



Teaching Diversity and Tolerance: Educational Perspectives on Pluralism in Children's Media

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Abstrak

Studi ini mengeksplorasi bagaimana dua serial media animasi anak berjudul *Nussa Rara* dan *Omar Hana*, menyampaikan pelajaran penting tentang keberagaman, toleransi, dan hidup berdampingan secara damai. Studi ini menganalisis bagaimana film berkontribusi dalam membangun sikap saling menghormati dan memahami satu sama lain. Dengan menggunakan Analisis Wacana Kritis (AWK), penelitian ini mengkaji bagaimana kedua film ini mempromosikan nilai-nilai seperti toleransi dan kewarganegaraan, termasuk di dalamnya nasionalisme, menghormati budaya lokal, dan sikap anti kekerasan. Penelitian ini bertujuan untuk mengeksplorasi bagaimana serial animasi ini menyajikan tontonan kepada anak tentang bagaimana menghadapi keberagaman, menerapkan toleransi, menyelesaikan konflik dengan damai, dan menghargai warisan budaya. Dengan berfokus pada interaksi antar karakter, penelitian ini menyoroti bagaimana kedua film tersebut memberikan model toleransi, kerja sama, dan empati; nilai yang sangat penting dalam mereduksi konflik sosial. Melalui AWK, penelitian ini mengidentifikasi pesan-pesan mendalam dalam potongan adegan dan dialog yang menganjurkan pendekatan non-kekerasan terhadap konflik, serta mendorong persatuan dalam menghadapi keberagaman. Hasil penelitian menunjukkan bahwa *Nussa Rara* dan *Omar Hana* menyajikan wawasan pendidikan yang berharga dalam mengelola keberagaman dan mempromosikan toleransi. Film-film ini mendorong anak-anak untuk menghormati perbedaan, berinteraksi dengan berbagai budaya, dan menolak kekerasan. Nilai-nilai ini penting diperkenalkan sejak dini. Kedua film ini berfungsi sebagai media dalam mengajarkan pluralisme, memberikan keterampilan penting bagi anak-anak untuk menghadapi dunia yang beragam sambil mempromosikan perdamaian dan persatuan.

Kata Kunci

Keberagaman, Toleransi, Analisis Wacana Kritis, Pluralisme, Pendidikan Anak Usia Dini

Abstract:

This study explores how two animated series, Nussa Rara and Omar Hana, impart crucial lessons on diversity, tolerance, and peaceful coexistence. Triggered by the rising tensions between various ethnic groups and potential tribal conflicts within nations like Indonesia, this study analyzes how these films contribute to cultivating a sense of mutual respect and understanding. Using Critical Discourse Analysis (CDA), the research examines how the films promote values such as tolerance and citizenship, including nationalism, respect for local cultures, and anti-violence attitudes. The purpose of this research is to explore how these animated series offer young learners tools to navigate cultural diversity, resolve conflicts peacefully, and appreciate their cultural heritage. By focusing on the characters' interactions, the research highlights how these films model tolerance, cooperation, and empathy—values essential in reducing societal divisions. Through CDA, it identifies underlying messages in the scenes and dialogues that advocate for non-violent approaches to disputes, fostering unity in diversity. The results of the study reveal that Nussa Rara and Omar Hana present valuable educational insights for managing diversity and promoting tolerance. The films encourage children to respect differences, engage with various cultures, and reject violence. These values are introduced early, forming a foundation that complements formal civic education in schools. In conclusion, the films serve as a powerful medium for teaching pluralism, equipping children with essential skills to navigate a diverse world while promoting peace and unity.

Keywords: Diversity, Tolerance, Critical Discourse Analysis, Pluralism, Citizenship

INTRODUCTION

In the realm of children's media, particularly television programs, there is a growing concern regarding the role of content in shaping children's values and perspectives on diversity, tolerance, and religious moderation. Tolerance, often seen as a virtue, can also be regarded as a "flawed virtue," because it involves accepting ideas or practices one may disagree with, dislike, or find difficult to comprehend (Van Doorn, 2014). However, tolerance remains crucial in promoting peaceful coexistence, especially in pluralistic societies where the potential for conflict is high. Within the Indonesian context, tolerance, particularly in relation to religious diversity, is of immense importance (Hadi & Anggraeni, 2021, Berggren & Nilsson, 2014). Promoting values such as religious moderation and intergroup harmony has become a central government objective to counteract the rise of radicalism. To achieve this, early education, particularly through media, plays a significant role in instilling these values from a young age.

Television and other forms of media play a pivotal role in shaping children's character development. The content they consume has a profound impact on their understanding of social norms, ethical behavior, and cultural values. Central to this developmental process is the role of families, particularly parents, who act as primary role models and guides in shaping their children's values and mediating their media consumption. Research, such as Malikhah (Malikhah,2013), highlights that children frequently imitate behaviors observed in media, underscoring the need for careful selection of age-appropriate and value-driven content.

In response to this need, educational television programs like *Nussa Rara* and *Omar & Hana* have been created to promote tolerance, respect, and religious moderation through engaging narratives and visually appealing content. These shows aim not only to entertain but also to serve as tools for moral education, fostering positive attitudes toward diversity and encouraging children to appreciate and respect differences in a multicultural society.

Despite the popularity and influence of these children's programs, there is limited research that examines their role in promoting religious moderation and tolerance, particularly within the context of Indonesian society. While studies like those by Abror (Abror, 2020; Fahri & Zainuri,2019) discuss religious moderation in broader societal terms, they often overlook the impact of children's media in fostering these values. Therefore, this study aims to fill this gap by analyzing how *Nussa Rara* and *Omar & Hana* portray religious moderation, tolerance, and pluralism. Specifically, it examines the ways in which these shows address intergroup relations and promote religious understanding, both visually and narratively.

The primary objectives of this study are to examine how *Nussa Rara* and *Omar & Hana* incorporate the concept of religious moderation into their content and to identify the similarities and differences in their portrayal of tolerance. By critically analyzing the visual and narrative elements of these programs, this research aims to uncover the creators' intended messages regarding pluralism, coexistence, and the importance of fostering harmony in diverse societies. By analyzing the visual aesthetics, dialogue, and underlying themes, the research evaluates how these programs balance entertainment with educational goals, ensuring their appeal to young audiences while embedding significant moral lessons.

Furthermore, the study assesses the effectiveness of these programs in shaping a generation that values tolerance, appreciates religious diversity, and adopts peaceful approaches to differences. It investigates whether the content resonates with its target audience and aligns with broader societal efforts to instil values of moderation and inclusivity. Ultimately, this research seeks to contribute to the discourse on how media can serve as a transformative tool in fostering social harmony and preparing children to navigate a multicultural world.

In terms of theoretical contribution, this study expands on existing literature by exploring the intersection of children's media, religious moderation, and tolerance. By focusing on the role of media in shaping young minds, this research provides a deeper understanding of how entertainment can be utilized as a tool for moral education. Furthermore, it emphasizes the importance of parents and educators in guiding children's media consumption, fostering an environment where pluralism and respect for differences are promoted.

Empirically, the study provides valuable insights for families, educators, and policymakers. It offers a framework for evaluating media content based on its ability to promote tolerance and religious moderation, ultimately aiding in the selection of appropriate educational programming for children. By focusing on the significance of children's media in shaping societal values, this research aims to support the development of a more inclusive and peaceful society, one that recognizes and celebrates diversity.

Indonesia, as a multi-ethnic and multi-religious society, faces unique challenges in fostering religious moderation (Muslih et al., 2023). One of the primary indicators of religious moderation is tolerance—an appreciation of and respect for differences in religion, culture, and traditions. As such, the practice of tolerance within religious contexts is central to creating harmony and preventing intergroup conflict. Studies such as Abror's (Abror, 2020) research on religious moderation within Islam emphasize the need for a balanced approach to religious tolerance, recognizing both the importance of mutual respect and the limits of tolerance in social interactions. Such research reinforces the idea that religious moderation plays a crucial role in sustaining peaceful coexistence within a diverse society.

This study's approach builds upon existing research by applying Critical Discourse Analysis (CDA) to analyze the portrayal of pluralism in children's cartoons. CDA, as explained by Fairclough (Fairclough,1995) and Darma (Darma ,2009), provides a lens for understanding how language and visual elements in media reflect and influence societal ideologies. By examining how *Nussa Rara* and *Omar & Hana* represent religious and cultural diversity, this study aims to shed light on how these programs contribute to shaping young viewers' understanding of pluralism and tolerance.

The use of CDA in this study draws on previous work, such as the research by Sya et al (Sya et al,2020), which analyzed the representation of pluralism in Indonesian cultural films. However, unlike previous studies, which focus on adult-targeted media or general societal discourse, this study focuses specifically on children's entertainment media, comparing programs from Indonesia and Malaysia to explore cross-cultural patterns in promoting tolerance and pluralism.

Through examining the visual and verbal elements of both *Nussa Rara* and *Omar & Hana*, this research seeks to identify the specific techniques and messages employed to convey religious moderation and tolerance. The results will contribute to a deeper understanding of the role of children's media in promoting pluralism and tolerance, offering important insights for parents, educators, and content creators in nurturing a more inclusive generation.

METHODOLOGY

This research employs a qualitative approach to examine the discourse surrounding two children's films, *Nussa Rara* and *Omar & Hana*, with a focus on how these films present themes of pluralism. According to Bogdan and Biklen (Bogdan & Biklen 1982), as cited by Moleong (Moleong , 2007), qualitative data analysis involves organizing, sorting, synthesizing, and interpreting data to identify patterns and significant findings. This process is crucial in understanding the deeper meanings within the films, specifically in relation to their portrayal of pluralism and religious moderation. The research aims to reveal how these films use discourse to educate children about tolerance and respect for religious and cultural diversity.

Guided by the Critical Paradigm, this research seeks to uncover the underlying structures and power dynamics that shape social phenomena. In this study, the Critical Paradigm is applied to investigate how *Nussa Rara* and *Omar & Hana* address the theme of pluralism, aiming to highlight the implicit and explicit messages these films convey about religious diversity and social harmony.

Data collection for this study begins with a literature review, followed by the selection of scenes from the films *Nussa Rara* and *Omar & Hana* that align with the theory of pluralism. The researcher identifies key moments in the films that address issues of diversity, tolerance, and religious understanding. These selected scenes are then analyzed using Fairclough's (Fairclough, 1995) Critical Discourse Analysis (CDA) approach. The analysis is conducted across three interconnected levels of discourse: the microstructure, which examines the language, dialogue, and linguistic nuances within the scenes; the mesostructure, which explores the underlying reasoning and narrative choices behind the selected content; and the macrostructure, which contextualizes the findings within broader social and historical settings. This multilayered approach ensures a comprehensive understanding of how the films communicate messages of pluralism and coexistence to their audiences.

To carry out the CDA, the researcher uses a combination of textual analysis, discourse practices, and socio-cultural practices, drawing from Fairclough's (Fairclough, 1995) framework. The microstructure involves transliterating dialogues and analyzing the linguistic choices that contribute to the construction of pluralistic values. The mesostructure examines the production and reception of these films, including the cultural and ideological motivations behind the scenes. Finally, macrostructural analysis integrates supporting literature and historical research to contextualize the films within the broader socio-political landscape of Indonesia and Malaysia, offering insights into how these films promote values of tolerance and pluralism.

RESULTS AND DISCUSSION

The analysis of the episodes from *Nussa Rarra* and *Omar Hana* reveals a clear focus on promoting tolerance through various narrative techniques and character interactions. These episodes demonstrate how children's media can be a platform for

teaching core values like empathy, respect, and cooperation. Each episode exemplifies the different aspects of tolerance, including racial, religious, and cultural acceptance, and offers valuable insights into how these themes are embedded in everyday actions and relationships. By exploring the representation of these values through relatable situations, the series serves as a tool for nurturing inclusivity and mutual respect among young audiences.

Wrapping Diversity and Tolerance to Nurture Inclusivity and Mutual Respect

The episodes from *Nussa Rarra* and *Omar Hana* portray how children can cope with differences and learn tolerance. Through relatable scenarios and character interactions, the shows emphasize the importance of understanding and accepting diversity. These narratives offer valuable lessons on how children can build empathy and respect for others, regardless of cultural, racial, or religious differences. This approach to teaching tolerance is further illustrated in the table below, highlighting key episodes and their messages.

Table 1. Teaching Tolerance on the episodes from *Nussa Rarra* and *Omar Hana*

Episode		Values Infused	Tolerance Message
Asyura		Teamwork, mutual respect, shared responsibilities	Characters collaborate to prepare porridge for the community, emphasizing unity and cooperation
Jom Masjid	Kemas	Communal care, respect for shared spaces	Omar and friends clean the mosque together, showcasing teamwork and respect for community.
Alalala Raju		Racial tolerance, empathy, conflict resolution	The episode teaches empathy and forgiveness, resolving conflict between characters of different races.
Kisah Sufi Tak Pernah Sendiri		Empathy, comfort in times of sadness	Omar and Hana comfort their friend Sufi, showing empathy and understanding
Senyum Sedekah	Itu	Sharing, empathy in giving	Rarra and her mother teach the importance of giving well and with empathy.
Tolerance		Intercultural competence, respect for diversity	Characters help a courier from a different background, emphasizing the importance of tolerance.

Learning to Trade	to Cooperation, apologizing, empathy in competitive contexts	Rara learns to apologize to Abdul and empathize with him, promoting cooperation over competition
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From a Critical Discourse Analysis (CDA) perspective, the episodes of *Nussa Rarra* and *Omar Hana* emphasize tolerance as a core value through character interactions and behaviors. These narratives reflect societal norms of inclusivity, teaching children the importance of understanding and acceptance, which aligns with Fitri's (Fitri,2021) assertion that early cultivation of tolerance fosters positive attitudes.

Firstly, we will focus on series of attitudes of tolerance in several episodes starting from "Omar Hana" series. This is demonstrated through the interactions between the characters in both films that reflect a tolerant attitude. In the episode "Asyura", tolerance is depicted through a shared act of helping. Omar, Sufi, and Indra collaborate to assist Ustaz Musa in preparing porridge for the community at the mosque. This scene illustrates how teamwork and mutual respect can foster unity, reflecting the discourse of tolerance as engaging in shared responsibilities. The episode supports the argument of Karnadi et al. (Karnadi, 2023) that a critical understanding of moderate behavior, coupled with practical action, strengthens inclusive perspectives and harmonious social interactions.

Another message of tolerance is seen in "Jom Kemas Masjid" portraying communal care and cooperation which is reflected when Omar and his friends clean the mosque under Ustaz Musa's guidance, showcasing teamwork and respect for shared spaces. These everyday acts of kindness align with Raihani's (Raihani, 2014) findings on the importance of school-community relations in nurturing tolerance among students. By encouraging children to participate in communal tasks, the episode normalizes tolerance as an integral part of daily life. Provides an argument in the research mentioned that tolerance should be done as early as possible because by being voluntary, gentle in accepting differences allows someone to have a positive attitude. Tolerance is not only related to religious beliefs but also related to differences in race, gender, sexual orientation, tribe, culture, and others.

Omar Hana episode titled "Alalala Raju" nurtured tolerance through the exploration of racial tolerance within the character of Raju, a dark-skinned child from India. Raju is left with Ibu Omar Hana and plays with Hana and her family. This 7-minute film demonstrates how tolerance can be applied across different racial identities, emphasizing gentleness and forgiveness. The episode portrays moments of initial harmony, where Hana and Raju play together and share toys. However, from minutes 2:16 to 5:24, conflicts arise as Hana becomes annoyed with Raju's crying and his seeming preference for taking toys and the mother's affection. Despite the tension, the mother intervenes, teaching Hana to forgive Raju and to be kind to others regardless of their differences, including age or background. This resolution underscores the importance of empathy and understanding in managing conflicts, aligning with Schweitzer's (Schweitzer, 2006) perspective on fostering dialogical openness to embrace diverse identities through cooperative education. Additionally, it echoes Eko and Putranto's (Eko & Putranto, 2019) argument that intercultural competence and local wisdom can prevent conflicts and nurture harmony in diverse communities. The episode highlights the value of forgiveness and understanding as tools to promote tolerance and coexistence in a multicultural context.

In a study of Wijaya (Mulyana, 2021), they identify key discourses of religious tolerance in Indonesia, such as spiritual and postmodern sensibilities, that parallel the series' emphasis on gentle and inclusive actions. These narratives also address the rising challenges of conservatism and intolerance by presenting tolerance as a practical, lived value that transcends ideological divides. This can be tracked from the portrayal of Malay and Indian children in this film. When being examined, it provides education about what happens in Malaysia, that the country with different races prioritizes harmony in everyday life without regard to existing racial backgrounds.

This is evident in the study by Sabri (Sabri, 2021), which highlights that in a multicultural, multi-ethnic, and multi-religious country like Malaysia, harmony among ethnic groups is essential. Such harmony not only enriches the nation's cultural heritage but also prevents obstacles to the government's progress. The diversity of cultural, religious, and linguistic backgrounds within the community presents challenges due to the numerous aspects that must be managed. However,

the combined efforts of the government and the community to uphold peace and stability have contributed to Malaysia's economic prosperity..

Furthermore, tolerance can also be seen in the episode "Kisah Sufi Tak Pernah Sendiri". In this 5:26 minute episode, the story tells about one of Omar's friends named Sufi who is an orphan. His parents passed away due to the incident he experienced when he was still a child. The film begins with a scene where Sufi is crying because he remembers his parents. In this story, Omar and Hana see their friend being sad and immediately approach Sufi to calm and comfort him. This is a portrayal of how tolerance among each other is taught. The film has a message that it is very important for children to have empathy, to be responsive to others from the depths of their hearts. In this episode, there is a moment when Omar, Hana, and their parents try to calm and comfort the sad Sufi. This episode teaches us to empathize with others, and that this habituation of tolerance to others should be nurtured from early years (Ladyanna & Gyem, 2022). From language, dialogue, and actions we can understand the underlying messages of tolerance and empathy. This can be found in the scene, the dialogue "Oh Sufi, be happy" and "I will always accompany you" serve as verbal expressions of emotional support and solidarity. These phrases are not only comforting but also reflect the values of mutual care and compassion. The actions that accompany these words, such as the characters embracing Sufi, further reinforce the importance of showing empathy through physical gestures. According to Discourse Analysis, such expressions—both verbal and non-verbal—are crucial in shaping young viewers' understanding of social values. They teach that empathy and support are essential components of healthy relationships, underscoring how these early messages can influence children's development of tolerance and emotional intelligence.

The attitude shown in the episode "Kisah Sufi-Tak Pernah Sendiri" is one effort in achieving that peace. The attitude of caring, loving and high empathy towards others makes social relationships more harmonious. Tilman also reveals that the reflex of tolerance character is an open and representative attitude towards differences. This open attitude is shown from how the characters in the series "Omar Hana" appear to be united among each other amid existing differences. They appear to appreciate differences and are not selfish by prioritizing their own interests.

The *Nussa & Rarra* series also promotes the value of tolerance and empathy in the episode "Senyum Itu Sedekah." This 2:46-minute episode revolves around the importance of sharing with others, specifically teaching children to give wholeheartedly and thoughtfully. The story portrays Rarra and her mother sorting items to donate to children at an orphanage. Through their actions, the episode emphasizes the idea that when giving, one should choose the best possible items in good condition.

This is further reinforced through the dialogue where Rarra says, "Sorry bunny, Umma said if you want to share, it must be good." This statement reflects the lesson that sharing should come from a place of sincerity and respect, not simply discarding unwanted or poor-quality items. Implicitly, the episode critiques the tendency in society to donate substandard goods and instead educates viewers on the importance of treating others with dignity. This kind of positive conduct fosters empathy, a critical aspect of social development, helping individuals to better understand and connect with others. As Vygotsky (Vygotsky, 1978) suggests, children learn from the adults and peers around them, making the role of parents vital in spreading and modeling these values. Nadjmuddin and Aprilianty (Nadjmuddin & Aprilianty, 2020) further explain that habituation, the process of forming attitudes and behaviors through repeated practice, is a powerful tool for instilling such values in children from an early age.

Additionally, religious education plays a foundational role in shaping tolerance and empathy in children, aligning with the lessons depicted in the series. Ladyana and Gyem (Ladyana, 2022) highlight that habituating religious teachings in early childhood helps instill moral values and fosters positive behavior. This is especially relevant in Islamic teachings, where generosity and treating others with fairness and kindness are emphasized. The trend of incorporating religious teachings into school curriculums, particularly in Muslim-majority countries, reflects this importance. As seen in the *Nussa & Rarra* episode, teaching religious values through relatable stories and everyday scenarios helps children internalize these lessons and apply them in real-life situations. Sopiah (Sopiah, 2020) supports this by noting that positive habituation fosters a culture of empathy and tolerance, benefiting not only individual students but also their broader communities. Through consistent guidance and

repeated practice, such values become deeply ingrained, shaping a generation that is empathetic, inclusive, and respectful toward others.

Another example of tolerance can be found in the episode "Tolerance" which is 5:21 minutes long. There are examples where children are taught tolerance through everyday actions. In the Tolerance episode, the characters' willingness to help others, including a courier of different racial and religious backgrounds, exemplifies the cultivation of empathy and respect. This reflects the views expressed by Eko & Putranto (Eko & Putranto, 2019), who highlight the role of intercultural competence in fostering tolerance. Their research, which focuses on the role of local wisdom in preventing ethno-religious conflicts aligns with the depicted actions in these episodes, where tolerance is seen as a practical response to diversity and conflict.

Wijaya Mulya et al. (Mulyana, 2021) further identifying the key discourses of spiritual Islam, postmodern sensibilities, and concerns over rising radical groups. The "Tolerance" episode resonates with these discourses, emphasizing respect and inclusion, irrespective of one's racial or religious background. The episode's representation of characters helping a courier with a dark skin tone and Eastern Indonesian accent exemplifies the value of respect and tolerance needed in a multicultural society, addressing social divisions by recognizing and celebrating differences. Moreover, Wijaya Mulya & Aditomo (Mulyana, 2018) point out that in understanding religious tolerance education, especially in contexts like Indonesia where religious intolerance is growing. Their research on a film-making group project involving students from different religious backgrounds aligns with the collaborative, inclusive practices seen in these episodes, where children are encouraged to work together and support each other despite their differences.

This empathy can also be seen from the episode "Learning to Trade". Children are invited to recognize tolerance as a replacement for competition. Through the scenes of how Rara and Abdul compete in selling cubit cakes by praising each other's sales, it is told that Rara's sales are popular, while Abdul's goods are not yet popular. When Pak Ucok came to buy cubit cakes, it turned out to be less. Nusa who saw this gave Abdul the opportunity to make his goods also popular. Rara was angry to see this. And this film invites children to learn tolerance through visual dialog of mother who advises the need to do good conducts to others.

Rara who saw this decided to apologize to Abdul and Kak Syifa. This provides education to children, about the need to acknowledge mistakes and apologize when someone makes a mistake. The second lesson is to empathize with others so that life becomes beautiful. Again, this should be introduced from very beginning and should be introduced repeatedly as habituation is a process of forming attitudes and behavior that automatically, if conducted repeatedly (Nadjmuddin & Aprilianty, 2020). In the same vein, Raihani (Raihani, 2014) stresses the importance of school-family relations in fostering religious tolerance. In the “Learning to Trade” episode, the familial influence, particularly through the mother's advice to perform kindness to others, encourages children to apologize, empathize, and promote a cooperative attitude over competition. This educational approach reflects Raihani's findings on how school, culture, and family relations shape students' attitudes toward religious tolerance.

Citizenship Values Infused through the Media

Not only tolerance, the episodes of *Nussa Rarra* and *Omar Hana* provide a significant opportunity to examine how children's media can be used to instill important citizenship values, such as nationalism, respect for local cultures, and the rejection of violence. These shows present narratives that encourage children to embrace national pride, value their cultural heritage, and engage in peaceful, harmonious interactions with others. Through the depiction of characters from diverse backgrounds cooperating, resolving conflicts, and respecting local customs, these media portrayals promote a sense of belonging and civic responsibility.

National Commitment

Children's animated series like *Nussa & Rarra* and *Omar & Hana* provide rich examples of how media can instill values of nationalism and unity in young viewers. In the *Nussa & Rarra* episode titled Independence, released on August 16, 2019, the Indonesian flag takes center stage, appearing as decorations on bicycles, and umbrellas, and even painted on the characters' cheeks. The episode portrays the characters enthusiastically preparing for Independence Day, decorating bikes, and raising the flag. Nussa, for instance, is depicted lifting the Indonesian flag high, symbolizing the continuation of past struggles by the younger generation. This scene not only highlights the importance of commemorating Independence Day but also

emphasizes the role of the younger generation in maintaining the spirit of unity and national pride. Similarly, in the Omar & Hana episode “Istimewa Merdeka 2021 Malaysiaku Tercinta”, Omar and Hana, alongside their grandfather, joyfully raise the Malaysian flag while a song about Malaysia's Independence Day plays in the background. The episode celebrates national achievements, showcasing accomplished citizens with medals, and reinforces the message of loving and taking pride in one's country.

These portrayals align with Ulfa et al. (Ulfa,2020), who emphasize the importance of character education in fostering love for the motherland from an early age. Nationalism, as they argue, must be instilled in young minds to cultivate a sense of belonging and responsibility towards the nation. By embedding national symbols and traditions into relatable storylines, these episodes serve as a gateway for children to appreciate their cultural heritage and national identity. Iswatingingsih et al. (Iswatingingsih ,2018) further stress the urgency of promoting nationalism as part of Indonesia's Strengthening Character Education (PPK) initiative, particularly amidst the moral challenges faced by the younger generation. They argue that nationalism is one of the five core values to prioritize in addressing the moral crises threatening national integrity.

The integration of nationalism in children's media also reflects broader educational goals. Aimah highlight the role of educational moderation in instilling values of national pride while countering radical ideologies and terrorism. By showcasing positive examples of community involvement and national celebration, these episodes encourage a sense of pluralism and unity among viewers. For instance, *Nussa & Rarra* emphasizes the importance of remembering the sacrifices of heroes while participating in activities like decorating bicycles for Independence Day. This teaches children that celebrating the nation's milestones is not just an annual event but a reflection of deeper values of respect, gratitude, and unity. Similarly, Omar & Hana uses cultural elements to teach children to value their country and respect diversity.

These examples also address the dynamic nature of national commitment, where individuals and groups share a responsibility to nurture and uphold the nation's values and identity. By portraying symbols of national pride and promoting

inclusive values, both series contribute to the development of a generation that is not only proud of its heritage but also prepared to continue the legacy of unity, tolerance, and non-violence. Nadjmuddin and Aprilianty (Nadjmuddin & Aprilianty 2020) underscore the importance of habituation in shaping such values, noting that consistent exposure to positive behavior fosters long-term attitudes and actions. Episodes like these function as educational tools, subtly instilling values that resonate with children and align with broader character-building efforts.

What differs between the two animated films is the percentage of nationalism infused through the image reflection. From a critical perspective, *Nusa Rara* presented a minor portion of nationalism compared to *Omar Hana*. This can be tracked from the size of the flag and the duration of visual reflection. However, animated series like *Nussa & Rarra* and *Omar & Hana* provide an accessible and engaging platform for teaching children about nationalism and the unity of a country. Through vibrant imagery, relatable characters, and emotionally resonant narratives, these series reinforce the values necessary for building a strong, inclusive, and morally grounded society.

Cultural Appreciation

The two animated films *Omar Hanna* and *Nussa Rarra* demonstrate how to handle diversity and promote cultural appreciation. Despite their differences, both films invite young learners to embrace diversity while celebrating local culture. In an era where technology often overshadows traditional wisdom, these films serve as a reminder of the richness of local heritage. They highlight the importance of being adaptable to local cultures, which is a key indicator of religious moderation promoted by the Ministry of Religion of the Republic of Indonesia.

In *Nussa Rarra*, cultural appreciation is vividly portrayed in the episode "Independence". Here, children are introduced to traditional games like rolling a marble, commonly played during Indonesia's Independence Day celebrations. The episode not only showcases the game itself but also teaches children the value of mutual assistance. When Nussa helps Abdul, who falls during the competition, it emphasizes the importance of empathy and unity over mere competition. Despite Abdul's earlier reluctance to lend his bike, Nussa's willingness to help demonstrates

compassion and forgiveness, fostering the value of helping others regardless of past conflicts.

Traditional cuisine also plays a central role in nurturing cultural appreciation in both films. In *Nussa Rarra*, children are introduced to local snacks like cubit cakes. This scene emphasizes the importance of maintaining cultural traditions while teaching social sensitivity through acts of tolerance and empathy. Similarly, the *Omar Hanna* episode "Ashura" features children and adults preparing traditional Malaysian dishes for the Ashura celebration. The inclusion of children from diverse backgrounds in these scenes reinforces values of teamwork, inclusivity, and cultural harmony.

Both Indonesia and Malaysia, as multicultural nations, have diverse cultural heritages due to their geographic and historical contexts (Akbar et al., 2022). This diversity can strengthen unity but also poses challenges like intolerance, often exacerbated by social media and globalization. The films address these challenges by showcasing positive examples of cultural integration and tolerance in daily life, creating relatable and educational content for young viewers.

Character education also plays a significant role in instilling cultural appreciation. As Maharani et al. (Maharani, 2022) observed, both Indonesia and Malaysia emphasize character development in education, though their approaches differ. In Indonesia, character education is integrated across all subjects, while in Malaysia, it is specifically embedded in Islamic and Moral Education. The two animated films reflect these values by embedding cultural appreciation and tolerance into their narratives, aligning with the broader educational goals of both nations. This is an excellent strategy to do nurturing in early years children as the stage preparation. Films as media will bring massive effect for this purpose.

Anti-violence

The films instill the values of moderateness and anti-violence, teaching young viewers the importance of peaceful coexistence, tolerance, and emotional control in their everyday lives. These values are not only essential for personal development but also for fostering a harmonious society. The characters and stories in both *Omar Hana* and *Nussa Rarra* series offer examples of how to handle conflicts with wisdom and compassion, making these ideals accessible to children.

In *Omar Hana*, the concept of anti-violence is central to many episodes. For instance, in the episode “*Indra vs Omar*”, a conflict arises between Omar and Indra during a badminton game. Their argument escalates, but Hana, the character known for her calm character, intervenes. This moment reflects the importance of not allowing anger or frustration to escalate into violence. The episode also showcases the role of parents in teaching non-violent conflict resolution. When the mothers of both boys intervene, they model a calm, wise response, advising their children not to fight but to reconcile. This approach of neutrality and mediation in the face of conflict emphasizes the importance of understanding and peaceful resolutions, reinforcing the values of religious moderation and mutual respect as discussed by Wiyono & Ramadhan (Wiyono & Ramadhan, 2021). By highlighting such peaceful resolutions, the show encourages children to avoid violence and practice empathy in their interactions with others.

Another episode, “*Sabar Ya Papa*”, further reinforces the anti-violence message. In this episode, a father is confronted by an upset shopper in a supermarket, resulting in a tense situation. As the father's anger rises, his daughter Hana steps in to calm him down, demonstrating the value of patience and emotional control. This episode underscores the importance of maintaining composure in the face of frustration, showing that even when emotions run high, violence is not the solution. Instead, patience, understanding, and communication are key to resolving conflicts without harm. This aligns with the teachings of Ramadan et al. (Ramadan, 2022), who argue that education should aim to transform negative behaviors, redirect destructive impulses toward positive actions, and cultivate desirable character traits like patience and self-control.

Similarly, in *Nussa and Rara*, the value of anti-violence is prominently displayed. In the episode “*Nussa: Stop!!! Don't Fight*”, Nussa and Rara argue over a smartphone, leading to a tense moment where the conflict threatens to escalate. However, by the end of the episode, the two characters apologize to each other and come to an agreement on how to share the phone, teaching the importance of reconciliation and peaceful communication. The resolution of this conflict demonstrates how even in the face of disagreements, children can learn to communicate effectively, apologize, and work together toward a solution. This

example reflects the principles of religious moderation highlighted by Kemenag (Kemenag, 2019), which emphasizes empathy, emotional control, and the rejection of violence in favor of peaceful coexistence.

Additionally, in the episode “*Marahan Nih*” Nussa and Rara witness a conflict between their friend Abdul and Syifa. Abdul accidentally damages Syifa’s toy, leading to a moment of anger and frustration. However, Nussa and Rara step in to help mediate the situation, encouraging Abdul to take responsibility for his actions and repair the toy. This act of responsibility, coupled with forgiveness, demonstrates how conflicts can be resolved peacefully without resorting to violence. This episode underscores the importance of taking accountability for one’s actions, forgiving others, and working together to restore harmony. This serves as a compelling example of how religious moderation, as elaborated (Wiyono & Ramadhan, 2021) and the Indonesian Ministry of Religious Affairs (Kemenag, 2019), fosters peaceful interactions and reconciliation in diverse communities. Religious moderation emphasizes balance, inclusivity, and mutual respect, which are critical for building harmonious relationships in societies characterized by cultural and religious pluralism. By encouraging open dialogue, empathy, and a shared commitment to coexistence, this approach mitigates potential conflicts and bridges divides between different groups. Furthermore, it aligns with broader societal goals of promoting unity while respecting individual and collective identities, ensuring stability and peace in a multicultural context.

These episodes from *Omar Hana* and *Nussa Rarra* are not just entertaining stories; they are powerful tools for teaching children the values of moderation, non-violence, and mutual respect. They emphasize that conflicts should be handled with patience, understanding, and empathy, rather than aggression. The characters in these series serve as role models for young viewers, showing that it is possible to resolve disagreements peacefully and that emotional control is an essential part of being a kind and respectful person.

By incorporating these lessons into their daily interactions, children are not only learning how to be more tolerant and understanding but also contributing to the development of a more peaceful society. The practice of mutual respect and tolerance should be instilled from a young age, and these films play a key role in helping

children develop these values. Through the stories and characters in *Omar Hana* and *Nussa Rarra*, the values of moderateness, anti-violence, and reconciliation are clearly conveyed, offering young audiences valuable lessons that they can apply to their own lives.

CONCLUSIONS

In conclusion, the films *Omar Hana* and *Nussa Rarra* beautifully radiate the message of tolerance towards diversity, infusing values of nationalism, appreciation of cultures, and teaching non-violence conduct. These animated series serve as effective platforms for young learners to embrace differences, cultivate mutual respect, and understand the importance of peaceful conflict resolution. The lessons these films impart—whether through acts of kindness, shared community experiences, or resolving disputes calmly—are crucial to shaping children's attitudes toward others. By introducing these values from an early age, these films lay the foundation for a more harmonious and inclusive society, where cultural diversity is not only acknowledged but celebrated.

Moreover, by emphasizing values such as mutual respect and cooperation, these films also teach children the importance of nationalism in the context of cultural understanding. This is particularly important in diverse countries like Indonesia and Malaysia, where various ethnic groups coexist. By weaving traditional practices, customs, and values into everyday narratives, the films help children appreciate their local cultures while promoting unity in diversity. These lessons are crucial as they provide a natural extension to what children learn later in formal education about citizenship and national identity.

The introduction of these values before children encounter formal civic education is key to creating a generation that values peace, empathy, and cooperation. Since character education often forms the core of early childhood learning, embedding values such as tolerance, cultural appreciation, and non-violence into children's media can be an effective means of fostering these traits early on. As young learners are highly influenced by what they see and hear, media can serve as a powerful tool for shaping their views of the world and the people around them.

Looking ahead, future research could explore the long-term impact of these animated series on children's understanding of citizenship, tolerance, and cultural diversity. Moreover, future research could investigate the potential integration of these films into school curricula to enhance character education. Another promising avenue for research involves comparative studies between culturally specific media, such as *Omar & Hana* and *Nussa Rara*, and global children's media. Such studies could assess how localized narratives influence children's attitudes toward diversity and conflict resolution compared to international programs. This would not only highlight the unique strengths of culturally grounded content but also help identify best practices for using media to promote global citizenship and cross-cultural understanding.

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