



THE ROLE OF ROLE PLAYING METHODS ON THE IMPLEMENTATION OF RELIGIOUS AND MORAL VALUES BASED ON CARTOON/ANIMATION FILM BASED ON KARUN/ANIMATION FILM AGES 5-6 YEARS OLD

by

Nurhayati¹, Fitriana², Patipurnama³, Durrotunnisa⁴

^{1,2,3,4}Early Childhood Education Teacher Education, Tadulako University, Indonesia

Email: ¹nurhayatipauduntad@gmail.com, ⁴durrotunnisaafkip@gmail.com

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ABSTRACT

This problem is the cultivation of children's religious and moral values has not developed properly. In connection with this problem, the aim is to determine the role of the role-playing method in instilling religious and moral values in children based on cartoon/animated films during the COVID-19 pandemic aged 5-6 years. The approach in this research is qualitative and the type of research is descriptive. The subjects were 24 children consisting of 11 boys and 13 girls. Data was collected by means of observation, interviews, and documentation. Data management is done by using percentage technique. Based on the results of the study showed that the first week of the average recapitulation results on aspects of good behavior, reading prayers and honesty, the category developed very (☆☆☆☆) 2.8% of children, the category developed as expected (☆☆☆) 7% of children, the category began to develop (☆☆) 19% of children, and underdeveloped category (☆) 70.8% of children. Furthermore, after the fourth week using the role playing method and its media, namely cartoon/animated films from the recapitulation on aspects of good behavior, reading prayers, and honesty, the average category developed very well (☆☆☆☆) 19.4% of children, the category developed according to expectations (☆☆☆☆) 65.3% of children, the category began to develop (☆☆) 11.1% of children, and the undeveloped category (☆) 4.2% of children. It can be concluded that there is a role for the role-playing method to inculcate religious and moral values in children based on cartoon/animated films.

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Corresponding Author:

Nurhayati

Early Childhood Education Teacher Education

Tadulako University, Indonesia

Email: nurhaytipauduntad@gmail.com

1. INTRODUCTION

Education is all life experiences in various environments that have a positive effect on individual development that lasts throughout life. In the Law on the National Education System (2003) it is stated that "Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively increase their potential to have spiritual, religious, self-control, personality, intelligence, morals strengths. Noble character, as well as the skills needed by himself, society, nation and state. Education takes place from early childhood and continues to the level of further education even until the end of life.

Education in kindergarten is one form of early childhood education, namely children aged zero to six years. According to Law. 20 of 2003 concerning the National Education System CHAPTER 1 article 1 paragraph (14) states that "early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to assist physical growth and development. and spiritually so that children have readiness to enter further education.

According to Pebriandini (2021) Film is a form of electronic mass communication in the form of audio-visual media that can show preface, sound, image and their combination. Film is an efficient medium and can be

accepted by the community. Films have an appeal and have the ability to convey messages in a unique way. Film is an image in a frame. Where this frame is projected so that the screen looks like a live photo. That way the film has its own charm to be seen. Film is one of the modern communication media that is efficient for entertaining while delivering messages that can influence behavior, mindset and open knowledge for viewers (Widiyatmaka, 2013). Films always influence and shape citizens based on the message behind it, without ever doing the opposite. The animated film Nussa and Rara is an animated film made by the animation house The Giants which was initiated by Mario Irwinsya in collaboration with 4 Stripe Productions broadcast by the nussaofficial channel which is packaged in an attractive manner by inserting moral messages in everyday life (Kamalia, 2019). This animated film is designed to empower the personality of parents and children with an Islamic foundation (Nuss official). This animated film is motivated by the decline in the personality of children at this time (Sayekti, 2019).

Corona virus or *severe acute respiratory syndrome* corona virus 2 (SARS-CoV-2) is a virus that attacks the respiratory system. The disease caused by this viral infection is called COVID-19. Corona virus can cause mild disorders of the respiratory system, severe lung infections, and even death. Therefore, the Government issued several regulations, one of which is the Domestic Instruction Number 28 of 2021 concerning the implementation of restrictions on community activities for the fourth level of the 2019 corona virus disease in certain areas. Teachers can provide learning facilities such as APE, infrastructure, teaching materials, methods and strategies that are appropriate to the child's developmental stage. Learning at Cendekia Tadulako Perdosa Kindergarten at the time of Covid-19 was carried out face-to-face but using a group division strategy, every day there were only five to eight children then the others took online learning.

In accordance with Ministerial Regulation 137/2014 there are six development areas, namely religious and moral values, physical motoric, language, art, cognitive, and social emotional. There are various ways that professional teachers can do. Teachers can provide learning facilities such as APE, infrastructure, teaching materials, methods and strategies that are appropriate to the child's stage of improvement.

According to Tribunnews.com, the deviant behavior that occurred in Palu City stated that a man had the heart to stab his own biological father. The man with the initials J (33) had the heart to torture his father Alede'e (59) with a sharp weapon. The stab of this sharp weapon made the victim's hand almost cut off. The incident occurred on Jalan Gusti Ngurah Rai, Tatanga District, Palu City, Wednesday, March 13, 2022, at the victim's easy coconut seller's stall, or in front of the Smart Kitchen store. Palu Police Chief AKBP Bayu Indra Wiguno said the perpetrator abused him with a sharp object, causing the victim to suffer a number of lacerations, "the wound on the head, back and right side of the back was almost broken and the total stitches were 60 stitches". The next case revealed in Tribunpalu.com, namely 2 teenagers committing theft in the city of Palu, the teenager came from Kab. Sigi. According to the teenager's testimony, he stated that there were 30 points/places of thefts that were carried out in Palu City. (Ketut Suta, 2022 January 15).

If you look at the cases above, the bad behavior committed by these teenagers is in violation of the norms or rules that apply in culture and society. Therefore, it is very important religious and moral education from an early age so that it becomes a provision for children to take the next stage. Children who have provisions in religion and morals will be at the bottom until they are adults. As is known, these habits can turn into obligations based on the principles of each individual's life.

Nurhayati's research (2019) in the Bungamputi journal, with the title Improving Religious Moral Values Through Storytelling Methods Based on Audio Visual Media in Group B of the Integrated Early Childhood Education of Permata Bangsa Tondo, Palu City. The problem in this study is that religious moral values have not developed as expected, that audio-visual media can increase religious and moral values. After knowing the shortcomings in cycle I, it is necessary to make improvements to the actions of cycle II in order to improve learning objectives in accordance with expectations. Cycle II action using audio-visual media gave better results than cycle I and pre-action.

Based on the results of teacher observations and interviews, it was found that problems related to the cultivation of religious and moral values were not well developed. Namely the lack of habituation of children to pray, lack of focus during the prayer process, and about 70% of children who do not dare to tell the truth when they make mistakes, and cannot distinguish between good and bad behavior such as not greeting when entering the room, and don't say excuse me when passing in front of older people. It can be concluded that there are still many children who have not experienced improvement, especially those related to religious and moral values. In an effort to solve this problem, it has been decided to choose the title of the cartoon/animated film-based role-playing method as a learning method that can improve the development of children's religious and moral values during the COVID-19 pandemic, aged 5-6 years.

2. RESEARCH METHOD

Type of research used is descriptive qualitative research. Qualitative descriptive is research that is obtained from observations about existing problems, and then comes up with qualitative data based on observations of the two variables that have been observed, namely the cultivation of religious and moral values in children and the learning process through the role-playing method. The design of this research can be described from Sugiono (2018: 66), as follows:

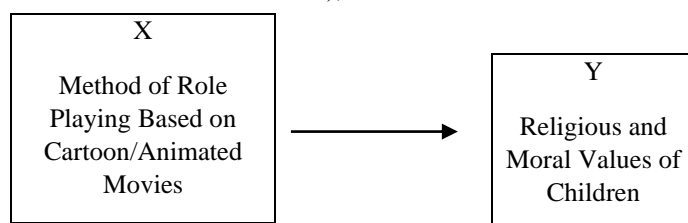


Figure 1

X : Metede's Role Playing Based on Cartoon/Animated Movies

Y : Values Children's Religious and Moral

→ : Values the Role of Role-Playing Methods in Instilling Religious and Moral Values in Children

3. RESULTS AND ANALYSIS

The role of role-playing methods in inculcating religious and moral values based on animated cartoon films during the Covid-19 pandemic aged 5-6 years, carried out on three aspects of learning activities, namely: good behavior, prayer, and honesty. Each activity has 4 indicators that are used as research measuring tools.

Table 1 Results of the Recapitulation in the First Week of Observations in

Category	instilling religious and moral values						Average %
	Good Behavior		Praying		Honesty		
	F	%	F	%	F	%	
☆☆☆☆☆	1	4.2%	1	4.2%	0	0%	2.8%
☆☆☆☆	3	12.5%	1	4.2%	1	4.2%	7%
☆☆☆	3	12.5%	5	20.8%	6	25%	19%
☆☆	17	70.8%	17	70.8%	17	70.8%	70.8%
Total	24	100	24	100	24	100	100

Based on table 1 above, that planting value -The religious and moral values of children in the very well developed category (☆☆☆☆☆) are 2.8%, the assessment of the cultivation of religious and moral values in the category of developing children according to expectations (☆☆☆☆) is 7%, while the assessment of the cultivation of religious and moral values in the category of children begins to develop (☆☆☆) 19%, and there are 70.8% assessments of inculcating religious and moral values in underdeveloped category children (☆☆).

Table 2 Results of the Second Week of Recapitulation

Table 2: Results of the Second Week of Recaptitulation							
Category	Cultivating Religious and Moral Values						Average %
	Good Behavior		Praying		Honesty		
	F	%	F	%	F	%	

☆☆☆☆	1	4.2%	1	4.2%	0	0%	.8%
☆☆☆	3	12.5%	1	4.2%	1	4.2%	7%
☆☆	6	25%	7	29.1%	9	37.5%	30.5%
☆	14	58.3%	15	62.5%	14	58.3%	59.7%
Total	24	100	24	100	24	100	100%

Based on table 2 above, that the inculcation of religious and moral values in the very well developed category (☆☆☆☆) is 2.8%, the category develops according to expectations (☆☆☆☆) 7%, the category begins to develop (☆☆) 30.5%, there is 59.7% in the undeveloped category (☆). In the second week after using the role-playing method, children's religious and moral values began to develop. However, there are some children whose ability to inculcate religious and moral values has not developed well. This is because the grasping power or thinking ability of each child is different, some are quick to catch what is conveyed, some are slow in capturing the learning given and there are children with special needs. So that some children in inculcating religious and moral values have not developed well, the teacher repeats in the third week in inculcating children's religious and moral values by using the cartoon/animated film-based role-playing method in learning activities.

Table 3 Results Recapitulation of the Third Week

Category	Cultivating Religious and Moral Values						Average %
	Good Behavior		Praying		Honesty		
	F	%	F	%	F	%	
☆☆☆☆	3	12.5%	3	12.5%	2	8.3%	11.1%
☆☆☆	5	20.8%	3	12.5%	2	8.3%	14%
☆☆	9	37.5%	10	42%	13	54.2%	44.5%
☆	7	29.2%	8	33%	7	29.2%	30.4 %
Total	24	100%	24	100%	24	100%	100%

Based on table 3 above, that the inculcation of children's religious and moral values is in the very well developed category (☆☆☆☆) namely (11.1%), developing according to expectations (☆☆☆☆) (14%), while the category is starting to develop (☆☆) (44.5%), and some (30.4%) are still not developing (☆). In the third week after the use of the cartoon/animated film-based role-playing method, children's religious and moral values began to increase. However, there are some children whose religious and moral values have not developed well. This is because the grasping power of each child is different, some are fast in catching what is conveyed, some are slow in catching the learning given and there is a child with special abilities. So that some children in instilling religious and moral values have not developed well, the teacher repeats in instilling religious and moral values until the fourth week.

Table 4 Recapitulation of Fourth Week

Category	Religious and Moral Values						Average %
	Good Behavior		Praying		Honesty		
	F	%	F	%	F	%	

☆☆☆☆	5	20.8%	6	25%	3	12.5%	19.4%
☆☆☆	15	62.5%	15	62.5%	17	70.8%	65.3%
☆☆	3	12.5%	2	8.3%	3	12.5%	11.1%
☆	1	4.2%	1	4.2%	1	4.2%	4.2%
Total	24	100%	24	100%	24	100%	100%

Based on table 4 above, that the inculcation of religious and moral values in the very well developed category (☆☆☆☆), namely (19.4%), the children in the category developed according to expectations (☆☆☆) which was 65.3%, while the category began to develop (☆☆) namely (11.1%), and there are (4.2%) underdeveloped category (☆). In the fourth week after using the cartoon/animated film-based role-playing method, the planting of children's religious and moral values began to develop well. However, there are some children whose ability to inculcate religious and moral values has not developed well. This is because there is a child who has mental problems or special needs.

That religious and moral value is not well developed. This can be seen from the lack of habituation of children to pray, lack of focus when the prayer process takes place, and about 70% of children who do not dare to tell the truth when they make mistakes, and cannot distinguish between good and bad behavior such as not greeting when they make a mistake. Walked into the room, and didn't say excuse me as he passed in front of the elders. So far, the methods and media used in improving children's religious and moral values are still not appropriate, meaning that teachers are more monotonous in using storytelling methods and using less interesting methods.

After using the role-playing method for approximately 4 weeks, the results obtained are the cultivation of religious and moral values has developed well. This is in accordance with the opinion of the initials of Musdah Mahmud as the homeroom teacher. Although there is still one child whose every aspect of development is still being assisted by the teacher to do it". Then reiterate "before the use of the method of playing the role of inculcating different religious and moral values, there were those that developed very well, developed according to expectations, began to develop, and were not yet developed". The data from the interview description above can be concluded that there is a role for the role-playing method based on animated cartoon films to inculcate religious and moral values in children.

3.1 Discussion

The role of the role-playing method in inculcating religious and moral values in children based on cartoon/animated films can show good results if they are used correctly and carried out continuously as learning for children so that the inculcation of religious and moral values continues to develop well.

The use of role playing methods during learning will make it easier for teachers to inculcate religious and moral values in children and other aspects are also developed such as cognitive, social emotional, language, and art. Teachers can minimize various obstacles during the role playing process.

3. 2 Good Behavior Good

Behavior is an attitude that obeys the norms and regulations that apply in the community, so that we can interact well with the environment. Nurhayati (2019) Stating that religious and moral education plays a very important role in the behavior and role of children in everyday life. This can be seen from the child's habituation. The role of the teacher is very much needed in improving religious and moral education for children. Therefore we need a method / method of improving the ability of students. To implement the religious values learning program, teachers must learn various approaches that are appropriate to the level of development and needs of students.

Kinan (2021) suggests that the benefits of children being accustomed to having good traits: Increase self-esteem, having good qualities will make children more confident. This is because they tend to be more accepted by the surrounding environment, may even get more appreciation, (b) More appreciated in social life, Children will treat their friends well and respectfully will look more attractive, so they have the potential to have more friends who are good manners and leads to more positive social relationships.

Image 1. Good behavior



Source: Kompas.com

According to Nurhayati, (2019) Good moral values are very much needed in order to equip children to live the life to come. Through good moral values, a child will be able to be polite to anyone, respect elders, obey orders, be patient, honest, and respect others. Lickona (2013: 55) explains that moral values such as honesty, responsibility, courtesy and justice contain obligations. Moral behavior is a form of reinforcement, punishment, and imitation processes that explain how people learn with certain responses and how their responses differ from others. In connection with this opinion, Lickona (2013: 20) when someone is given support for behavior that is consistent with punishment and social rules, the child will tend to repeat the behavior. When provided with a model that behaves morally, the child will adopt those actions. However, when a child is punished for immoral behavior then the behavior will be eliminated. The good or bad environment will determine the moral behavior of children.

Figure 2. Please and thank you



Source: Animated Video yt. Nussaofficial

Based on observations, it shows that the role of the role-playing method has quite an effect on children's religious and moral values, especially in good behavior such as children being able to greet and reply, children are able to speak with low intonation, children are able to listen well when the teacher explains, and children are able to get used to I say excuse me when I pass in front of other people. What the child does must still be given direction by the teacher. Where the results obtained in table 1 in the aspect of good behavior, there is 1 child (4.2%) in the very well developed category (★★★★★), and 3 children (12.5%) in the category of developing as expected (★★★☆☆), there are 3 children (12.5%) in the starting to develop category (★★☆☆), and 17 children (70.8%) in the undeveloped category (★).

Based on the observations, it shows that the role of the role playing method in the aspect of good behavior is quite influential on the religious and moral values of children. Because learning to behave well must spur on indicators that are in accordance with the stages in accordance with the stages of child development so that children are really ready to accept learning to behave well.

Furthermore, after applying religious and moral values through the role-playing method based on cartoon/animation films in table 4 of the fourth week, it turned out that good development was obtained. This can be seen from the results of the descriptive analysis that the researchers describe in table 4 in the fourth week, table 4 can be seen that of the 24 children who were the subject of observation, in the aspect of good behavior there were 5 children (20.8%) in the very well developed category (★★★★★), 15 children (62.5%) in the category of developing as expected (★★★☆☆), 3 children (12.5%) in the category of starting to develop (★★☆☆), and 1 child (4.2%) in the undeveloped category (★). because one of the children has a mental disorder or special needs. The

development of religious and moral values through the role-playing method is very important for children to prepare for the future, making it easier for children to move to the next stage.

3.3 Praying

Prayer is very important to be instilled from an early age, so that children are accustomed to praying when doing something. Hammam, (2010) explains that prayer is a great worship and the main pious deeds. In fact, it is the essence of worship and its substance. Ibn Kathir Interprets, "*Worship Me*", that is, pray to Me and unite me. Then Allah threatens those who are proud of themselves from praying to Him. For those who recite the Qur'an, they will find that Allah has given many motivations to His servants to always pray to Him, feel inferior, submit to Him and complain about all their needs. Thus prayer is a great and great thing. Because, in it a servant shows that he is really poor and in need of Allah. He submits and kneels to Him (Hammam, 2010). The explanation of the theory above is quite clear, detailed and uses words or sentences that are easy to understand so that it attracts someone's interest to read.

Figure 3. Pray



Source: Infounik.com

According to Nurhayati (2016) besides a moral crisis for some teenagers, there is also a crisis in religion. Not a few teenagers and adults who have not been able to read the Koran, and learning to read the Koran as an adult is much more difficult and longer than learning at a young age. Not a few teenagers and adults who have not carried out the obligatory worship, such as prayer and fasting, and learning to pray and fast as an adult is not only late, but is much more effective if it is used to it.

Mahdi M Ali (2016) Teaching children to pray from an early age is very affective because the child's brain is still easy to catch and remember things. The benefit of teaching prayer to children from an early age is to get used to praying when they are about to do something. If all parents realize the importance of teaching prayer to their children, this nation will surely become a nation of peace and prosperity. And without us realizing it, applying prayer to children can develop and hone their cognitive abilities and brain abilities.

Figure 4. Children pray before studying



Source: TK Cendekia Tadulako

Shows that the children's attitude in reading prayers is still not good (not fluent, still choking and not focused). Furthermore, after being directed to pray, children are able to pray when they want to study, eat and drink. Through this activity, children who have not been able to pray when entering class. This can be seen from the descriptive analysis in table 1, in the aspect of doing prayer there is 1 child (4.2%) in the very well developed

category (☆☆☆☆), there is 1 child (4.2%) in the category of developing as expected (☆☆☆☆), there are 5 children (20.8%) in the category of starting to develop (☆☆), and there are 17 children (70.8%) in the category of not developing (☆). Seeing these results, researchers feel it is necessary to provide learning activities, through the role of role playing methods to students so that the results are even better.

Furthermore, after applying moral values through the role-playing method in table 4 for the fourth week, it turned out that good results were obtained. Some children began to experience changes, this can be seen from the results of the descriptive analysis described in table 1.4, it can be seen that of the 24 children who were the subjects of the study, in the aspect of praying there were 6 children (25%) in the very well developed category (☆☆☆☆), 15 children (62.5%) in the developing category as expected (☆☆☆☆), 2 children (8.3%) in the developing category (☆☆), and 1 child (4.2%) in the undeveloped category (☆). because one of the children has a mental disorder or special needs.

Based on the observations, it can be concluded that the role of the role-playing method in the aspect of reading prayers is quite influential on the religious and moral values of children. Because learning must refer to indicators that are in accordance with the stages of child development.

3. 4 Honesty

Honesty is something that is done without lies and does not harm others in the slightest. So honesty is very important for the community itself and the environment. Honesty is needed in various aspects of life. And in the family, honesty is very much needed so that the sense of kinship that exists can be maintained and pierced properly. If honesty is not practiced within the family, then there will be quarrels and eventually the sense of kinship will be tenuous. Because honesty is a foundation of faith that underlies one's faith because in fact faith is justifying in the heart the existence of Allah SWT. Chairilisyah, (2016).

Figure 5. Honesty



Source: Paket-wisabromo.com

Honesty is the most important basic life value that must be taught to children since they were small. Teaching children to speak, act, and behave honestly will be a useful lesson for later life. There is a saying that honesty is currency that applies everywhere. A proverb like this must be introduced to children from an early age, generally it will tend to be easier for children to absorb and instill so that it becomes a good habit. Chairilisyah, (2016). Then continued that There are several kinds of benefits from honesty: (a) Honest will make the hearts of the perpetrators calm and have no burden because he will not be known for his lies, (b) Honest will make the perpetrators get a reward from God, (c) Will be respected by others humans because everyone values honesty, (d) Get blessings and pleasure from God in his business if he is honest, (e) Honesty will lead people to the right path, (f) Honesty makes people around us feel happy to be friends because they think we can be trusted, (g) Have a good name if we often tell the truth.

Figure 6. Honesty



Source: Animation Video yt. Nussaofficial

Based on observations, it shows that the role-playing method plays a significant role in children's religious and moral values, especially in the aspect of honesty that children do is still not as expected. This can be seen from the table for the first week in the aspect of honesty, there are 0 children (0%) in the very well developed category (☆☆☆☆), a 1 child (4.2%) develops as expected (☆☆☆☆), 6 children (19.8%) began to develop (☆☆☆☆), and 17 children (70.8%) had not yet developed (☆☆☆☆).

Furthermore, after applying religious and moral values through the role playing method in table 4 for the fourth week, it turned out that good results were obtained. Some children began to experience changes, this can be seen from the results of the descriptive analysis that the researchers described in table 1.4 in the fourth week, that of the 24 children who were the subjects of the study, in the aspect of honesty there were 3 children (12.5%) in the very good category (☆☆☆☆), 16 children (70.8%) developed as expected (☆☆☆☆), 3 children (12.5%) began to develop (☆☆☆☆), and 1 child (4.2%) did not develop (☆☆☆☆), because one of the children had a mental disorder or special needs. The results of the qualitative descriptive analysis presented by the role playing method in the aspect of honesty shown by children have begun to increase during learning with children being able to tell the truth when they make mistakes, children being able to tell the truth when the teacher is asking questions, and children being able to tell the truth when parents ask questions.

3.5 Religious and Moral

Values Religious and moral values are one of the most important things in life. because to be a human being accepted by society, one must have strong religious and moral values in his heart. Nurhayati (2019) stated that the inculcation of children's religious and moral values is something that needs to be known in depth for practitioners or observers of early childhood education. Early childhood is a valuable asset for the survival of the nation and state in the future.

Nurhayati (2019) Stating that religious and moral education plays a very important role in the behavior and role of children in their daily lives, this can be seen from the children's habituation. The role of the teacher is very much needed in improving religious and moral education for children. Therefore we need a method / method of improving the ability of students. To implement the program for learning religious and moral values, teachers must learn various approaches that are appropriate to the level of improvement and needs of students.

Minister of National Education Regulation No. 58 of 2009 concerning Early Childhood Education (PAUD) the level of developmental achievement in aspects of the development of religious and moral values aged 4-6 years: (a) Knowing God from the religion adopted, (b) Imitating worship movements, (c) Saying prayers before and after do something, (d) Recognize good and bad behavior, (e) Get used to behaving well, (f) Greet and return greetings, (g) Understand noble behavior (honest, helpful, polite, respectful and others, (h) Get to know religion, (i) Get used to worship, (j) Understand noble behavior (honest, helpful, polite, respectful and others, (k) Distinguish good and bad behavior, (l) Know rituals and religious holidays, (m) Respect other people's religions

3.6 Role Playing

Method Role playing method is a form of learning to express feelings, attitudes, behavior, and values with the aim of living the feelings, views and ways of thinking of others Based on the view of Mulyasa (2013:141), role

play can be concluded as a series of actions, feelings, actions, as a pattern of unique relationships shown by other individuals, the roles that individuals play in their lives are influenced by individual perceptions of themselves and others. Therefore, to be able to play a good role, it is necessary to understand the personal role and the role of others. This understanding is not limited to the discovering factors, namely feelings, perceptions and attitudes.

Through role playing activities, children will learn about the rules or abilities of social interaction that can be accepted by others. Children also learn to look at a problem from the perspective of the characters in their role, so that it is hoped that it can help children's social understanding. Language development can also be improved because of the use of language in this role-playing activity.

The advantages of playing a role according to Gunarti et al (2008:10.17) are: 1) Actively involved in learning that he built himself. 2) Children have fast feedback, meaning that children by playing roles can understand learning faster. 3) Allows children to practice communication skills. 4) Attract children's interest and enthusiasm. 5) Educators can teach in a wide scope in optimizing the ability of many children at the same time. 6) Support children to think critically and analytically. 7) Creating experimental life situations with real environmental models. Furthermore, according to Gunarti et al (2008:10.17) the weaknesses of role playing are: 1) It is necessary to build the same imagination between educators and children. 2) Difficult to present important situation elements as they really are. 3) The usual storyline is short.

Based on the discussion and theory above, it can be concluded that the role playing method is a series of feelings, actions, as a unique relationship pattern shown by other individuals, the role that individuals play in their lives is influenced by individual perceptions of themselves and others. And it has more advantages than its disadvantages.

3.7 Audio Visual

Media Audio visual media is a live image or video that is made as attractive as possible so that it can captivate the hearts of everyone who watches it. Audio-visual media can also be used as a tool to briefly introduce messages. Christella Kolly (2016:97-98) argues that "audio-visual media are modern instructional media that are in accordance with the progress of the times (advancement of science and technology), including media that can be seen and heard". Kolly (2016: 53-56) suggests that some of the benefits of using audio-visual media in learning are as follows: (a) Audio-visual media can overcome the limitations of the experience that students have, (b) Audio-visual media can transcend the limitations of space and time. , (c) Audio visual media allows direct interaction between students and their environment, (d) Audio visual media provides uniformity of observations, (e) Audio visual media can instill great, concrete, and realistic basic concepts, (f) Audio-visual media generate new desires and interests, (g) Audio-visual media provide an integral experience from the concrete to the abstract.

Furthermore, Ayu Fitria (2014) suggests that the purpose of using audio visual media is to develop cognitive abilities by providing stimuli in the form of moving images and sounds, as well as conveying messages to influence attitudes and emotions. The benefits of audio-visual media for the learning process are useful for: (a) Attracting the attention of students in delivering teaching materials, (b) Fostering learning motivation, (c) Providing learning experiences by concluding learning from a video presented. Ayu Fitria (2014) continues that In line with its goals and functions, audio-visual media has advantages and disadvantages. The advantages include (a) it can be used for classical, (b) it can be used instantly, (c) it is used repeatedly, (d) can prepare material physically unable to speak in class, (e) can present dangerous objects, (f)) can present objects in detail, (g) does not require dark space, (h) can be propagated and accelerated, (i) presents images and sound. The weaknesses of audio video media are (a) difficult to revise, (b) relatively expensive, (c) require special skills, (d) complete equipment.

According to Nurhayati (2018) in the cheerful journal, explaining that learning planning using audio-visual media is adjusted to the theme. What needs to be prepared: (a) make a lesson plan (lesson plan). (b) understand in advance the program that will be shown to students, so that it is known more precisely what material will be displayed. So if there are deficiencies, they can be identified in advance. (c) first study the words or terms that need to be presented to students before presenting the program. (d) provide equipment that will be used so that in the implementation it will not be rushed and there is no need to look for it again.

Based on the theory and discussion above, it can be concluded that audio-visual media is feasible to be used as a medium for learning in early childhood, because audio-visual media has more advantages than disadvantages.

3.8 The role of the role-playing method in inculcating children

'As religious and moral values. According to Hetherington and Parke in Moeslichatoen (2004:34), "Role playing also serves to facilitate children's cognitive improvement. Through play, it will allow children to research the environment, learn everything, and solve the problems they face. In line with Hetherington and Parke's opinion, Dworetzky in Moeslichatoen (2004:34) also suggests "The function of play and interaction in games has an important role for children's cognitive and social development. The function of playing, not only can improve



cognitive and social, but also improve language, discipline, moral improvement, creativity, and physical improvement of children.

Based on the discussion and theory above, it can be concluded that the role-playing method is quite influential for the cultivation of children's religious and moral values, and can develop other aspects of intelligence (cognitive and social emotional development of children).

CONCLUSION

The roles of the role-playing method in inculcating children's religious and moral values based on cartoon/animated films during the Covid-19 pandemic: 1) the cultivation of children's religious and moral values has developed well. In all aspects observed namely good behavior, prayer, and honesty. The most dominant development is in the aspect of good behavior and aspects of honesty. 2) The use of the role playing method is very fun for children because they can express and act out the characters they admire. Through the role-playing method, children can develop religious and moral values at an early age. 3) Through the cartoon/animated film-based role-playing method, it can play a role in inculcating religious and moral values, seen in changes in good behavior, reading prayers, and honesty, from all aspects observed the category develops very well (★★★★★) 19.4%, the category developed as expected (★★★☆☆) 65.3%, the category began to develop (★★☆☆☆) 11.1%, and the category has not developed (★☆☆☆☆) 4.2%.

Suggestions

Based on the application of the role-playing method carried out on the inculcation of religious and moral values based on cartoon/animation films during the Covid-19 pandemic:

- A. Kindergarten children learn in a safe, conducive and fun atmosphere.
- B. For kindergarten teachers, during the learning process in class, they should provide appropriate learning methods and media to improve religious and moral values through interesting and clear role-playing methods.

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