

The Use of “Nussa and Rara” Videos as Civics Learning Media to Strengthen the Character of Filial Piety among 9th-Grade Students at SMP Nurul Islam

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ABSTRACT

Keywords:

“Nussa and Rara” video; PPKn learning media; filial piety character; Thomas Lickona; character education

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The lack of a dutiful character among 9th-grade students at SMP Nurul Islam is evidenced by low participation in maintaining cleanliness, a tendency to defy instructions, and an unwillingness to forgive. The objectives of this study are: (1) to describe the process of utilizing the “Nussa and Rara” video as a Civics (PPKn) learning medium to strengthen dutiful character through the stages of planning, implementation, and evaluation; and (2) to describe student responses and indications of behavioral change regarding moral understanding, moral awareness, and moral behavior, based on Thomas Lickona’s theory. This study employs a qualitative descriptive method. The research subjects were the Civics teacher and 9th-grade students at SMP Nurul Islam, with data collected through observation, in-depth interviews, and documentation. The results indicate that: (1) the video utilization process was structured into three stages: collaborative planning, interactive lesson implementation, and evaluation based on Lickona’s three character aspects; and (2) the “Nussa and Rara” video successfully improved students’ moral understanding of dutiful character, fostered empathy and a commitment to change (reflecting moral awareness), and encouraged a gradual shift in behavioral indicators associated with dutiful character. It is concluded that the “Nussa and Rara” video is an effective Civics learning medium for strengthening the dutiful character of junior high school students.

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INTRODUCTION

Education is a process directed at shaping the perfection of students’ character and personality. As stipulated in Law Number 20 of 2003 on the

National Education System, Article 3 states that the goal of national education is to optimize students' potential so that they may develop into individuals possessing faith, devotion to God Almighty, noble morality, good health, adequate knowledge, competence, creativity, independence, and the ability to become citizens who uphold the principles of democracy and bear a sense of responsibility (Departemen Pendidikan Nasional, 2003). This stated objective underscores the significance of character formation as a crucial component of teaching and learning activities in schools.

Character education is a deliberate process of cultivating moral and ethical values in students. According to Thomas Lickona, character education involves three main aspects: understanding goodness, the desire to do good, and the ability to act well. Good character formation is supported by three aspects: moral knowing, moral feeling, and moral action. Character education not only focuses on distinguishing between right and wrong behavior, but also on instilling positive habits so that students possess understanding, empathy, and motivation to do good (Lickona, 2016).

One of the main character aspects that needs to be instilled is the value of filial piety. From the perspective of Islamic teachings, this concept is referred to as *birrul walidain*, which obliges every child to be dutiful and to hold an honorable position in the sight of Allah SWT (Suhaili, 2023). The character value of filial piety encompasses showing respect, obedience in positive matters, and attention to both physical and emotional needs (Mahmud, 2017). The declining phenomenon of filial piety values among the younger generation today raises serious concerns, as globalization and technological advances have triggered significant changes in character values, including a decline in levels of courtesy (Tanaka et al., 2023).

The subject of Civics Education (PPKn) plays an important role in strengthening students' filial piety character. PPKn is the primary vehicle for character education, as it not only teaches civic concepts but also instills ethical principles in everyday life practices (Rahayu, 2017). However, the lecture and discussion methods commonly used in PPKn learning are considered to be of low interest to students and have not yet achieved optimal effectiveness in instilling character values.

One potentially effective learning medium is animated video, particularly the animated series "Nussa and Rara," produced by The Little Giantz and 4Stripe Productions. Audio-visual media offers the advantage of combining visual, audio, and text elements simultaneously, which can enhance the effectiveness of character value cultivation (Shoffa et al., 2023). Animated videos are proven to be highly effective as they can bridge abstract values through compelling characterization and narrative (Kardi et al., 2023). The

“Nussa dan Rara” video specifically depicts various behaviors reflecting a dutiful character, defined through three indicators: (1) helping to maintain cleanliness; (2) not defying instructions; (3) appreciating sacrifice.

Based on preliminary observations conducted by the researcher in October 2025 during the PLP program at SMP Nurul Islam, it was identified that the majority of 9th-grade students still exhibited behaviors that did not reflect a dutiful character. The results of preliminary observations and interviews revealed three main problems: low student participation in helping to maintain cleanliness, a tendency to defy instructions, and a lack of appreciation for sacrifice.

Although several previous studies, such as Wati & Satianingsih, (2025); Mulyani et al., (2022); Kurniawati, (2023); dan Nuraini, (2022), have utilized the “Nussa dan Rara” video in PPKn learning, the majority were conducted at the elementary school level, while research by Kardi et al., (2023) at the junior high school level remains very limited and has not focused on PPKn learning. Second, although several studies by Yunia, (2022); R. Kurniawati, (2024); dan Sandhy, (2019) have identified *birrul walidain* values in the “Nussa dan Rara” video, those studies have not examined its application as a learning medium in PPKn using Lickona’s three character aspects (Moral Knowing, Moral Feeling, and Moral Action). Third, previous research by Indriani et al., (2024) dan Anggreani et al., (2022) has largely focused on content analysis and identification of values in the “Nussa dan Rara” video, without describing in depth the process of utilizing the video as a learning medium, nor the student responses and indications of behavioral change from the perspectives of moral knowing, moral feeling, and moral action.

METHOD (Written in bold capital, Palatino Linotype 12)

This study employs a qualitative descriptive approach. The qualitative design was chosen because this study aims to describe in depth the process of utilizing the “Nussa dan Rara” video as a PPKn learning medium, as well as the student responses and indications of behavioral change in the effort to strengthen filial piety character (Fadli, 2021). This approach allows the researcher to understand the phenomenon under study from the perspective of the research subjects in a natural setting (Kusumastuti & Khoiron, 2019).

The study was conducted at SMP Nurul Islam, located at Jalan Merapi No. 103, Triwung Lor, RT/RW: 8/2, Kademangan District, Probolinggo City, East Java Province, from March 10 to April 10, 2026. The research subjects consisted of the PPKn teacher and representative 9th-grade students at SMP Nurul Islam. The determination of research subjects for students used a snowball sampling technique, beginning from the PPKn teacher’s recommendations and then

expanding based on the first student's recommendations (Sugiyono, 2019).

The data collection techniques employed included: (1) participatory observation, namely direct observation over one month of the learning process and student behavior in the school environment; (2) in-depth interviews with the PPKn teacher and students to explore information about the video utilization process and student responses; and (3) documentation in the form of student written reflection sheets, teaching modules, and field notes. Data collection instruments consisted of observation guidelines, interview guidelines, and written reflection sheets developed based on Thomas Lickona's three character aspects (Abdussamad, 2021).

Data analysis was carried out using the interactive model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing. Data validity was tested through source triangulation and technique triangulation, by comparing data obtained from the PPKn teacher, students, and documentation on each of Lickona's character aspects (Sinaga, (2023); Waruwu, (2024)).

FINDING AND DISCUSSION

A. The Process of Utilizing the "Nussa dan Rara" Video as a PPKn Learning Medium in the Effort to Strengthen Filial Piety Character among 9th-Grade Students at SMP Nurul Islam

Based on the results of observations and interviews conducted by the researcher, the process of utilizing the "Nussa dan Rara" video as a PPKn learning medium in the effort to strengthen filial piety character proceeded in a structured manner through three stages: planning, implementation, and evaluation.

The planning, PPKn teacher collaborated with the researcher in preparing a teaching module that integrated the "Nussa dan Rara" video. This process included selecting episodes relevant to the 9th-grade rights and obligations material, formulating guiding questions, and preparing evaluation instruments based on Lickona's three character aspects. The PPKn teacher stated: "Yes, so we discussed together, selecting the appropriate video episode, then aligning it with the rights and obligations material for Grade 9. I handled the module, and Ms. Fina helped guide the direction. Alhamdulillah, it all connected." (PPKn Teacher, March 14, 2026). This collaboration reflects the importance of teacher preparedness in managing effective learning media capable of stimulating students' thoughts, feelings, attention, and interest optimally (Hasan et al., 2021).

The implementation, learning took place through three sequential activities. The opening activity was filled with an apperception to activate

students' knowledge schemas regarding filial piety character. The core activity included screening the "Nussa dan Rara" video lasting 3–6 minutes, followed by a class discussion with guiding questions such as "What actions did Nussa and Rara take toward Umma in the video?" and "How can such behavior be applied in school life?". The closing activity encompassed reinforcement of filial piety character values and distribution of written reflection sheets. The PPKn teacher described the classroom atmosphere: "They were happy, excited even. The students were enthusiastic about watching, especially because the characters are funny. During the discussion it was lively too, many raised their hands and shared their own experiences. Alhamdulillah, the class felt more alive." (PPKn Teacher, March 30, 2026). This is consistent with the advantages of video media, which can capture students' curiosity in a short span of time (Hasan et al., 2021).



Figure 1. The Process of Utilizing the "Nussa dan Rara"

The evaluation, the teacher used three complementary approaches: observing class discussions to assess moral knowing, analyzing written reflection sheets to assess moral feeling, and observing indications of changes in student behavior to assess moral action. This triangulation approach is in line with Lickona, (2016) recommendation that character education evaluation must encompass all three character aspects comprehensively.

B. Student Responses and Indications of Behavioral Change among 9th-Grade Students at SMP Nurul Islam toward the Effort to Strengthen Filial Piety Character After Participating in Learning Using the "Nussa dan Rara" Video as a PPKn Learning Medium, Viewed from the Aspects of Moral Knowing, Moral Feeling, and Moral Action

Based on the results of observations and interviews, the responses and indications of behavioral change among 9th-grade students at SMP Nurul

Islam in the effort to strengthen filial piety character showed positive development across all three aspects of Thomas Lickona's character theory.

1. Moral Knowing

The aspect of moral knowing showed a positive response after students participated in learning using the “Nussa dan Rara” video. Students were able to understand the concept of filial piety operationally, identify dutiful behaviors depicted in the video, and contextualize them in school life. Muhammad Yusup Rizkillah, a 9th-grade student, stated: “Being dutiful means obeying the commands of parents, teachers, and older people, not talking back, and helping out when there are things to be done. The main point is to be an obedient and manageable child and student.” (Yusup, April 3, 2026). Vina Sabrina also expressed a similar understanding with emphasis on the aspect of appreciating sacrifice: “Being dutiful means respecting parents and teachers, listening to their advice, and helping them so their burden is reduced. Above all, don't make them sad.” (Vina, April 5, 2026). The majority of students were proven to have achieved adequate moral understanding, as confirmed by the PPKn teacher through classroom discussion observation: “I observed during the class discussion whether students could explain on their own the importance of filial piety, especially covering the three indicators. From that, it was clear who understood and who did not. But I have observed that, alhamdulillah, the majority of students already understood.” (PPKn Teacher, March 31, 2026). This success is inseparable from the characteristics of the “Nussa dan Rara” video, which presents a simple, relevant, and easily understood narrative for junior high school students (Irawan et al., 2023), thereby capable of bridging abstract values through concrete characterization (Kardi et al., 2023).



Figure 2. Moral Knowing Responses of 9th-Grade Students

2. Moral Feeling

The “Nussa dan Rara” video successfully triggered the emergence of students’ moral feeling, particularly in the form of empathy toward the sacrifices of parents and teachers, as well as a growing feeling of past improper behaviors. Vina expressed a strong emotional response: “Yes. When watching the part where Nussa and Rara helped Umma, I was moved to tears. It reminded me of my parents at home who work hard every day. I just wanted to rush home and hug my mother tightly.” (Vina, April 5, 2026). Yusup expressed feelings of shame over past behavior and made a commitment: “Yes, it’s necessary. Because lately I still often talk back when told to do something. Watching this video made me think again, it’s not right to keep doing that. I want to try to be more obedient, not procrastinate when told something, and be more active in class duties at school. I’m not promising perfection, but I want to try gradually.” (Yusup, April 3, 2026). The consistency between verbal confession in the interviews and written answers in the reflections of both students indicates that the moral feeling formed was not merely a formality, but was genuinely internalized. This response is consistent with Lickona, (2016) theory that moral feeling includes the feeling of conscience, empathy, and self-control, in which audio visual media has the advantage of touching students’ feeling that is often difficult to reach through lecture methods (Shoffa et al., 2023).



Figure 3. Moral Feeling Responses of 9th-Grade Students

3. Moral Action

There were indications of positive change across all three indicators of students’ moral action. On the indicator of helping to maintain cleanliness,

several students began taking the initiative to carry out cleaning duties without waiting to be reminded, and even tidied up their desks after lessons without being asked. On the indicator of not defying instructions, several students began restraining themselves from protesting and immediately carrying out teachers' instructions. Vina stated: "Yes. I restrain myself more when I want to talk back. I remember the video where Nussa and Rara were patient, so I try to imitate that. It's quite difficult, but I'm already making the effort. When the teacher asked for assignments to be submitted that same day, I got right to it and didn't procrastinate. Because I remember, teachers also have many other things to do." (Vina, April 3, 2026). On the indicator of appreciating sacrifice, students began more frequently expressing gratitude to teachers and demonstrating a polite attitude. The PPKn teacher confirmed: "Yes, there is improvement in all three, although it is gradual. Participation in cleanliness has started to appear, there are fewer instances of talking back, and student attitudes toward teachers are also better than before. Indeed, those three things are often the main problems in this 9th-grade class." (PPKn Teacher, March 31, 2026).



Figure 4. Helping to Maintain Cleanliness



Figure 5. Not Defying Teacher Instructions



Figure 6. Appreciating Teacher Sacrifice

The indications of change across the three aspects of students' moral behavior reflect the dimension of moral behavior in Lickona, (2016) theory, which encompasses the actions, desires, and habits of doing good. This gradual change is in line with Mahmud, (2017) understanding that filial piety character is not formed instantly, but rather through a process of consistent habituation. These findings reinforce the views of Wati & Satianingsih, (2025) dan Mulyani et al., (2022) that the "Nussa dan Rara" animated video contains positive character values relevant to character education. This study provides a new contribution by describing in depth the process of video utilization at the junior high school level in the context of PPKn learning, along with student responses and indications of behavioral change based on Thomas Lickona's three character aspects.

CONCLUSION

Based on the research results and discussion, two conclusions can be drawn. The process of utilizing the "Nussa dan Rara" video as a PPKn learning medium

in the effort to strengthen the filial piety character of 9th-grade students at SMP Nurul Islam proceeded in a structured manner through three stages: (1) collaborative planning between the PPKn teacher and the researcher in preparing the teaching module, selecting relevant episodes, and preparing evaluation instruments based on Lickona's three character aspects; (2) interactive lesson implementation through apperception activities, video screening, reflective discussion, and written reflection; and (3) evaluation using a triangulation approach through classroom discussion observation, written reflection analysis, and student behavior observation.

The responses and indications of behavioral change among 9th-grade students at SMP Nurul Islam showed positive development across all three aspects of Thomas Lickona's character theory. In the aspect of moral understanding, students were able to understand the concept of filial piety operationally and contextualize it in school life. In the aspect of moral awareness, the video successfully triggered the emergence of empathy, constructive feelings of guilt, and authentic commitment to change in students. In the aspect of moral behavior, there were indications of real change across all three indicators of filial piety character, although the change remains gradual and continues to develop. It is concluded that the utilization of the "Nussa dan Rara" video as a PPKn learning medium has been proven capable of making a positive contribution to the effort to strengthen the filial piety character of 9th-grade students at SMP Nurul Islam.

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