekolah Tinggi Agama Islam Riyadhul Jannah Subang
irawahyudi.kuliah@gmail.com

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Abstract

Every child experiences a golden age in their development stage so they can easily learn from the environment around them. This momentum is very appropriate to incorporate the values of Islamic religious education into children's identity using various types of media, including film media. A film is a series of moving images that can attract everyone's attention. This research focuses on the Islamic values contained in the Upin and Ipin cartoon film Ramadan episodes for grade 1 students at MI Al-Huda I and what are the benefits for grade 1 students at MI Al-Huda I. This research aims to find out the values of Islamic education contained in the cartoon film Upin and Ipin in the Ramadhan episode, as well as the instillation of Islamic educational values in the cartoon film Upin and Ipin in the Ramadhan episode for class 1 at MI Al-Huda I. This research uses a qualitative descriptive approach and data collection through interviews and observations. The results and discussion of this research show that there are 2 worship services in the animated film Upin and Ipin Ramadhan episodes, namely mahdah worship such as prayer, fasting, paying zakat. Meanwhile, ghiru mahdah worship includes respecting elders, spreading kindness, helping each other, praying, and being patient.

Keywords: Islamic Education Values, Upin and Ipin Films, Ramadhan Episodes, Internalization of Islamic Values

Abstrak

Setiap anak mengalami masa keemasan dalam tahap perkembangannya sehingga dapat dengan mudah belajar dari lingkungan disekitarnya. Momentum ini sangat tepat untuk memasukkan nilai-nilai pendidikan agama Islam ke dalam jati diri anak dengan berbagai macam media, termasuk media film. Film adalah serangkaian gambar bergerak yang dapat menarik perhatian setiap orang. Penelitian ini berfokus pada nilai-nilai keislaman yang terkandung dalam film kartun Upin dan Ipin episode ramadan untuk siswa kelas 1 di MI Al-Huda I dan apa saja manfaat bagi siswa kelas 1 di MI Al-Huda I. Penelitian ini bertujuan untuk mengetahui bagaimana nilai-nilai pendidikan Islam yang terkandung dalam film kartun Upin dan Ipin pada episode ramadhan, serta penanaman nilai-nilai pendidikan Islam dalam film kartun Upin dan Ipin episode ramadhan untuk kelas 1 di MI Al-Huda I. Penelitian ini menggunakan pendekatan deskriptif kualitatif dan pengumpulan data melalui wawancara dan observasi. Hasil dan pembahasan penelitian ini menunjukkan bahwa terdapat 2 ibadah dalam film animasi upin dan ipin episode ramadhan yaitu ibadah mahdah seperti ibadah shalat, berpuasa, menunaikan zakat. Sedangkan ibadah ghairu mahdah seperti menghormati orang yang lebih tua, menebar kebaikan, saling tolong menolong, berdo'a, dan bersabar.

Kata kunci: Nilai Pendidikan Islam, Film Upin Dan Ipin, Episode Ramadhan, Internalisasi Nilai Keislaman

INTRODUCTION

In the current era of globalization, communication and information technology is increasingly sophisticated and developing. One example is in the field of television. Indonesian television is increasingly popular with the presence of various interesting programs for everyone to enjoy, including children (Safitri & Setiawan, 2022). Media can influence students' interest in lessons in addition to making learning fun (Munawwaroh et al., 2024). Animated films are very interesting and fun so children can easily understand what they are learning. Therefore, animated films can be used as media in the learning process (Anggraini & Asnawi, 2023). Audiovisual media allows learning to occur that involves students in the form of activities that they can actually see (Sitorus et al., 2020)

However, National Education System Law no. 20 of 2003 states that the aim of national education is to improve people's lives and form a nation capable of developing itself into a true human being, namely a person who is faithful, devout, has noble character, democratic, responsible, healthy, creative, capable, knowledgeable and independent. The educational process is human development and change towards perfection (Firdaus et al., 2023). The cultivation of religious and moral values can be achieved through the development of habits, worship practices and character development. Appropriate strategies and learning models are needed both at home and at school to achieve this element. Parents and schools must work together to instill moral and religious values in children (Ramadhini, 2021)

One of the animated series by Malaysian children is the animated film Upin Dan Ipin In this animated film, it tells the life of a pair of twins and their friends along with their daily activities during the holy month of Ramadan. The Islamic values contained in the animated film Upin Dan Ipin this Ramadan episode include the value of *mahdah* worship and *ghairu mahdah* worship (Novia Safitri & Maharani, 2023). *Mahdah* worship such as prayer, fasting, performing zakat, and other obligatory worship. Whereas *ghairu mahdah* worship is like respecting the elderly, always saying hello, learning to spread goodness, helping each other, always praying,

learning to be patient, strengthening ties of kinship, and many other Islamic values. The kind words in Upin and Ipin's animation will teach them to think and be positive when they show an example to their friends and kind words will not hurt or discriminate against someone (Wama Yachfa, 2023).

The reason why animation by Malaysian children is a series that children are interested in is because the character images presented are very unique and become the center of children's attention. Even though grade 1 children are not yet able to grasp the content of the animation, at least they can see and model the attitudes and behavior they watch when showing the animated film. So that the existence of one of these animated films can focus the attention of students to be more enthusiastic about learning because the film can make them more transported to their imaginary world but without abandoning Islamic values in life and for the surrounding environment. One source of values that can be integrated into education is Islamic values (Nilna et al., 2023). As a result, the material will be more easily absorbed by students by presenting parables or examples in everyday life. In this way, the film is suitable for use as an audio-visual based learning medium to arouse children's enthusiasm for learning to make it more enjoyable (Widat & Dayyani, 2022).

The Upin and Ipin films also play a role in introducing moral lessons and educational values to children. The reason the researcher chose this animated film was because of the prominent and dominating way in which Islamic lessons are delivered which makes it ideal to be used as a figure for children, especially lowerclass children. Animation can also present information interactively, allowing students to participate active in the learning process (Melati et al., 2023). This research has a significant impact on improving the quality of forming character values in early childhood. The animated series Upin and Ipin has various kinds of conveying character values which are of course very effective and implied and there are no violent scenes in it. Upin and Ipin Film Presents films that are intelligent and enlightening by being presented in a simple, communicative and educational manner (Jaelani, 2020). Children can gain a strong spiritual foundation from good parents, participation in joint religious activities. Educators' efforts to increase student motivation and enthusiasm for learning are by selecting and sorting interesting learning media. The objectives of learning media include students being able to understand the material well, conveying messages, encouraging students' thoughts, feelings, attention and will. Thus, a deliberate, purposeful and controlled learning process will be encouraged by the existence of learning media. Everything that can be received by the ears and eyes will be easier to accept and remember than just reading and hearing or what can be called films (Rindawati & Thamrin, 2022).

Researchers search for information and read relevant literature. The literature sources studied consisted of four national journal articles and one international journal article included in previous research. This previous research study is important for researchers to study phenomena related to the values of Islamic religious education in the Ramadan episode of the animated film Upin & Ipin.

1. That television can be an educational medium for children if television programs contain moral, religious and knowledge elements. According to Soedarsono television has a positive impact on increasing students' knowledge at school. The most important Islamic values are the value of worship, which is shown by mentioning the words of worship in each part of the episode. Islamic values of Aqidah and Morals are also shown in worship scenes. The results of the research show that the Islamic values in the Upin and Ipin cartoon series, episodes of alleged fasting bagoan 1 to 6, have three values: worship, aqidah, and morals. The first includes the Yaa

Bunayya Journal of Early Childhood Education Volume 7, No 2, November, 2023 140 scene. Research has been running optimally. However, the results of the researcher's content analysis show that there is no official streaming platform for watching the Upin and Ipin cartoon series, and the episodes are not in sequence which can only be watched via the YouTube application. As a result, the results of the analysis carried out are less effective (Novia Safitri & Maharani, 2023). The research equation discusses the Islamic values contained in the Upin and Ipin cartoon films. Meanwhile, there are differences between the research above and the research that I will conduct namely related to the process of instilling Islamic religious education values in the animated film Upin and Ipin Ramadan episodes aimed at grade 1 students at MI Al-Huda I. This research focuses on the Islamic values contained in the Upin and Ipin cartoon film Ramadan episodes for grade 1 students at MI Al-Huda I and what benefits can be taken by grade 1 students at MI Al-Huda I in their daily lives .

2. The Upin and Ipin cartoon film with a Ramadan theme is different from other cartoon films which still show scenes of violence, fighting and insults. Apart from that, the content is very good and educational, and the presentation is delivered easily for grade 1 students to understand. Researchers used a qualitative descriptive approach in this research to understand the phenomena experienced by research subjects, such as behavior, motivation, perceptions and actions. Primary data comes from data that This data is collected to solve problems faced by researchers and is collected directly from the main source of the research location, known as primary sources. The main sources for this research location were the principal, teachers and grade 3 students at SDN 9 Muntok. Interviews, observation, and documentation are the data collection methods used. The analysis techniques are data reduction, data presentation, and drawing conclusions. For Class 3 at Muntok 9 Public Elementary School, the values of moral education in the cartoon film Upin and Ipin in the Ramadan themed episode are based on the values that can be exemplified by students in the film. This research has something in common, namely that it is intended for elementary school students and the values that will be studied in the Ramadhan episode. However, there are differences in the values that will be conveyed. In the research above, the values that will be conveyed are the Value of Moral Education for Grade 3 Students at Muntok 9 State Elementary School. Meanwhile, the research that I will carry out is the Values of Islamic Religious Education in the Animated Film Upin and Ipin Episode Ramadan which is aimed at grade 1 students at MI Al-Huda I (Agusma, 2022).

3. The role of teachers in guide the kids are very helpful learning student about education. Progress and progress audio-visual technology can help repair learning student if the learning process done in the environment is quiet , attractive , pleasant , and comfortable . Therefore, teachers must own ability for make use of interesting media for improve and change learning. They should too create friendly environment where teachers can enjoy situation This. Very important for a creative teacher for increase creativity in the learning process. Technology always help people to do things daily and earn information with easy, improve existence they. Besides that's them must create a warm atmosphere in which teachers can enjoy circumstances This. For increase creativity in the learning process, a creative teacher is very important. Technology always help people do things daily and earn information, improve existence they. In the world of education, technology help student learn and support development they. The role of the teacher is help student develop intelligence them, because every child own intelligence (Kembuan & Irwansyah, 2019). What this research has in common is discussing the role of audio-visual technology for the development of elementary school children. Meanwhile, the difference is that if the first one talks about roles, then the research that I will do talks about internalization

or instilling Islamic Religious Education Values in the Animated Film Upin and Ipin Episode Ramadan for Grade 1 Students at MI-Al-Huda I by utilizing technology in the modern era. with audio-visual based learning media or in the form of educational videos.

4. Children at elementary school age is the right time to instill character values. Children are entering their golden age or are considered young, so now is the most appropriate time for children to form their character. Character Education Values in children of this age are very easy to imitate what they see and hear. According to Rohmah, failure to provide character at elementary school age will have an impact on the child's personality, which can cause problems in adulthood. Thus, education absolutely determines the existence and development of children. A descriptive approach is used in this qualitative research to collect descriptive data from people's observable behavior. Primary and secondary data are used as data sources in this research. The content of the animated film "Upin and Ipin", which comes from dialogue between the characters and their friends, is the primary data source for this research. Secondary data sources for this research come from various articles discussing the content of the film Upin and Ipin, as well as previous research (Adinda Larasati et al., 2023). Research on the side discuss about Pedagogical relevance to the value of character education in the animated film Upin and Ipin. Temporary study This more focuses on planting Values of Islamic Religious Education in the Animated Film Upin and Ipin Ramadan Episode for Grade 1 Students at MI-Al-Huda I.

5. This brief review discusses fourteen evidence-based principles for how to create good instructional videos, including animations and slideshows. I also show how the situation is based on cognitive theories of learning and teaching. Future research is needed to establish this basis for broader research, to determine the boundary conditions under which the principles are most applicable, to pinpoint how cognitive and motivational processes mediate the impact of the principles, and to test the extent to which where these principles are applied in real learning environments. This effort is an example of the application of learning science to education and training. In research conducted by Mayer and colleagues, this article explores evidence-based principles of how to create successful instructional videos. This research also shows how these principles are based on cognitive theories of learning and teaching. One of its principles is sound multimedia, which includes the use of the human voice to attract coherence (by avoiding extraneous material in slides and scripts). Research on the side only describe view evidence-based learning about good videos including animations and slideshows (Mayer, 2021). Meanwhile, the research I will carry out is how this animated video can be imitated by elementary school children, namely through showing the Values of Islamic Religious Education in the Animated Film Upin and Ipin Ramadan Episode for Grade 1 Students at MI-Al-Huda I.

METHODS

In study this, writer do approach with method qualitative descriptive methods can collect more complex data by systematically interviewing parents/guardians and children and observing their movements. A qualitative methodology was used in this research regarding the role of Islamic religious education in increasing students' spiritual intelligence. Qualitative research aims to explain and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of individuals and groups.

This provides sufficient data to provide a picture of children's language acquisition (Rosyida et al., 2024). In general, primary data comes from recordings of the Ramadan episode of the animated film Upin Ipin. Secondary data comes from literature that supports primary data, such as the internet and other scientific works that are relevant to the research topic. In this

research, the author used data collection and interview techniques. For example, they watched the Upin Ipin animated film about Ramadan live on television and then downloaded the film on the YouTube data website to look for information relevant to the research problem. These observations were made by directly observing the animated film. To obtain data, observations of these activities are used. appear and are carried out in an orderly and accurate manner.

The focus of this qualitative research is to understand social phenomena from the participant's perspective. This method allows researchers to observe interactions with research subjects, which include teachers, principals, staff, and students (Hakim, 2022). Because the aim of this research is to reveal problems or events as they really are, this research uses a qualitative type. The research results objectively emphasize the true situation of the research subject (Nor Apifah et al., 2022). This type of research is known as descriptive qualitative. The descriptive approach involves people, events, objects, and current affairs, while the qualitative approach describes the written words of the subject (Syarbaini & Triadi, 2021).

RESULTS AND DISCUSSION

The animated series Upin and Ipin is a series made with Islamic music and the storyline can be used to educate Muslim children regarding moral values and daily activities with an Islamic nuance through interactive and of course fun shows. Les' Copaque Production Sdn Bhd. is the studio that produces this series in Malaysia. In this film there are examples that contain elements of role models and are easier to understand for the audience, especially children. Children can convey moral, educational and religious messages by paying attention to the story line and the music or songs sung which are suitable for children aged 1 to 6 years to listen to, delivered by this studio (Agusma, 2022). Les' Copaque is the publisher of the Upin and Ipin animated series which collaborates with a number of young creators, taking on the challenge of introducing the country's unique culture because it has a diversity of races, cultures and ways of life (Aisyah et al., 2023).

The values contained in the world of film mean that someone can achieve a bigger goal by exploring some kind of message or lesson that can be learned and taken so that people who watch do not feel disadvantaged. It's not uncommon for every film to teach something good. Regardless of how the teaching is done implicitly or explicitly. The advantage of the Upin and Ipin animated series in this Ramadan episode is that there are no scenes of violence, fighting or even verbal abuse. This show is not complicated but interesting and educational (Ilham et al., 2021). The quality of something that makes it liked, desired, pursued, appreciated, useful, and can make people who live it dignified is called value. In addition, values talk about something that is considered good or bad and right or wrong by individuals and society as a whole. One way to describe value is as a collection of different values that will be collected to form a diverse value.

Increasing students' spiritual potential and developing them into intelligent, faithful, devout and noble people is the goal of religious education. Ethics, etiquette and morals as manifestations of religious education will radiate and be displayed through *akhlakul karimah* (Lestari et al., 2023). According to Al Ghazali, the process of forming a perfect human being is the goal of Islamic education. There are three qualities that a student needs to have, namely humility, obedience and consistency. Regarding the concept of Islamic education, according to Al-Ghazali, it is the definition and aim of Islamic education which seeks nothing other than the formation of a complete human being, both in this world and in the afterlife and devoted to God the Creator. This is due to inadequate school infrastructure (Wafiqni & Alycia, 2021). The value of the Aqidah according to Islam consists of the pillars of faith, or belief in God, as its basis.

However, not all schools utilize audio-visual media in every learning process, including MI Al-Huda I.

Education is the most important and vital institution tasked with educating and developing personalities in various groups. Thus, the goals of higher education are realized when coordination between educational institutions and other social institutions is achieved. According to Al-Ghazali, early childhood begins with providing solid religious education for children. This is due to the fact that children at this age are able to accept their religious beliefs based on faith without them asking for strong evidence to support or provide an explanation (Mukaromah et al., 2023). Most of what I encounter are children at an early age asking questions about things that are beyond their reasoning. However, children will easily be satisfied with the answers we give because their thought processes are not yet very deep. A child will feel sufficient if his curiosity has been fulfilled.

Islamic education is devoted to matters related to the repetition of learning Islamic values in such a way as to have an effect on the minds of students. Apart from that, education is the same as cultivation, which means that inner talents that exist in the form of potential in an object must be actualized and nurtured by parents in the family environment and by educators in the school environment. Thus, education only applies to humans who must maximize the potential that exists within each of them because they have been equipped with extraordinary gifts in the form of reason and thoughts. From here it becomes clear that education must be subject to human nature. In other words, it must be a distinctive characteristic and differentiate between humans and other creatures. Thus, education is not just a means of development but an example of nurturing for individuals.

In accordance with Minister of Education and Culture Regulation Number 137 of 2014, National Standards for Early Childhood Education, early childhood education must consider six aspects of development: physical motor, cognitive, social emotional, language, and moral and religious (Hidayat & Nurlatifah, 2023). Early childhood children begin their social development with the child's relationship with family, residence, peers and the surrounding environment. Some young children are able to develop good social behavior because they can participate directly or indirectly in preschool activities. Elementary school age children tend to imitate other people's behavior, so each child has different needs and abilities according to their daily development. So it is very important to pay attention and provide appropriate guidance to improve the development of their social behavior. Therefore, in order to create optimal growth and development according to the level of development, the right conditions and stimulation are needed. Children create generations of families and nations, and they need to receive good attention so that their potential can develop quickly, so that they will grow into strong people with strong personalities and various useful skills.

For elementary school children, especially the lower classes, the values of Islamic religious education found in the cartoon film *Upin and Ipin* in the Ramadan themed episode are based on principles that can be exemplified by students in the film. In this episode, the first values of Islamic religious education are morals, such as morals towards parents, fellow humans, and Allah SWT. Apart from that, one of the children's worship skills is being able to perform the five daily prayers. Apart from that, in the animated film *Upin and Ipin* the Ramadan theme also tells children that in the month of Ramadan we must fast completely, perform sunnah tarawih prayers, give alms to people in need, and pay zakat fitrah to get greater rewards. During the month of Ramadan, many people, including the academic community, take advantage of this moment to build students' personalities, including increasing their own worship (Rafi et al., 2023).

The Upin and Ipin films play a role in introducing moral lessons and educational values to children. Researchers chose this animated film because of its prominent and dominating way of conveying lessons and learning, which makes it ideal as a figure for children. In an effort to improve the quality of character formation, this research has a significant impact on readers and students. One of the results of this research is that the animated film Upin and Ipin has a lot of effective and implied conveying of character values, and there are no violent scenes in it. Conveying Islamic values through polite and diverse animated characters is appropriate for lower grade elementary school students. The time is very appropriate to incorporate the principles of Islamic religious education into children's identity with various kinds of media, including film media because film is a series of moving images that can attract everyone's attention. How young children interact with adults, peers and the wider community in order to adapt well is known as the development of early childhood social behavior (Ilham et al., 2021)

The values of Islamic religious education in the animated series Upin and Ipin, the Ramadan episode consists of three values: worship, aqidah, and morals. Islamic values in worship consist of two parts: mahdah worship and ghairu mahdah worship. The main values of Islam are the values of worship, which are shown in each part of the episode by mentioning the words of worship. Other Islamic values, such as aqidah and morals, are also shown in worship scenes. For early childhood children, the values of moral education found in the cartoon film Upin and Ipin in the Ramadan themed episode are based on the principles that can be exemplified by the students in the film. In this episode, the first value of moral education is morals towards parents, fellow human beings, and Allah SWT, including always praying five times a day. The theme of Ramadan also provides educational value, such as performing tarawih prayers, fasting in full, and working hard to get rewards.

The results of the interview show that Al-Huda I is related to an attitude of gratitude for all the gifts of Allah SWT. so that this can be a role model for first grade students about how beautiful it is to be grateful for everything. However, it is necessary to emphasize to students that blessings are not only material things, but also other things, such as still having parents, health, and the opportunity to develop. One example of morals towards oneself is gratitude for what one has and achieved. Therefore, it is very important for a teacher to teach his students how to be grateful for what has happened. This must be exemplified in their daily lives, both in the community and in the school environment. I tell students the importance of being grateful for everything in life. If children find that breaking the fast and sahur food is plain and simple, then instill in them to be grateful for the food that is available and that there are many people out there who need food like the food we eat.

In the Ramadan theme episode from the cartoon film Upin and Ipin, praying five times a day is one of the morals towards Allah SWT. This is because every Muslim in the world must do it. Students must be taught about the obligation to pray five times a day from childhood so that they get used to doing it until the end of their lives without coercion. Even if they haven't reached puberty yet, it's okay not to do it completely, but it would be nice to keep reminding them to do it when it's time. As explained by Mrs. Della as follows: "In the past, he watched the cartoon film Upin and Ipin and then Yudi knew that he had to perform ablution before praying because he saw Upin and Ipin's daily life, but now it is rare because the broadcasts on television are not always there." So, based on a survey regarding questions about the five daily prayers, most students already know that ablution is something that must be done if you are going to perform religious services such as prayer. There is also an expression from Sefiya, a grade 1 student at MI Al-Huda I, as follows: "I know that the call to prayer is prayer time, ma'am." As can be seen from the

interviews, there are students who know the importance of purifying themselves before praying, there are also students who know that the call to prayer is a call to prayer. Then the results of Radit's interview at MI Al-Huda I were as follows: "I am always told to pray at the mosque while reciting the Koran." Performing the 5 daily prayers in congregation as featured in the animated film Upin and Ipin Ramadan episodes is something that is highly recommended. Performing the 5 daily prayers or sunnah prayers such as tarawih prayers should not be done by playing around. Therefore, parents and teachers must teach their children or students how to pray properly and not play around. Therefore, Madrasah Ibtidaiyah Al-Huda I is committed to continuing to provide PAIKEMI (Active, Innovative, Creative, Effective, Fun and Islamic Learning) for students so that they are immersed in a learning atmosphere that is comfortable and not boring (Sodikin & Ashom, 2021).

CONCLUSION

Based on the explanation above, it can be concluded that Islamic religious values in the animated film Upin and Ipin, this Ramadan episode, has several important components, one of which is the role of the religious teacher who must be able to implement Islamic values at school for grade 1 students at MI Al-Huda. I because a teacher has a central role in providing an example to students at school. Researchers investigated the values of Islamic religious education in the animated film Upin and Ipin, the Ramadan episode for the first class at MI Al-Huda and reached the following conclusions: *First*, mahdah worship such as prayer, fasting, giving zakat, and other obligatory worship. Meanwhile, ghairu mahdah worship includes respecting elders, always saying hello, learning to spread kindness, helping each other, always praying, learning to be patient, and strengthening ties of friendship. The Islamic values in this animation teach many lessons for grade 1 students at MI Al-Huda I, the value of worship such as performing congregational prayers, tarawih sunnah prayers and fasting completely to get the promised reward. The Upin and Ipin cartoon film Ramadan episode can help teachers teach students Islamic values when they teach PAI. This will help students become accustomed to practicing good morals both at school and outside school. Teachers must set a good example and be role models for their students because a child is an excellent imitator so that when he sees what is happening in his environment it will be easier for him to absorb it into himself. *Second*, the educational value of ghiru mahdah worship, such as morals towards parents, namely always helping with homework to lighten the burden on parents, saying hello to parents at home, apologizing if we have made the wrong words, words or behavior that can make parents sad and angry, be polite and courteous when talking to parents.

Morals towards oneself, namely always being grateful for the food available at dawn and breaking the fast, being grateful for the blessings of fasting because not everyone gives Allah such blessings. Morals towards fellow friends, namely tolerance when fasting if you have friends of different beliefs and not tempting others who are fasting and not eating in front of friends who are fasting. Thus, this Upin and Ipin animation with a Ramadan theme can be used as an educational tool as well as audio-visual based learning media for parents and teachers in educating their children. This learning can teach children the values of worship without using monotonous methods so that by utilizing current technology children can easily absorb sources of information through implied messages played by the animated characters. The end result will certainly create a pleasant atmosphere through showing Islamic educational videos but still under the supervision of teachers or parents at home. This study found that the moral and spiritual values in Upin and Ipin animations must be collaborated with parents such as supervising children when watching. Apart from that, in the learning process at school, teachers can also teach children

about Islamic values by watching Islamic animated films and getting them used to considering what they watch.

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