

## The Influence of *Nusa Rara* Film on Hijaiyyah Learning in Early Childhood

Ibnu Imam Al Ayyubi<sup>1</sup>, Ai Sri Masfuroh<sup>2</sup>, Siti Sa'adah<sup>3</sup>, Nurhikmah<sup>4</sup>, Siti Rahmawati<sup>5</sup>

<sup>1,2,3</sup> Sekolah Tinggi Agama Islam Darul Falah, Indonesia

<sup>4</sup> Alauddin Makassar State Islamic University, Indonesia

<sup>5</sup> Indonesian Overseas School (SILN) Makkah, Saudi Arabia

<sup>1</sup>ibnuimam996@staidaf.ac.id, <sup>2</sup>aisrimasfuroh1@gmail.com, <sup>3</sup>adahsaadahq@gmail.com,

<sup>4</sup>hikmahnur192@gmail.com, <sup>5</sup>alice.sitirahmawati@gmail.com

---

DOI : 10.55656/ijpiaud.v3i1.343

---

Submitted: (2024-12-17) | Revised: (2025-05-12) | Approved: (2025-06-30)

### Abstract

This study aims to analyze the effect of the *Nusa Rara* animated film on the learning of Hijaiyyah in early childhood. This research uses a quantitative method with an explanatory research approach. The research was conducted at SPS Al-Huda, with the entire student population as the sample, totaling 20 students. The sampling technique used was probability sampling with a simple random sampling technique, and the instruments used were questionnaires and tests. The data analysis requirements consisted of normality testing using Kolmogorov-Smirnov and linearity testing, with the hypothesis being tested through correlation and regression analysis assisted by SPSS version 26. Based on the research results, it was found that the *Nusa Rara* film had a significant effect on improving students' learning outcomes in Hijaiyyah learning. This indicates that film-based learning media can be an effective tool for enhancing the quality of learning, especially in value-based religious education. Future researchers may also explore other factors that influence student learning outcomes, aside from the use of learning media.

**Keywords:** *Nusa Rara* Film, Hijaiyyah, Learning, Student Learning Outcomes.

### INTRODUCTION

The learning of Hijaiyyah in early childhood is an important aspect of Islamic education, especially in building the foundation for reading the Qur'an (Ramadhanti, 2024). Children in early childhood are in the golden age phase, which is highly potential for receiving and absorbing new information (Hafiza et al., 2024; Wati & Safitri, 2024). At this stage, creative and innovative teaching methods are essential to ensure that the learning process is enjoyable. One of the learning media that is being developed is animated films, such as *Nusa Rara*, which combines entertainment and educational elements. This film presents Islamic content with a story approach that is relevant to the world of children, thus it is expected to capture their interest in learning the Hijaiyyah letters. However, a scientific

study is needed to ensure the effectiveness of this media in optimally enhancing children's ability to recognize and understand Hijaiyyah letters.

Animated films as a learning medium have the advantage of delivering material in an engaging and interactive way (Al Ayyubi et al., 2024). Through appealing visualizations, bright colors, and enjoyable storylines, animated films can create a fun learning experience for children. Nusa Rara, for example, integrates Islamic values with Hijaiyyah learning, so children not only learn the letters but also moral values (Hasan & Hidayati, 2023; Maryuri et al., 2022; Shella, 2023; Yesi, 2022; Zuhrayani, 2023). This media is considered effective in utilizing children's visual learning styles, which are very dominant in early childhood. However, it needs to be evaluated whether this animation-based approach can also support other learning styles, such as kinesthetic and auditory (Nurhikmah, Yuspiani, 2024). Empirical studies on the impact of Nusa Rara in the context of Hijaiyyah learning are important to assess both the advantages and challenges of applying this media in early childhood education institutions.

Several studies show that audiovisual media, including animated films, can enhance children's attention and motivation to learn (Aidah, 2024; Fuadiyah, 2024; Serungke et al., 2023). Young children often struggle to focus on learning with conventional methods, such as book-based or chalkboard teaching (Muhammad & Ahmad, 2020). With an animation-based approach, Hijaiyyah material can be delivered in a way that is more contextual and relevant to the children's daily life, making learning more engaging (Kurnia et al., 2021; Novelia & Hazizah, 2020; B. K. Sari et al., 2021; N. Sari & Wirman, 2023). However, the role of parents, which has often been overlooked in many previous studies, needs to be considered as an important factor that can influence the effectiveness of using animated media (Murharyana et al., 2023; Mutaqin et al., 2024; Pancawardana et al., 2023; Sabarudin et al., 2023). Parental involvement is expected to foster better collaboration between home and school, supporting the success of learning. Additionally, some studies highlight the potential of animated media to form passive learning habits if not balanced with accompanying activities that involve movement or direct participation from children. Therefore, this study not only focuses on the effectiveness of Nusa Rara in introducing Hijaiyyah letters but also how this media can be integrated with other interactive learning activities to ensure that children are not merely passive viewers but actively engaged in the learning process.

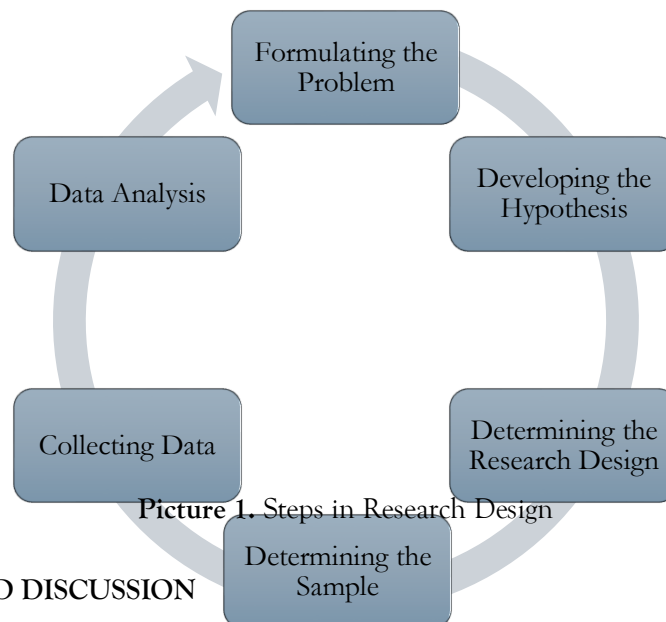
Based on the above, this study aims to analyze the impact of the animated film Nusa Rara on Hijaiyyah learning in early childhood. This research is expected to provide both theoretical and practical contributions, for educators as well as creators of educational media content. Theoretically, this study can enrich the literature on the use of animation-based media in Islamic education. Practically, the results of this study are expected to serve as a guide for early childhood educators in selecting and utilizing learning media that align with the developmental needs of children. Additionally, this research also provides input for educational media developers to continue creating innovations that support effective and enjoyable Hijaiyyah learning.

## METHOD

This study uses a quantitative research method with an explanatory research approach (Sugiyono, 2021). The purpose of this study is to describe the relationship and causal effects between the independent and dependent variables, which in this case are the Nusa Rara Film and Hijaiyyah Learning. Therefore, the study used is a causal-correlational study. A causal-correlational study is a method used to observe the relationship or influence between the independent and dependent variables, referred to as variable X and variable Y, without direct manipulation. This research was conducted at SPS Al-Huda, with a population of all students and a sample size of 20. The formula used for sample selection is as follows.

$$n = \frac{N}{1 + Ne^2}$$

The sampling technique used is probability sampling with the simple random sampling technique, while the instruments used are questionnaires and tests. The data analysis prerequisites include normality testing using the Kolmogorov-Smirnov test and linearity testing, with the hypotheses being tested using correlation and regression analysis assisted by SPSS version 26. If the data is normally distributed, the data analysis continues with Pearson correlation testing and then proceeds with regression analysis to predict the dependent variable based on the independent variable (Setyawan et al., 2021). However, if the data is not normally distributed, the analysis proceeds with Spearman correlation testing without performing regression analysis (Arnani, 2024).



Picture 1. Steps in Research Design

## RESULTS AND DISCUSSION

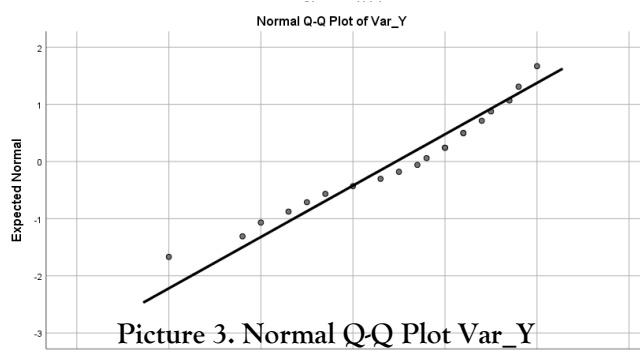
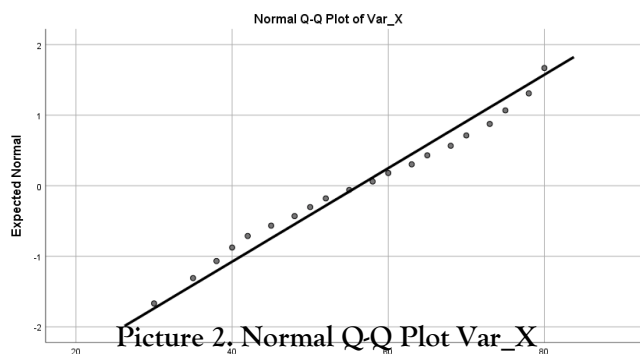
### Results

Normality testing is conducted to determine whether the data obtained comes from a normally distributed population, which is a prerequisite for inferential statistical tests. In this case, the researcher used the Kolmogorov-Smirnov test for normality.

Table 1. Normality Test Output

|       |                        | Statistic | Sig.  |
|-------|------------------------|-----------|-------|
| Nilai | Film Nusa Rara         | .082      | .200* |
|       | Pembelajaran Hijaiyyah | .133      | .200* |

Based on the data in Table 1 above, the significance value for *Nusa Rara* film and *Hijaiyyah learning* is 0.200. Since the significance value is greater than 0.05, according to the decision rule,  $H_0$  is accepted, indicating that the data follows a normal distribution.



In the Normal Q-Q Plot diagram of the *Nusa Rara* film and *Hijaiyyah learning*, it can be observed that the data points are scattered around the diagonal line and close to it. This indicates that the data can be considered normally distributed. To assess the strength of the relationship, the correlation value is as follows.

**Tabel 2. Correlations**

|                    |                     | Var_X  | Var_Y  |
|--------------------|---------------------|--------|--------|
| Nusa Rara Film     | Pearson Correlation | 1      | .859** |
|                    | Sig. (2-tailed)     |        | .000   |
| Hijaiyyah Learning | Pearson Correlation | .859** | 1      |
|                    | Sig. (2-tailed)     | .000   |        |

Based on the data in Table 3 above, the significance value for *Nusa Rara* film and *Hijaiyyah learning* is 0.000. Since the significance value is smaller than 0.05, according to the

decision rule,  $H_0$  is rejected, which means that the *Nusa Rara* film has an effect on students' learning outcomes in *Hijaiyyah* learning.

Table 3. Correlation Value

| Correlation Coefficient Interval | Relationship Strength |
|----------------------------------|-----------------------|
| 0,00 – 0,19                      | Very low              |
| 0,20 – 0,39                      | Low                   |
| 0,40 – 0,59                      | Moderate              |
| 0,60 – 0,79                      | Strong                |
| 0,80 – 1,00                      | Very Strong           |

The value of the Correlation Coefficient is 0.859, which falls within the 0.80-1.00 interval. According to the interpretation guidelines in Table 3, this indicates that the relationship between the *Nusa Rara* film and students' learning outcomes in *Hijaiyyah* learning is very strong. The Correlations display also shows that the *Nusa Rara* film and students' learning outcomes in *Hijaiyyah* are marked with \*\*, indicating that there is a significant correlation between these two variables.

Table 4. Model Summary

| Model | R Square |
|-------|----------|
| 1     | .738     |

Based on the data in Table 4 above, the R Square value, or coefficient of determination, which indicates how well the regression model formed by the interaction between the *Nusa Rara* film and *Hijaiyyah* learning outcomes fits, is 0.738, or 73.8%. This means that the *Nusa Rara* film has an influence of 73.8% on students' learning outcomes in *Hijaiyyah* learning, and the remaining 26.2% is influenced by other factors outside the students' learning outcomes in *Hijaiyyah* learning.

Table 5. ANOVA<sup>a</sup>

| Model |            | df | Sig.              |
|-------|------------|----|-------------------|
| 1     | Regression | 1  | .000 <sup>b</sup> |

Based on the data in Table 5 above, the significance value of the regression is 0.000. Since this value is less than 0.05, according to the decision criteria,  $H_0$  is rejected. Therefore, it can be concluded that the linear regression equation model meets the linearity criteria, and the regression model can be used to predict the independent variable (*Nusa Rara* film) and the dependent variable (*Hijaiyyah* learning outcomes).

Tabel 6. Coefficients<sup>a</sup>

|       |                | Unstandardized Coef. |            | Sig. |
|-------|----------------|----------------------|------------|------|
| Model |                | B                    | Std. Error |      |
| 1     | (Constant)     | 29.071               | 5.174      | .000 |
|       | Film Nusa Rara | .633                 | .089       | .000 |

Based on the data in the Coefficients display, with the constant coefficient and variable coefficient in the Unstandardized Coefficients B column, the regression equation model is  $Y = 29.071 + 0.633X$ . This means that if the value of the *Nusa Rara* film is zero, then the students' learning outcomes in *Hijaiyyah* will be 29.071. With a regression coefficient of 0.633, this implies that for every one-unit increase in the value of the *Nusa Rara* film, the students' learning outcomes in *Hijaiyyah* will increase by 1.633 units. Additionally, since the significance value is less than 0.05, it can be concluded that the *Nusa Rara* film has a significant effect on the students' learning outcomes in *Hijaiyyah*.

## Discussion

The results of this study emphasize that the *Nusa Rara* film can have a significant impact on student learning outcomes, especially in value-based learning such as *Hijaiyyah* for early childhood students at SPS Al-Huda. The film has a visual and emotional appeal that increases students' interest in learning, making them more focused and motivated to understand the material. The strong correlation coefficient indicates that the *Nusa Rara* film is not only relevant as an educational medium but also capable of building a strong emotional connection between the students and the material being taught. This aligns with modern learning theories that emphasize the importance of interactive and contextual media in facilitating students' understanding of abstract concepts.

This approach is in line with the constructivist approach in modern education, which emphasizes that students build their understanding through meaningful learning experiences. Interactive media, such as educational films, allow students to actively engage in the learning process by addressing visual, emotional, and cognitive aspects simultaneously. The use of such media helps bridge the gap between abstract concepts and the real world, enabling students to not only understand the material theoretically but also relate it to their life experiences (Tamphu et al., 2024).

Furthermore, Sweller's Cognitive Load theory is also relevant in this context. Visual media like films can reduce students' cognitive load by simplifying complex information into a more easily understood form, without sacrificing the essence of the material. This allows students to focus more on understanding the core content rather than struggling with the delivery method (Nursalam., Nurhikmah., & Purnamasari, N, 2019). This approach is also supported by Paivio's Dual Coding theory, which states that humans process information better when it is presented in both visual and verbal forms simultaneously. In the case of *Nusa Rara*, the visual storytelling, sound, and messages conveyed help reinforce students' memory of the material being taught (Rahim et al., 2024).

Based on the results of the normality test using the Kolmogorov-Smirnov method, the data for *Nusa Rara* and *Hijaiyyah* learning showed a significance value of 0.200, which is greater than 0.05. This indicates that the data is normally distributed. Furthermore, the Normal Q-Q Plot results show that the data points are distributed around the diagonal line, further supporting the conclusion that the data follows a normal distribution. This normal distribution is a crucial condition for proceeding with inferential statistical analysis. Next,

the correlation test shows that *Nusa Rara* has a very strong relationship with students' learning outcomes in Hijaiyyah, with a correlation coefficient of 0.859, which falls within the 0.80–1.00 range. This significant relationship is indicated by the \*\* symbol in the correlation table, meaning that the variables *Nusa Rara* and students' learning outcomes are positively and significantly correlated.

The regression analysis results show that the coefficient of determination (R Square) is 0.738, or 73.8%. This means that *Nusa Rara* contributes 73.8% to the improvement of students' learning outcomes in Hijaiyyah, while the remaining 26.2% is influenced by other factors outside of this study's model. The regression significance value of 0.000 (which is less than 0.05) further strengthens that the regression model meets the linearity criteria, thus allowing it to be used to predict the relationship between the independent variable (*Nusa Rara*) and the dependent variable (students' learning outcomes). The regression equation model obtained is  $Y=29.071+0.633X$ . This means that for every one-unit increase in the value of *Nusa Rara*, students' learning outcomes will increase by 0.633 units. Thus, the better the implementation of *Nusa Rara* as a learning medium, the higher the students' learning outcomes in Hijaiyyah.

These results indicate that *Nusa Rara* can be an effective tool for improving students' learning outcomes, especially in value-based Islamic learning, such as Hijaiyyah. This media is able to attract students' learning interest through creative, interactive, and relevant delivery of material. Furthermore, the contribution of such learning media aligns with the concept of innovative learning, which integrates technology and religious education content, making it highly relevant for modern educational settings.

## CONCLUSION

The data for *Nusa Rara* and Hijaiyyah learning is normally distributed, as shown by the Kolmogorov-Smirnov normality test with a significance value of 0.200, supported by the results of the Normal Q-Q Plot. There is a very strong relationship between the use of *Nusa Rara* and students' learning outcomes in Hijaiyyah, as evidenced by the correlation coefficient of 0.859. This relationship is also statistically significant. The regression analysis shows that *Nusa Rara* contributes 73.8% to the improvement of students' learning outcomes in Hijaiyyah, while the remaining 26.2% is influenced by other factors. The regression equation model  $Y = 29.071 + 0.633X$  indicates that for every one-unit increase in *Nusa Rara*, students' learning outcomes will increase by 0.633 units.

Overall, *Nusa Rara* has been shown to have a significant impact on improving students' learning outcomes in Hijaiyyah. This suggests that film-based learning media can be an effective tool to enhance the quality of education, particularly in value-based religious education. This research can serve as a reference for further studies, especially regarding the use of film-based learning media in other subjects or with different student groups. Future researchers may also explore other factors that influence student learning outcomes, aside from the use of learning media.

## BIBLIOGRAPHY

- Aidah, F. (2024). *Pengaruh Penggunaan Media Audio Visual Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Pancasila Dan Kewarganegaraan (Penilaian Eksperimen Di Kelas Viii Smp 1 Lembang)*. FKIP UNPAS.
- Al Ayyubi, I. I., Rohmatulloh, R., Suryana, I., & Wijaya, T. T. (2024). Improving Students' Creative Thinking Skills Assisted by GeoGebra Software. *Noumerico: Journal of Technology in Mathematics Education*, 2(1), 23–34. <https://doi.org/https://doi.org/10.33367/jtme.v2i1.4244>
- Arnani, N. P. R. (2024). *Statistika Non Parametrik Konsep dan Aplikasi SPSS*. Lakeisha.
- Fuadiyah, A. (2024). *Efektivitas Penggunaan Media Audio Visual Film Animasi Untuk Meningkatkan Hasil Dan Minat Belajar Sejarah Kebudayaan Islam Siswa Kelas Vii Di Mts Ma'arif Klego Ponorogo Tahun Pelajaran 2023/2024*. IAIN Ponorogo.
- Hafiza, H., Fitriani, W. R., & Mariyani, T. (2024). Peningkatan Kemampuan Kognitif Anak Usia Dini Melalui Berbagai Macam Media Pembelajaran. *Abata: Jurnal Pendidikan Islam Anak Usia Dini*, 4(2), 154–167. <https://doi.org/https://doi.org/10.32665/abata.v4i2.3391>
- Hasan, S., & Hidayati, L. (2023). Nilai Pendidikan Akhlak dalam Film Animasi Nussa dan Rara sebagai Media Pembelajaran Materi Akidah Akhlak di MI Nurul Huda Srimulyo. *JUPIN (Jurnal Pendidikan Islam Nusantara)*, 2(1), 74–93. <https://doi.org/https://doi.org/10.30599/jupin.v2i1.493>
- Kurnia, I., Ahmad, H. A., & Mansoor, A. Z. (2021). Perancangan Animasi 3D Pengenalan Huruf Hijaiyah Untuk Anak Usia Dini. *ITB Graduate School Conference*, 1(1), 687–702.
- Maryuri, E., Susilawati, S., & Riyan Oktor, A. (2022). *Nilai-Nilai Pendidikan Akhlak Dalam Animasi Nussa dan Rara dan Relevansinya Terhadap Pembelajaran Akidah dan Akhlak di MI. IAIN CURUP*.
- Muhammad, M., & Ahmad, A. (2020). Perancangan Animasi Pengenalan Huruf Hijaiyah Bagi Anak Usia Dini 3-4 Tahun Menggunakan Aplikasi Blender (Studi Kasus Tpa Urwatul Wusqa). *Journal Informatic, Education and Management (JIEM)*, 2(2), 18–28.
- Murharyana, M., Al Ayyubi, I. I., Rohmatulloh, R., & Suryana, I. (2023). Behavior Change of Darul Falah Senior High School Students After Attending Tabligh Akbar. *Dirasah International Journal of Islamic Studies*, 1(2), 68–77. <https://doi.org/https://doi.org/10.59373/drs.v1i2.17>
- Mutaqin, M. Z., Lestari, D. A., Solihin, S., Al-Ayyubi, I. I., & Rahmawati, S. (2024). Factors in Religious Culture to Increase Tolerant Attitude of Gen-Z Among Urban Muslims. *Akademika: Jurnal Pemikiran Islam*, 29(1), 73–86. <https://doi.org/https://doi.org/10.32332/akademika.v29i1.9145>
- Novelia, S., & Hazizah, N. (2020). Penggunaan video animasi dalam mengenal dan membaca huruf hijaiyah. *Jurnal Pendidikan Tambusai*, 4(2), 1037–1048. <https://doi.org/https://doi.org/10.31004/jptam.v4i2.567>
- Nurhikmah, Yuspiani, B. (2024). Analisis Kebijakan Pendidikan Full day school dalam

- Pembentukan Karakter Anak. *Takuana: Jurnal Pendidikan Sains Dan Humaniora*, 3(2), 69–76. <https://doi.org/10.56113/takuana.v3i2.97>
- Nursalam., Nurhikmah., & Purnamasari, N, I. (2019). Nilai Pendidikan Karakter dalam Teks Sastra Lisan Kelong Makassar. *Jurnal Lingue : Bahasa, Budaya, Dan Sastra*, 1(1), 88–95.
- Pancawardana, H., Al Ayyubi, I. I., Rohmatulloh, R., & Murharyana, M. (2023). The Influence of Nonformal Education on Students' Cognitive Formation. *KOLOKIUUM Jurnal Pendidikan Luar Sekolah*, 11(2), 236–243. <https://doi.org/https://doi.org/10.24036/kolokium.v11i2.612>
- Rahim, A., Nursalam, Suhartatik, Nurhikmah, & Akhiruddin. (2024). Konsep Ideologi Sastra Lisan Doangang Makassar dalam. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(3), 3274–3282.
- Ramadhanti, B. S. J. (2024). *Implementasi program BTQ untuk menstimulasi kemampuan kognitif dalam mengenal huruf hijaiyah Pada anak usia dini di KB Aisyiyah Qurrota A'yun 03 Kota Pekalongan*. UIN KH Abdurrahman Wahid Pekalongan.
- Sabarudin, M., Al Ayyubi, I. I., Rohmatulloh, R., & Indriyani, S. (2023). The Effect of Contextual Teaching and Learning Models on Al-Quran and Hadith Subjects. *At-Tadzkir: Islamic Education Journal*, 2(2), 129–142. <https://doi.org/https://doi.org/10.59373/attadzkir.v2i2.43>
- Sari, B. K., Herdajanti, A. F., Puspiyanti, R. Y., Shifa, D., Muzzamil, M. K., & Oktafiyani, M. (2021). Video Animasi 2D sebagai Salah Satu Media Pembelajaran Huruf Hijaiyah dan Bahasa Arab pada TPQ Al Huda Wonodri Semarang. *Jumat Ekonomi: Jurnal Pengabdian Masyarakat*, 2(2), 117–126.
- Sari, N., & Wirman, A. (2023). Efektivitas Media Video Animasi dalam Mengenalkan Huruf Hijaiyah terhadap Anak Usia 5-6 Tahun. *Pelangi: Jurnal Pemikiran Dan Penelitian Pendidikan Islam Anak Usia Dini*, 5(1), 158–172. <https://doi.org/https://doi.org/10.52266/pelangi.v4i1.1231>
- Serungke, M., Sibuea, P., Azzahra, A., Fadillah, M. A., Rahmadani, S., & Arian, R. (2023). Penggunaan media audio visual dalam proses pembelajaran bagi peserta didik. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(4), 3503–3508. <https://doi.org/https://doi.org/10.31004/jrpp.v6i4.22891>
- Setyawan, I. D. A., Ade Devriany, S. K. M., & Huda, N. (2021). *Buku Ajar Statistika*. Penerbit Adab.
- Shella, K. C. (2023). *Pengaruh Menonton Animasi Nussa Dan Rara Di Youtube Terhadap Sopan Santun Anak (Survei Pada Prespektif Orang Tua Murid Tk Di Desa Trisnomulyo Lampung Timur)*.
- Sugiyono. (2021). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Tamphu, S., Suyitno, I., Susanto, G., Budiana, N., & Salim, M. R. (2024). Building bridges to the future of learning : Exploring artificial intelligence research using R- Studio assisted bibliometrics. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2417623>

- Wati, K. S., & Safitri, D. (2024). Perkembangan Kognitif Anak Usia 5-6 Tahun Berdasarkan Keterampilan Berpikir Simbolik. *Alzam: Journal of Islamic Early Childhood Education*, 4(1), 11-20. <https://doi.org/https://doi.org/10.51675/alzam.v4i1.774>
- Yesi, M. (2022). *pengaruh film animasi nussa terhadap pengembangan nilai moral dan agama anak usia 5-6 tahun di TK HARAPAN BANGSA Lampung Barat*. UIN RADEN INTAN LAMPUNG.
- Zuhrayani, U. (2023). *Pengaruh Penggunaan Media Animasi Nussa Dan Rara Terhadap Pengenalan Huruf Hijiyyah Pada Anak Di TK Tanwirul Qulub Lamno*. UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan.