**INTERSECTION OF ANIMATED FILMS, RELIGIOUS EDUCATION**

**AND PARENTING; A PHENOMENOLOGICAL STUDY**

**ARTIKEL ILMIAH**



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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

**JURUSAN PENDIDIKAN AGAMA ISLAM**

**TAHUN 2024 M /1445 H**

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Diajukan untuk Memenuhi Salah Satu Syarat Memperoleh Gelar Sarjana

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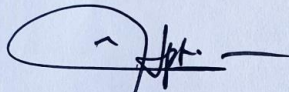
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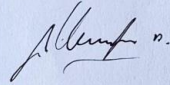
**LEMBAR PENGESAHAN**

Artikel ilmiah oleh **TIFLA KHAIRANI FADILA NIM 2010201123** dengan judul **"Intersection of Animated Films, Religious Education and Parenting; A Phenomenological Study"** telah dipresentasikan pada tanggal 28 Februari 2024.
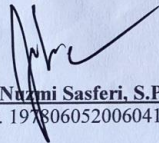
**Dewan Penguji**

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Ketua Sidang
Merangkap Penguji III

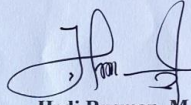**Albertos Damni, S.PdI., M.Pd.**
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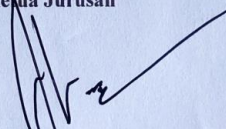
Penguji I

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**Dekan**

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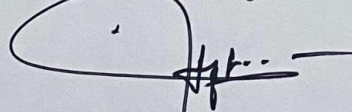
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Dengan hormat, setelah melalui prose penerbitan di jurnal nasional terakreditasi, maka kami berpendapat bahwa artikel ilmiah saudara : **Tifla Khairani Fadila, 2010201123** yang berjudul **"INTERSECTION OF ANIMATED FILMS, RELIGIOUS EDUCATION AND PARENTING; A PHENOMENOLOGICAL STUDY"** telah dapat diajukan untuk diprsentasikan guna menuntaskan tugas akhir dan memenuhi syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) Pada jurusan Pendidikan Agama Islam Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan artikel ilmiah tersebut, kiranya diterima dengan baik.

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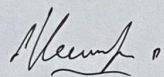
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**PERSEMBAHAN DAN MOTTO**

**PERSEMBAHAN**

*Ku sadari aku pernah kalah dan aku pernah salah, namun aku selalu tabah dan berharap semua ini ada hikmah. Sembah sujudku hanya untukmu ya Allah semua yang ku lakukan untuk menggapai cita-cita dan berharap keberhasilan menunggu didepan sana.*

*Tugas akhir (Artikel) ini ku persembahkan terkhusus bagi Ayah dan Ibu tercinta yang telah merawat, mendidik, dan membesarkanku. Terima kasih atas doa, kesabaran dan ketulusanmu berjuang memenuhi segala kebutuhanku. Aku berharap penyelesaian studi ini yang tanpa menggunakan Skripsi lalu diganti dengan Artikel membuatmu bangga dan dapat menghapus luka perjuangan mu. Ku persembahkan juga untuk sahabat yang selalu ada dalam suka dukaku, selalu memberikan dorongan dan motivasi, selama menjalini pendidikan dan penulisan artikel ini kanku kenang indah selalu dalam hidupku. Terima Kasih semuanya.*

**MOTTO**

فَاِذَا فَرَغْتَ فَانْصَبْ , وَاِلٰى رَبِّكَ فَارْغَبْ

"Maka apabila kamu telah selesai (dari suatu urusan), kerjakanlah dengan sungguh-sunguh (urusan) yang lain; dan hanya kepada Tuhanmu berharaplah."

(QS. Al – Insyirah : 7-8)

**KATA PENGANTAR**

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
اَلْحَمْدُ للهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى اَشْرَفِ اْللأَنْبِيَاءِ وَالْمُرْسَلِيْنَ
وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ

Dengan segenap hati dan keikhlasan yang mendalam, penulis mengucapkan puji syukur ke hadirat Allah SWT yang telah melimpahkan segala rahmat dan karunia-Nya, sehingga peneliti dapat menyelesaikan artikel ini yang berjudul "INTERSECTION OF ANIMATED FILMS, RELIGIOUS EDUCATION AND PARENTING; A PHENOMENOLOGICAL STUDY"

Artikel ini merupakan salah satu persyaratan memperoleh gelar Sarjana Pendidikan (S.Pd.) pada Program S-1 Pendidikan Agama Islam Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci. Dalam penyusunan Artikel ini, penulis telah banyak mendapat bimbingan, saran, bantuan, dorongan dan petunjuk dari berbagai pihak. Untuk itu penulis mengucapkan terima kasih yang tulus kepada:

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segala kritik dan saran yang bersifat membangun dari semua pihak demi penyempurnaan artikel ini.

Sungai Penuh,        Februari 2024

Peneliti

**TIFLA KHAIRANI FADILA**
NIM 2010201123

# INTERSECTION OF ANIMATED FILMS, RELIGIOUS EDUCATION, AND PARENTING: A PHENOMENOLOGICAL STUDY

**Tifla Khairani Fadila[1] ✉, Albertos Damni[2]**

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**Abstract:** *Parents introduce electronic screens to children because they are busy, want to provide religious viewing, and hope to develop children's imagination. Then this study aims to dig deeper into the intersectionality of religious animated films that children watch, educational values, and parenting styles. This study chose a phenomenological study to analyze these social practices. Informants are parents who interpret children's religious animated films as a system of positive norms, rules, and values. Nine groups of husband and wife became research informants. Interviews were used to obtain data which was analyzed according to the parents' interpretive categories. Data representation is formed through the experiences and values that the informants believe. Interpretive conclusions come from data reductions obtained from informants and present research results away from the value bias that researchers believe. The reasons for the values parents feel toward children's religious animated films are explained further in the study.*

**Keywords:** *Animated Films, Child Development, Parental, Social Values*

## A.  Introduction

The existence of a child will indeed complement the happiness of parents. However, parents sometimes never realize and understand the meaning of the child's existence. The child is a gift and, simultaneously, a mandate entrusted by God to his servant, and parents will be held accountable for this trust in the hereafter. Parents are often negligent in caring for and educating their children, so this usually happens because both parents are busy with work or careers, and children become neglected in the process of child development or growth because a child at an early age needs to monitor good and healthy parenting patterns.

Parenting develops competence and impacts a child's future success in social life and relationships between parents and children (Lang, 2020; Zhang et al., 2023). Parenting can also be interpreted as communication between children and parents where to meet the child's physical and psychological needs and socialization (Ayun, 2017). The best care and education from the family is very much needed to form a child's personality because, as we all know, each of the parents certainly has a different way of educating children, where educating becomes something meaningful in fostering the development and natural potential of the child. Parenting can also be interpreted as the beginning of development in the personality and soul of a child with the attitudes and behavior of parents in fostering, educating, and giving a sense of protecting the child's self both physically and spiritually (Padjrin, 2016).

Parents also have a role in developing good religious and moral education from an early age, where the application of religious values must be made with habituation in their lives because if we look at today, there are developments in technology and information that make obstacles in implementing development. Religious values in early childhood (Erzad, AM, 2017; Suwarhatha, 2017). So in this way, the development of technology and information in the digital world is highlighted by the news, soap operas, films, and comedies, now where children nowadays prefer watching cartoons or children's animations so that after they watch these films of course, the children will tend to follow the style or role of someone in playing the animated film. So this is where the role of parents is needed in guiding, supervising,

accompanying, and choosing which card films are appropriate to watch and can influence the development of religious values in the child (Asmawati, 2020). Children at an early age can be said to be the initial basis for maximizing optimal child development for the next life.

According to regulations, six aspects needed to be developed at an early age (Standar Nasional Pendidikan Anak Usia Dini No 137, 2014), including terms of language development, where language development includes several skills such as listening, writing, speaking, and reading, now among these skills speaking skills are one of the most essential skills to apply in early childhood. Where this ability to speak is expertise expressing a form of words that are perceptive (accepted or understood) or expressive, besides that; good speaking skills will also definitely benefit socially at a later age (Fitriana, 2019).

Early childhood education institutions also seek to develop the potential that children already have, which potential also has diversity according to the characteristics of early childhood based on the age stages in their development. Then the potential that children have certainly varies from one to another so different learning or ways of educating are needed. Thus, in the learning or educating process, they must be able to optimize the existing potential so that it can be utilized as their life skills, with that it is very clear that early childhood education is very necessary or important (Rahman et al., 2020).

The development of children's abilities depends on parents' knowledge of parenting. Today's parents have started to use modern media both to find information about parenting (Fajrur & Febriana, 2022) or to use the media to be used as part of the curriculum in their parenting style (Aini et al., 2021).

Further use of media has started to lead to become a habit. Watching animation is considered normal and is sometimes considered to have a positive impact (Salis Hijriyani & Astuti, 2020). It becomes an interesting spectacle and produces an interesting story also with the role of the cartoon character (Simarmata et al., 2020). In watching animated films, of course, returning to how the use of these animated films is considered good or not for children aged 0-10 years, even though the animated films contain religious or religious values. Educating children is now one of the

things that are difficult to implement in the digital era because of the many influences that arise along with the times. So children in today's era will depend on gadgets which have risks or negative impacts on these children (Grace, 2018). Even so, it is parents who play an important role in the educational process because parents can be said to be the first and most important teachers for children (Dunham et al., 2012).

Furthermore, the number of problems that arise in our nation, education, or the formation of children's character at an early age is an important aspect that instills religious, social, and moral values in the children of the Indonesian nation (Asti, 2017). The phenomena make researchers interested in studying further the role of parenting parents towards children's animated viewing that contains religious, social, and moral values in the current digital era.

## B.  Method

The type of method that will be used in research is a type of qualitative research method by combining document review interviews and observation (Marani, 2017) and this qualitative research is one way of research that aims to gain an understanding of reality through an inductive thinking process (Atmojo et al., 2021). Then this study uses a phenomenological approach where we can hear or see from the experiences of these informants (Creswell, 2014). Cross-case analysis isusedtogeneralizeparenting styles. Thus, this phenomenon can be replicated in analysis at a high level of inference. Informants in the study amounted to 5 married couples and 7 children. The selection is based on the criteria of newly married parents, who had experience in raising children, and parents who have different parenting styles using an accidental sampling approach. Trustworthiness uses in-depth interviews and then allows researchers to make observations on children while accessing shows on gadgets or television screens as a triangulation technique.

Then the steps in collecting this data are, first carrying out and collecting a literature review that is in accordance with the research material. Second, after the data is obtained the researcher will analyze it according to the understanding of the researcher because the source or data in this study there will be

two data, namely primary and secondary data, where the primary data is data related to the research title while secondary data is data that can be said as supporting data by the title of the study (Aslan, 2019). In more detail, the data collection techniques used in this study were interviews, observations, and literature reviews. Interview, where in carrying out this research the researcher asked several questions regarding how the role and parenting of parents towards children's animation viewing by way of structured and unstructured interviews to obtain valid data. In this case, the researcher will observe directly or go directly to the field to obtain data and complete the data that has been obtained. The researcher will obtain some additional data from several references such as books and other articles related to the research title to strengthen the data obtained during interviews and observations of these informants.

## C. Result and Discussion

In Indonesia nowadays, many children under the age of 7 know the name social media and are introduced to social media, based on the research results "Neurosensum Indonesia Consumers Trend 2021: Social Media Impact On Kids", the average Indonesian child knows social media at the age of 7 years, but we cannot deny that there are still many parents who introduce social media to their children from an early age, where from the results of this research it can be concluded that 92% of children are introduced to social media after they are 7 years old and 54% of them were introduced to social media before they were 6 years old. Neurosensum was surveyed in 4 major cities in Indonesia, namely Jakarta, Bandung, Medan, and Surabaya.

In Indonesia, early childhood is focused on children from birth to the age of six. In law number 20 of 2003 concerning the national education system article 1 paragraph 14, it is explained that "early childhood education is a path in coaching directed at children from birth to the age of six which is carried out through education so that it can support physical and mental development and growth. spiritual to continue further education (Suyadi, 2015).

Early childhood is a sensitive period or a child's sensitive period, which at this time needs a director so that the child's development becomes good (Mulyasa, 2016). Early childhood is an individual

who will go through a process of growth and development. Even in early childhood, the role of parents is very important in supervising the development of children to form a good child's personality. In this early childhood has a very meaningful and valuable vulnerable age compared to the following ages (Ahmad Susanto, 2014).

Where early childhood a child tends to follow and listen to what the people around him are doing so that it is easy for a child to absorb into his mind what the people around him are doing. Children have freedom in thinking, acting, and channeling an idea that they have in every activity that makes them happy, but by doing so we cannot deny that in human life certain guidelines, rules, norms, and laws regulate people in their daily lives. Apart from that, there are social norms known as "Hablum Minannas" and norms related to the Creator known as "Hablum Minaallah" (Rahman et al., 2020)

Religion is a person's faith and belief that can be believed by the mind and internalized by the heart, then carried out in actions, words, and attitudes. While religious values are life values that describe the development of religious life which has three main components, namely, Aqidah, Worship, and Morals which will become guidelines or instructions in behaving according to Islamic religious teachings and must be lived and believed throughout the ages (Woodward, 2015). Meanwhile, morals are attitudes, customs, habits, morals, or decency that guide behavior in life so that they can play a role in becoming a good human being (Yusron Masduki and Idi Warsah, 2020). Then related to religious and moral values can also be interpreted as a philosophical and religious basis for early childhood basic education, but in essence, these values must also be in accordance with the child's environment and the religion the child adheres (Standar Nasional Pendidikan Anak Usia Dini No 137, 2014)

In the science of comparative religion, it is said that each religion has two kinds of sets of values, namely, general, and special values, which these values are religious and moral values in early childhood that can be applied to both values. First, general values are values that can be tolerated by other religions or external communications that do not adhere to that religion, for example, honesty, patience, and justice. Second, a special value is a value

that only applies to adherents of the religion itself and will not be accepted in other religious circles (Tholhah Hasan, 2009).

Morals and religion are also aspects that must be improved in a person from an early age because good and bad morals or a person's behavior in the future will be determined by the inculcation of religious values and moral values from an early age so education of religious and moral values in early childhood is very influential. The character of children because of religious and moral values as well as forms of things that need to be developed from an early age (sa'dun Akbar, 2019). The development of religious and moral values is a form of effort to stop the moral collapse in the country because nowadays many bad influences occur because of technological developments that will be received especially by children, either directly or indirectly.

So, it is important to develop religious and moral values from an early age. This is also regulated by the government in the ministerial regulation of education and Culture 137 number 14 concerning standard levels of achievement in child development which includes the development of religious and moral values in early childhood. Where the role of parents also the biggest role in parenting and the development of religious and moral values in early childhood towards watching animated films for children (Tiara Gems, 2021).

Parenting style can be said to be an interaction between parents and children that involves emotional relationships and a way for parents to control their child's behavior (Divine Destiny, 2013). Based on the results of interviews with several informants related to upbringing and watching religious animations, they can be grouped into several types. Where there are 5 types of parenting styles for children, namely,

1. **Authoritarian parenting**

Authoritarian parenting in watching animated films is a parenting style that is made by parents, where children must follow and obey and parents do not give children freedom to choose spectacle, especially animated films. Parents believe that such restrictions will provide advantages and benefits for the child. "It's not meant to turn children into robots or to put too much pressure on them. This sharpens the child's sensitivity to watching shows that have meaning. (Showing religious animation)

will make children learn religion while filling playing time. All parents certainly want the best for their children." (P-AB, personal communication, January 02, 2023)

Parenting has flaws. Children grow up feeling insecure, cowardly, and insecure in socializing because children feel dependent on their parents. There will be an impact on the child's personality where the child will be easily offended, likes to be gloomy or withdrawn, unhappy, timid, and difficult to socialize (Garner et al., 2023). The effects of authoritarian parenting can have negative impacts on children's development, including low self-esteem, difficulty in making decisions and solving problems, tendencies to rebel, and tendencies to obey rules only out of fear of punishment, not because of trust.

Therefore, parents need to understand that children are unique individuals and have the right to be respected and heard. A more democratic and responsive parenting style can help children feel more valued and accepted, as well as provide opportunities for children to develop fully as independent and confident individuals. Furthermore, parenting like this may not show the same results as parents' expectations and have a more dangerous negative impact (Benga Olla et al., 2018). This can happen because is characterized in the form of a parent-child relationship that can be said to be not warm and often gives punishment to children. Authoritarian parenting is a parenting pattern characterized by parenting children with strict rules or pressure that often forces children to behave like themselves (parents), freedom to act is limited and children rarely communicate or are invited to chat or exchange stories. Where parents think that their attitude like that is correct in educating children.

Observations on children also show the characteristics of this parenting style are very strict parental control over children *(C-AB, observation, January 02-04, 2023)*. In this parenting style, parents manage everything related to children, including important decisions such as educational choices, socializing with friends, and daily activities. Parents who adopt authoritarian parenting tend to have very high expectations of their children and often give harsh punishments when their children do not live up to these expectations. Children are often not allowed to

speak or give their own opinion in certain situations and often feel unappreciated or ignored.

## 2. Permissive parenting

Permissive parenting in the context of viewing children's religious animated films means that children are free to decide what they want to watch for themselves, even if their parents agree or disagree. In this permissive parenting style, parents follow the wishes of their children so that with this parenting style children act as they please and do not adjust their desires to existing values and norms. So that this parenting style is weak for children's discipline in obeying existing regulations and makes children aggressive and rebellious, but this parenting style also has a positive side, namely that children become creative, independent, and able to adapt in front of society.

However, this parenting style, if not careful, can spoil the child because this permissive parenting style can be said to be an indulgent parenting style because it is characterized by the freedom and openness that parents give their children to watch something they like. Based on observations (C-DC, observation, January 04-07, 2023). Children's shows tend to be random and sometimes lead to shows that are less relevant to the child's age. Permissive parenting styles prioritize children's comfort, so they will act like friends to their children, and children who receive parenting like this also rarely get pressure or punishment, but on the other hand parents are weak in every child's decision.

Parents who apply permissive parenting tend to provide high freedom for children in making decisions and do not provide clear boundaries. They tend to avoid conflict with children and often give orders less assertively or don't even give orders at all. "Children need freedom. Let them enjoy their childhood. parents should understand that. This (parenting) also helps me and my wife who have jobs. The important thing is they don't lead to negative actions. That's all the point. I did it on purpose and bought a gadget for my son for that. All kids are like that" (P-DC, personal communication, January 02, 2023)

Parents' responses to permissive parenting may vary, but they often feel that this method is the best way to avoid conflict with their children. Parents may feel that giving freedom to children will help children learn to be independent and make the right

decisions on their own. However, this method can negatively affect the child's development. Children who are given too much freedom without limits can become less responsible, less disciplined, and less organized. They may find it difficult to make the right decisions due to a lack of direction and guidance from their parents. Instead, parents need to consider the importance of providing clear boundaries and teaching children about responsibility. Parents also need to teach children about important values, such as honesty, integrity, and empathy, as well as provide proper direction and guidance in everyday life. In this way, children can learn to make the right decisions, be responsible, and develop into independent and responsible individuals.

### 3. Democratic parenting

Democratic parenting is parenting that is carried out in collaboration between children and parents, where parents provide opportunities for children to express opinions about what kind of religious animated films, they want to watch but are still under the supervision of parents. Children are given the trust and freedom to determine their desires but emphasized that they must be able to be responsible for their own choices. "In our family, children and parents always discuss and determine decisions or middle ground for children's viewing issues. I always encourage children to watch animated films that contain religious elements. If children don't like it, I will look for other shows with the same theme. Usually, we will ask the children about their disapproval and why they don't like it. From there, my wife and I will look for references to other shows but stick to religious animated films. In this case, we believe that shows like this can have many benefits for children." (P-GE, personal communication, January 12, 2023)

This parenting style has a characteristic where children and parents can discuss and determine decisions that make the relationship between children and parents good so that with good parenting a child's personality will be formed has self-confidence, a sense of friendship, easy socialize, self-control, polite, and have a clear direction in life.

Democratic parenting is a parenting pattern characterized by deliberation within the family, controlled freedom, and providing direction and understanding to children, because this parenting style tends to respect children's freedom, but that freedom is

not absolute because parents also provide good guidance and understanding for the child.

This parenting style involves the child's active participation in decision-making and provides greater freedom for children to express themselves and take initiative. Parents who apply democratic parenting tend to listen to children's opinions and respect the wishes and needs of children in making decisions related to themselves. Parents provide direction and guidance to children but also provide space for children to make their own decisions and learn from their experiences. Children in democratic parenting often feel valued, have high self-esteem, and can express themselves more freely.

The impact of democratic parenting can help children feel more independent and develop into more confident and creative individuals. Children in democratic parenting also can make wiser decisions and have a greater sense of responsibility for themselves. However, parents who apply democratic parenting also need to provide clear boundaries for children so that children still understand their roles and responsibilities in the family environment. Parents must also provide sufficient guidance and support to their children, as well as balance freedom and responsibility to ensure that children develop positively and responsibly in their lives.

## 4. Negligent parenting

Negligent parenting is parenting where parents do not know anything about their child's life, parents only provide material needs and forget about the need for affection for children, parents who are included in this negligent parenting style feel that the work they do is more important than what they do child care. So that because of social life, children cannot interact and communicate properly around them, and once children reach their teenage years there, they show naughty behavior where they feel there is no supervision from their parents, which makes them free to do whatever they want. This parenting style is sometimes not realized by parents. They think they have provided what the child needs, namely limited to material things, and their educational affairs fully hand it over to the school later when their child enters school. "Children's job is to play, if they choose to play on their cellphones, so be it. Children's films have many benefits. Yes, they

will grow up and get an education when they are old enough. The important thing is that I provide enough material for them. That's the most important thing." (P-ES, personal communication, January 05, 2023)

Parenting style negligent parents can occur by various factors. Parents are busy working to earn a living, lack of attention to children, the influence of technology and social media which makes it difficult for parents to focus on children, as well as a lack of awareness and knowledge about the importance of providing adequate attention and support for child development. This negligent parenting can hurt children, such as low self-esteem, difficulty establishing social relationships, behavior problems, anxiety and depression tendencies, and a lack of ability to solve problems. Therefore, parents need to realize the importance of providing adequate attention and support for the growth and development of their children, as well as managing time and using technology and social media so that it does not interfere with the quality of their relationship with their children. In addition, parents can also seek support and information from existing sources, such as books, family consultants, or training programs for parents.

## 5. Situational parenting

This parenting style is a parenting style that we can say is a parenting style that is not applied in the family, where parents are only guided by one type of parenting style, namely "educating children". In this parenting style, parents can use two parenting styles at the same time in certain child situations, so this parenting style adapts to the situation or conditions when making decisions in the family, especially in educating children. "We don't have a concrete parenting style. What is clear is that we adjust to circumstances. For example, we are busy, we give them a useful viewing. We have selected the films we watch first. If we have time, we accompany them to watch them together. Or in other matters, we try to stay away from screen time. It's not an absolute ban in our family. It depends on the situation. That's the point." (P-SE, personal communication, January 09, 2023)

This parenting style will vary depending on the situation or circumstances at hand. Parenting style adapted to the situation and needs of the child at that time. In this parenting style, parents

do not follow one parenting style rigidly but are more flexible in adapting their approach to the child's situation and development. This parenting style can change depending on the context and needs of the child.

Situational parenting can assist parents in adjusting the way of educating children according to the circumstances at hand so that it can strengthen the relationship between parents and children and help children cope with the various situations they face. Situational parenting can help children feel supported and cared for by their parents. By adapting parenting to the needs of children, parents can help children develop skills and abilities to solve problems, increase self-confidence, and feel well-accepted by their surroundings.

However, parents must also pay attention to the balance between providing support and providing opportunities for children to be independent. Providing too much support or giving too much freedom can hurt a child's development. Therefore, it is important for parents to understand the needs and maturity level of their children, and to be flexible in adapting parenting to the situation and development of their children.

However, parents need to pay attention that situational parenting that is too frequent and extreme can cause uncertainty and ambiguity for children. Therefore, parents need to consider the circumstances and needs of children in providing appropriate and balanced situational parenting.

There are 5 types of parents in educating early childhood (Gledhill, 2020), namely,

a. The first type is parents who try to get to know and broaden their child's learning experience so that when their child is at school the parents also want to work with the teacher in the classroom when the parents feel that the teacher's method or way of teaching is not right for their child.

b. The second type, parents are always present at school to accompany their children from school to school, but parents do not participate actively or take part in class.

c. The third type, parents only pick up and pick up their children from school, so they often have contact with the school and make good parental relations with the school.

d. The last type is parents who don't pick up and drop off their

children from school, which results in a lack of direct contact with the school.

So, in essence, in the development and growth of early childhood, the role of parents is very much needed in parenting children, for example in learning, playing, and in watching children's cartoon films. Thus film is also an audio-visual communication medium that can indirectly convey a message to someone and especially to children through stories or shows that are broadcast on television viewing, mobile phones in the form of children's animated cartoon films (Husnaini, 2020). Basically, watching is one of the activities that are in great demand and is used as entertainment by the community and so especially for children watching cartoons. Thus, this is what makes the role of parents very important in controlling and supervising what films children may or may not watch so that these viewings can provide learning for children.

Animated films with religious themes that are most liked by children based on the results of interviews with parents and observations of children telling stories about a simple life such as the films *Adit Sopo Jarwo* and *Upin-Ipin*. Uncomplicated stories and parents also know a lot about the film. Kindness in helping others, miracles after doing kindness. The important thing that needs to be underlined is that proper screen time also has a positive impact not entirely a negative impact on children's development. Thus, in the parenting style of watching animated films, children play an important role in shaping children's character and instilling religious values and life values before children further enter their social environment (Muhibuddin Junaidi, 2020). Several characteristics of religious and moral (social) values must be known by parents to be instilled in early childhood, namely, honesty, discipline, social care, or concern for the surrounding social environment need to be instilled from an early age because we all know humans are social beings. Which cannot be separated from other humans. In applying social behavior to children, we can set an example by teaching them to share toys and so on, then parents must also instill empathy, respect for elders, and religion, which we can teach children about religion from an early age through songs, shows and the last thing that must be instilled in children is the responsibility which we can apply in taking care of the toys they have.

Forming the attitude of educating children must begin when children are still at an early age so that children can easily receive a good education and then in educating children there are many things that parents can do in various ways, one of which is through animated films or children's cartoons. During early childhood, children like animated films or cartoons so they help parents provide education through these children's animated films (Situmorang, 2015). According to the Children's Media Development Foundation, every animated film must contain educational or educational elements, where the education contained in animated films varies, some are safe, some are careful, and some are dangerous in tone. The first category is safe, safe which means shows that not only entertain children but also provide benefits such as education, motivation, and instilling positive values in life. Second, be careful, which means that in this film, there is a balance between educating and not educating. Third, it is dangerous, the point here is that in the film, it contains more negative values than positive or educational ones.

So family and education are things that cannot be separated because where there is a family there is also education, just like where there are parents there are also children and that becomes a certainty in the family(Rachmat, 2007). Education that occurs in the family is carried out by parents as a duty and responsibility in educating children and providing a moral basis for children so that parents must be able to set an example of good behavior so that children can imitate good things. Likewise, with animated films, it is common for children to fill their free time, but with this animated film, it can affect children's development such as children's behavior and mindset. Explanation of the cartoon film to children.

From the explanation above, it can be concluded that with the times, and technology is increasingly advanced and sophisticated, it is necessary for the role of parents to care for or educate early childhood, to avoid bad influences that will appear on children, but nowadays parents have used handphone or sophisticated television to let their children watch cartoons, as well as many parents today who ignore children's development where parents are more concerned with their work than educating or supervising children in watching animated films.

For this reason, researchers want to reveal how important animated films are for children and to what extent parents understand and control children in watching these children's animated films. From the results of the interviews that the researchers conducted with several informants, there were differences of opinion and understanding given regarding watching animated children's films. "Animated films or treasure troves are necessary for children because cartoons can also teach children to know something and have positive values in life. I prefer to watch cartoons for my children, such as getting to know the names of fruits, animals, and children's songs in cartoon form, but I also watch a lot of cartoons that are not good for children to watch, such as those that contain violence. So, with that, I also try to be able to control what my children watch so that my children can learn through watching these cartoons." (P-SE, personal communication, January 09, 2023) and "Animated films or cartoons are just entertainment for children so that children are not fussy, and cartoons are normal programs for children. I think the important thing is that children are happy and not fussy." (P-DC, personal communication, January 02, 2023)

Through the observations the researchers made during observations and interviews, the researchers analyzed statements from informants that the role of parents in controlling children to watch animated films or cartoons is important, but there are still parents who think that watching cartoons for children is only entertainment, not teaching. Then there are still parents who let or accustom their children to watching card movies via cell phones so that parents forget about things in the development of mindset and development in early childhood. Informants can say that because they see giving children to watch cartoons as a tool to help parents in raising children so that parents can easily do other work.

## D. Conclusion

This study was limited to the selection of samples by chance. Hopefully, future research can choose a wider and more representative informant. At least this research was able to find out that the role of parents in developing Islamic religious values in early childhood can be done through various kinds of learning,

namely the method of watching Islamic animated films for children with their parents, exemplary methods of parents, habituation, and direct practice. Parents have roles and responsibilities towards their children; therefore, every parent wants their children to have a personality that is noble and pious so the role of parents is needed to optimize their roles and responsibilities as parents towards their children.

Islam is a religion that is a solution to problems that occur in the family regarding educating children according to the age and period of growth and development of children, in which parenting styles like this have also been practiced and lived by Rasulullah Saw. Which parenting style is, first, introducing and guiding learning while playing at the age level 0-7 years, secondly instilling and developing polite and disciplined attitudes at the age level 7-14 years, thirdly increasing and inviting children to exchange ideas on aged 14-21 years, then after that release them for independent study.

The roles and responsibilities of parents in educating children have various parenting styles, such as authoritarian, democratic, permissive, neglectful, and situational. Then parents also play a role in developing religious values that must be developed in early childhood ranging from 0-7 years where parents can introduce Islamic religious values, develop the ability to believe in faith, develop prayer worship and develop the ability to behave well to self, parents, family, and society. One that helps parents in introducing religious values is an Islamic animated film that can support the development and growth of early childhood.

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# INTERSECTION OF ANIMATED FILMS, RELIGIOUS EDUCATION, AND PARENTING: A PHENOMENOLOGICAL STUDY

**TKF**

**Abstract**: *In Indonesia, it is common for children under the age of 7 to be introduced to social media, making it essential for parents to play a vital role in fostering good religious and moral education from an early age. As technology and information develop rapidly, it becomes increasingly challenging to instill spiritual values in young children. This study explores how parents care for their young children and why they allow them to watch animated films or cartoons on their cell phones. The researchers used observation and interview methods to collect relevant data to understand how parents use animated movies to develop their children's religious and social values. The research findings indicate that the informants believe animated films contain positive values and are very helpful for busy parents. However, this highly depends on parental involvement, how they prioritize balance, and their response to other factors that may expose their children to undesirable values.*

**Keywords**: Animated films, Child Development, Parental, Social values

## A. Introduction

The existence of a child will indeed complement the happiness of his parents. However, parents sometimes never realize and understand the meaning of the child's existence. Where the child is a gift and at the same time a mandate entrusted by God to his servant, where parents will be held accountable for this trust in the hereafter. Parents are often negligent in caring for and educating their children, so this usually happens because both parents are busy with work or careers, so that children who become neglected in the process of child development or growth, because a child at an early age really needs and really needs to monitoring or good and healthy parenting patterns.

Parenting is a method used to help children grow and develop by guiding, caring for, and educating them so that they grow to reach maturity and independence. (Big Indonesian Dictionary, 2002). Parenting can also be interpreted as communication between children and parents where to meet the child's physical and psychological needs and socialization (Ayun, 2017). The best care and education from the family is very much needed to form a child's personality because, as we all know, each of the parents certainly has a different way of educating children, where educating becomes something meaningful in fostering the development ent natural potential of the child. Parenting can also be interpreted as the beginning of development in the personality and soul of a child with the attitudes and behavior of parents in fostering, educating, and giving a sense of protecting the child's self both physically and spiritually (Padjrin, 2016).

Parents also have a role in developing good religious and moral education from an early age, where the application of religious values must be made with habituation in their lives because if we look at today, there are developments in technology and information that make obstacles in implementing development. Religious values in early childhood (Erzad, AM,

2017; Suwarhatha, 2017). So in this way, the development of technology and information in the digital world is highlighted by the news, soap operas, films, and comedies, now where children nowadays prefer watching cartoons or children's animations so that after they watch these films of course, the children will tend to follow the style or role of someone in playing the animated film. So this is where the role of parents is needed in guiding, supervising, accompanying, and choosing which card films are appropriate to watch and can influence the development of religious values in the child (Asmawati, 2020). Children at an early age can be said to be the initial basis for maximizing optimal child development for the next life.

According to regulations (Ministry of Education and Culture Number 137 of 2014 article 10, nd) six aspects needed to be developed at an early age, including in terms of language development, where language development includes several skills such as listening, writing, speaking, and reading, now among these skills speaking skills are one of the mosessentialnt skills to apply in early childhood. Where this ability to speak is an expertise expressing a form of words that are perceptive (accepted or understood) or expressive, besides that ; besidesfor good speaking skills will also definitely benefit socially at a later age (Fitriana, 2019).

Basically early childhood education institutions also seek to develop the potential that children already have, which potential also has diversity according to the characteristics of early childhood based on the age stages in their development. Then the potential that children have certainly varies from one to another, so that different learning or ways of educating are needed. Thus, in the learning or educating process, they must be able to optimize the existing potential so that it can be utilized as their life skills, with that it is very clear that early childhood education is very necessary or important. (Fahruddin dan zulfakar, 208 C.E.)

Furthermore, animated film is a film that results from the arrangement of hand drawings so that the image can move with tools, namely computers and animation media that cause movement and sound in the image, which in the end the making of this animated film is completed easily and quickly. So that it becomes an interesting spectacle and produces an interesting story also with the role of the cartoon character(simarmata et al., 2020). In watching animated films, of course, we return to how the use of these animated films is considered good or not for children aged 0-10 years, even though the animated films contain religious or religious values. Where in educating children in the digital era is now one of the things that is difficult to implement because of the many influences that arise along with the times. So that children in today's era will depend on gadgets which definitely have risks or negative impacts on these children (Grace, 2018). Even so, it is parents who play an important role in the educational process because parents can be said to be the first and most important teachers for children (Dunham et al., 2012).

Furthermore, if we look at the number of problems that arise in our nation, education or the formation of children's character at an early age is an important aspect that instills religious, social and moral values in the children of the Indonesian nation (Asti, 2017). With some of the statements above, it makes researchers interested in studying further the role of parenting parents towards children's animated viewing that contains religious, social and moral values in the current digital era. Even though this study only uses the reference method, it does not only focus on theory but will also look at the experiences of the researchers themselves, and also based on observations that I have seen from the lives of children today, so the role of parents is needed in educating their children (Aslan, 2019).

**B. Method**

The type of method that will be used in research is a type of qualitative research method in document review, where the document review in question is a study that explores literature that is commensurate with study materials such as books, articles, the internet and so on (Marani, 2017) and this qualitative research is one way of research that aims to gain an understanding of reality through an inductive thinking process (Atmojo et al., 2021).

Then in this study using a phenomenological approach where we can hear or see from the experiences of these informants, where using this type of qualitative approach makes it easier for researchers to find or dig up the data they want to get from the subject, where the subjects in this study were selected using purposive sampling, namely the researcher has determined in

**Comment [na5]:** Sebaiknya hindari penggunaan kata ganti kita pada penulisan karya tulis ilmiah

**Comment [na6]:** Ingat sebaiknya setiap awal kalimat selalu dimulai dengan subjek

**Comment [na7]:** Lihat komen sebelumnya

**Comment [na8]:** Catatan untuk bag method:
1. kemukakan bagaimana anda mengu keabsahan data
2. kemukakan bagaimana anda menganalisis data
3. kemukakan jumlah dan profil narasumber wawancara. Pastikan sem narasumber beragam.

advance who and what criteria the informants will be examined in the study (Creswell, 2014). Where the criteria for informants in this study were first, newly married parents and second, those who had experience in raising children.

Then the steps in collecting this data are, first carrying out and collecting a literature review that is in accordance with the research material. Second, after the data is obtained the researcher will analyze it according to the understanding of the researcher, because the source or data in this study there will be two data, namely primary and secondary data, where the primary data is data related to the research title while secondary data is data that can be said as supporting data in accordance with the title of the study (Aslan, 2019). In more detail, the data collection techniques used in this study were interviews, observations, and literature reviews. Interview, where in carrying out this research the researcher asked several questions regarding how the role and parenting of parents towards children's animation viewing by way of structured and unstructured interviews so as to obtain valid data. Observation, where in this case the researcher will observe directly or go directly to the field to obtain data and complete the data that has been obtained. Literature Review, where the researcher will obtain some additional data from several references such as books and other articles related to the research title so that it can strengthen the data that has been obtained during interviews and observations of these informants.

## C.  Result and Discussion

In Indonesia nowadays, many children under the age of 7 know the name social media and are introduced to social media, based on the research results "Neurosensum Indonesia Consumers Trend 2021: Social Media Impact On Kids", the average Indonesian child know social media at the age of 7 years, but we cannot deny that there are still many parents who introduce social media to their children from an early age, where from the results of this research it can be concluded that 92% of children are introduced to social media after they are 7 years old and 54% of them were introduced to social media before they were 6 years old. Neurosensum conducted a survey in 4 major cities in Indonesia, namely Jakarta, Bandung,

In Indonesia, early childhood is focused on children from birth to the age of six. In law number 20 of 2003 concerning the national education system article 1 paragraph 14 it is explained that "early childhood education is a path in coaching directed at children from birth to the age of six which is carried out through education so that it can support physical and mental development and growth. spiritual to continue further education (Suyadi, 2015).

Early childhood is a sensitive period or a child's sensitive period, which at this time needs a director so that the child's development becomes good (Mulyasa, 2016). Early childhood is an individual who will go through a process of growth and development. Even in early childhood, the role of parents is very important in supervising the development of children so as to form a good child personality. In this early childhood has a very meaningful and valuable vulnerable age compared to the following ages (Ahmad Susanto, 2014).

Where early childhood is a child who has a tendency to follow and listen to what the people around him are doing, so that it is easy for a child to absorb into his mind what the people around him are doing. Basically children have freedom in thinking, acting and channeling an idea that they have in every activity that makes them happy, but by doing so we cannot deny that in human life there are certainly guidelines, rules or norms and laws that regulate people in their daily lives. Apart from that, there are social norms known as "Hablum Minannas" and norms related to the Creator known as "Hablum Minaallah" (Mhd. Habibi Rahman, 2020).

Religion is a person's faith and belief that can be believed by the mind and internalized by the heart, then carried out in actions, words and attitudes. While religious values are life values that describe the development of religious life which has three main components, namely, Aqidah, Worship and Morals which will become guidelines or instructions in behaving according to Islamic religious teachings and must be lived and believed throughout the ages (Asmaun Sahlan, 2010). Meanwhile, morals are attitudes, customs, habits, morals or decency that guide behavior in life so that they can play a role in becoming a good human being (Yusron Masduki and Idi Warsah, 2020). Then related to religious and moral values can

<aside>Comment [na9]: Angka tahun terla tua</aside>

also be interpreted as a philosophical and religious basis for early childhood basic education, but in essence these values must also be in accordance with the child's environment and the religion the child adheres to(Regulation of the Minister of Education and Culture Number 137 of 2014 concerning National Early Childhood Education Standards. Jakarta: Depdiknas., nd)

In the science of comparative religion it is said that each religion has two kinds of sets of values, namely, general and special values, in which these values are religious and moral values in early childhood that can be applied to both values. First, general values are values that can be tolerated by other religions or external communications that do not adhere to that religion, for example, honesty, patience, and justice. Second, a special value is a value that only applies to adherents of the religion itself and will not be accepted in other religious circles (Tholhah Hasan, 2009).

Morals and religion are also aspects that must be improved in a person from an early age, because good and bad morals or a person's behavior in the future will be determined from the inculcation of religious values and moral values from an early age, so that the education of religious and moral values in early childhood is very influential. on the character of children because of religious and moral values as well as forms of things that need to be developed from an early age (sa'dun Akbar, 2019). The development of religious and moral values is a form of effort to stop the moral collapse in the country, because nowadays many bad influences occur as a result of technological developments that will be received especially by children, either directly or indirectly.

So it is important to develop religious and moral values from an early age. This is also regulated by the government in the ministerial regulation of education and culture 137 number 14 concerning standard levels of achievement in child development which includes the development of religious and moral values in early childhood. Where the role of parents is also the biggest role in parenting and the development of religious and moral values in early childhood towards watching animated films for children (Tiara Gems, 2021).

Parenting style can be said to be an interaction between parents and children which involves emotional relationships and a way for parents to control their child's behavior (Divine Destiny, 2013). Olds and Felman argue that parenting styles greatly influence children's development and the child's personality or behavior. Where there are 5 types of parenting styles for children, namely,

1. **Authoritarian parenting**

Authoritarian parenting is a parenting style that is made by parents, where children must follow and obey and parents do not give children freedom to express opinions. So that children feel pressured and feel like robots or dolls who must obey the rules of their parents, with this, many children grow up feeling insecure, cowardly and insecure in socializing because children feel dependent on their parents. With parenting like this, there will be an impact on the child's personality where the child will be easily offended, likes to be gloomy or withdrawn, unhappy, timid, and difficult to socialize.

Where authoritarian parenting is characterized in the form of a parent-child relationship that can be said to be not warm and often gives punishment to children. Authoritarian parenting is a parenting pattern characterized by parenting children with strict rules or pressure that often forces children to behave like themselves (parents), freedom to act is limited and children rarely communicate or are invited to chat or exchange stories. where parents think that their attitude like that is correct in educating children.

This parenting style is characterized by very strict parental control over children. In this parenting style, parents manage everything related to children, including important decisions such as educational choices, socializing friends, and daily activities. Parents who adopt authoritarian parenting tend to have very high expectations of their children, and often give harsh punishments when their children do not live up to these expectations. Children are often not given the opportunity to speak or give their own opinion in certain situations, and often feel unappreciated or ignored.

The effects of authoritarian parenting can have negative impacts on children's development, including low self-esteem, difficulty in making decisions and solving problems, tendencies to rebel, and tendencies to obey rules only out of fear of punishment, not because

of trust. Therefore, it is important for parents to understand that children are unique individuals and have the right to be respected and heard. A more democratic and responsive parenting style can help children feel more valued and accepted, as well as provide opportunities for children to develop fully as independent and confident individuals.

## 2. Permissive parenting

Permissive parenting style means that children are free to decide what they want for themselves, even if their parents agree or disagree. In this permissive parenting style, parents must follow the wishes of their children so that with this parenting style, children act as they please and do not adjust their wishes to existing values and norms. So this parenting style is weak for children's discipline in obeying existing regulations and makes the child aggressive and rebellious, but this parenting style also has a positive side, namely that children become creative, independent and able to adapt in front of society.

But this parenting style, if not careful, can spoil the child because this permissive parenting style can be said to be indulgent parenting, because it is marked by the liberation and openness that parents give their children to do something they like. Then this permissive parenting style also tends to prioritize children's comfort, so they will act like friends to their children and children who receive parenting like this also rarely get pressure or punishment, but on the other hand, parents are weak to the decisions of every child's wishes.

Parents who adopt authoritarian parenting styles often have high expectations of their children, and tend to demand high levels of obedience and obedience without giving much space for children's expression or participation in decision making. When children don't live up to these expectations, parents who adopt authoritarian parenting tend to use harsh punishments, and may even ignore the child's emotional and psychological needs.

The response of parents who apply authoritarian parenting can vary, ranging from impatience and anger, to bullying or coercion. Parents may feel frustrated or disappointed when their child does not live up to their expectations, and may respond by punishing or forcing the child to comply with their wishes. However, it is important for parents who adopt authoritarian parenting to understand that this method can have a negative impact on a child's development. Children who are constantly controlled and given excessive pressure can experience mental health problems such as depression and anxiety, as well as have low self-esteem and difficulty making decisions. Instead, parents need to learn to communicate with their children and listen to their opinions. Giving children the opportunity to express themselves and make their own decisions can help children develop into more independent and confident individuals. Parents also need to pay attention to their children's emotional and psychological needs, and ensure that children feel valued and supported in every aspect of their lives.

Parents who apply permissive parenting tend to provide high freedom for children in making decisions and do not provide clear boundaries. They tend to avoid conflict with children and often give orders in a less assertive way or don't even give orders at all.

Parents' responses to permissive parenting may vary, but they often feel that this method is the best way to avoid conflict with their children. Parents may feel that giving freedom to children will help children learn to be independent and make the right decisions on their own. However, this method can negatively affect the child's development. Children who are given too much freedom without limits can become less responsible, less disciplined, and less organized. They may find it difficult to make the right decisions due to a lack of direction and guidance from their parents. Instead, parents need to consider the importance of providing clear boundaries and teaching children about responsibility. Parents also need to teach children about important values, such as honesty, integrity and empathy, as well as provide proper direction and guidance in everyday life. In this way, children can learn to make the right decisions, be responsible, and develop into independent and responsible individuals.

## 3. Democratic parenting

Democratic parenting is parenting that is carried out in collaboration between children and parents, where parents provide opportunities for children to express opinions but are still

under the supervision of parents. Children are given the trust and freedom to determine their desires but are emphasized that they must be able to be responsible for their own choices. This parenting style has a characteristic where children and parents have the opportunity to discuss and determine decisions that make the relationship between children and parents good so that with good parenting a child's personality will be formed who has self-confidence, has a sense of friendship, is easy to socialize , self-control, polite, and have a clear direction in life.

Democratic parenting is a parenting pattern characterized by deliberation within the family, controlled freedom, and providing direction and understanding to children, because this parenting style tends to respect children's freedom, but that freedom is not absolute because parents also provide good guidance. understanding for the child.

This parenting style involves the child's active participation in decision-making, and provides greater freedom for children to express themselves and take initiative. Parents who apply democratic parenting tend to listen to children's opinions and respect the wishes and needs of children in making decisions related to themselves. parents provide direction and guidance to children, but also provide space for children to make their own decisions and learn from their experiences. Children in democratic parenting often feel valued, have high self-esteem, and are able to express themselves more freely.

The impact of democratic parenting can help children feel more independent and develop into more confident and creative individuals. Children in democratic parenting also have the ability to make wiser decisions and have a greater sense of responsibility for themselves. However, parents who apply democratic parenting also need to provide clear boundaries for children so that children still understand their roles and responsibilities in the family environment. Parents must also provide sufficient guidance and support to their children, as well as balance freedom and responsibility to ensure that children develop positively and responsibly in their lives.

4. **Negligent parenting**

Negligent parenting is parenting where parents do not know anything about their children's lives, parents only provide material needs and forget about the needs of love for children, parents who fall into this neglectful parenting style feel that the work they do is more important than on taking care of children. So that as a result in social life, children cannot interact and communicate properly around them and once the children are teenagers there they show their naughty behavior where they feel there is no monitoring from their parents and makes them free to do anything.

parenting style negligent parents can occur by various factors. parents are busy working to earn a living, lack of attention to children, the influence of technology and social media which makes it difficult for parents to focus on children, as well as a lack of awareness and knowledge about the importance of providing adequate attention and support for child development. This negligent parenting can have a negative impact on children, such as low self-esteem, difficulty establishing social relationships, behavior problems, anxiety and depression tendencies, and a lack of ability to solve problems. Therefore, it is important for parents to realize the importance of providing adequate attention and support for the growth and development of their children, as well as managing time and using technology and social media so that it does not interfere with the quality of their relationship with their children. In addition, parents can also seek support and information from existing sources, such as books, family consultants, or training programs for parents.

5. **Situational parenting**

This parenting style is a parenting style that we can say is a parenting style that is not clearly applied in the family, where parents are only guided by one type of parenting style, namely "educating children". In this parenting style, parents can use two parenting styles at the same time in certain child situations, so this parenting style adapts to the situation or conditions when making decisions in the family, especially in educating children.

this parenting style will vary depending on the situation or circumstances at hand. parenting style adapted to the situation and needs of the child at that time. In this parenting

**Comment [na12]:** Kuatkan paragra paragraf ini dengan sumber lain, janga semua mengutip dari Divine Destiny. Lalu tunjukkan contoh-contoh pola as demokratis pada orangtua yang anda wawancarai. Pastikan contoh-contoh memiliki relevansi dengan tema penelitian.

**Comment [na13]:** Kuatkan paragra paragraf ini dengan sumber lain, janga semua mengutip dari Divine Destiny. Lalu tunjukkan contoh-contoh pola as negligent pada orangtua yang anda wawancarai. Pastikan contoh-contoh memiliki relevansi dengan tema penelitian.

style, parents do not follow one particular parenting style rigidly, but are more flexible in adapting their approach to the child's situation and development. This parenting style can change depending on the context and needs of the child.

For example, in situations when children feel anxious or afraid, parenting provided by parents may provide more emotional support and relieve children's fears. However, in other situations such as when a child makes a mistake or breaks the rules, the parenting style provided may focus more on teaching the consequences of the child's actions. when a child is having difficulty learning at school, parents can provide extra support and guidance to help him overcome these problems. However, when children are more independent and able to solve their own problems, parents can provide a wider space for children to learn and be independent.

Situational parenting can assist parents in adjusting the way of educating children according to the circumstances at hand, so that it can strengthen the relationship between parents and children and help children cope with the various situations they face. Situational parenting can help children feel supported and cared for by their parents. By adapting parenting to the needs of children, parents can help children develop skills and abilities to solve problems, increase self-confidence, and feel well accepted by their surroundings.

However, parents must also pay attention to the balance between providing support and providing opportunities for children to be independent. Providing too much support or giving too much freedom can have a negative impact on a child's development. Therefore, it is important for parents to understand the needs and maturity level of their children, and to be flexible in adapting parenting to the situation and development of their children.

However, parents need to pay attention that situational parenting that is too frequent and extreme can cause uncertainty and ambiguity for children. Therefore, it is important for parents to consider the circumstances and needs of children in providing appropriate and balanced situational parenting.

Chris Athey stated that there are 5 types of parents in educating early childhood, namely,
a. The first type, parents who try to get to know and broaden their child's learning experience, so that when their child is at school the parents also want to work with the teacher in the classroom when the parents feel that the teacher's method or way of teaching is not right for their child.
b. The second type, parents are always present at school to accompany their children from school to school, but parents do not participate actively or take part in class.
c. The third type, parents only pick up and pick up their children from school so they often have contact with the school and make good parental relations with the school.
d. The last type is parents who don't pick up and drop off their children from school, which results in a lack of direct contact with the school.

So in essence, in the development and growth of early childhood, the role of parents is very much needed in parenting children, for example in learning, playing, and in watching children's cartoon films. Thus film is also an audio-visual communication medium which can indirectly convey a message to someone and especially to children through stories or shows that are broadcast on television viewing, mobile phones in the form of children's animated cartoon films (Husnaini, 2020). Basically, watching is one of the activities that are in great demand and is used as entertainment by the community and so especially for children in watching cartoons. Thus, this is what makes the role of parents very important in controlling and supervising what films children may or may not watch so that these viewings can provide learning for children.

Thus, in the parenting style of watching animated films, children play an important role in shaping children's character and instilling religious values and life values before children further enter their social environment (Muhibuddin Junaidi, 2020). There are several characteristics of religious and moral (social) values that must be known by parents to be instilled in early childhood, namely, honesty, discipline, social care or concern for the surrounding social environment need to be instilled from an early age because we all know

humans are social beings. Which cannot be separated from other humans. In applying social behavior to children, we can set an example by teaching them to share toys and so on, then parents must also instill empathy, respect for elders, religion, which we can teach children about religion from an early age through songs, shows and etc., and the last thing that must be instilled in children is the responsibility which we can apply in taking care of the toys they have.

Forming the attitude of educating children must begin when children are still at an early age so that children can easily receive a good education and then in educating children there are many things that parents can do in various ways, one of which is through animated films or children's cartoons. During early childhood, children like animated films or cartoons so that they help parents in providing education through these children's animated films (Situmorang, 2015). According to the Children's Media Development Foundation, every animated film must contain educational or educational elements, where the education contained in animated films varies, some are safe, some are careful, and some are dangerous in tone.The first category is safe, safe which means shows that not only entertain children but also provide benefits such as education, motivation and instilling positive values in life. Second, be careful, which means that in this film, there is a balance between educating and not educating. Third, it is dangerous, the point here is that in the film, it contains more negative values than positive or educational ones.

So that family and education are things that cannot be separated because where there is a family there is also education, just like where there are parents there are also children and that becomes a certainty in the family(Rachmat, 2007). Education that occurs in the family is carried out by parents as a duty and responsibility in educating children and providing a moral basis for children so that parents must be able to set an example in good behavior so that children can imitate good things. Likewise with animated films it is common for children to fill their free time, but with this animated film it can affect children's development such as children's behavior and mindset. explanation of the cartoon film to children.

From the explanation above, it can be concluded that with the times, and technology is increasingly advanced and sophisticated, it is necessary for the role of parents to care for or educate early childhood, so as to avoid bad influences that will appear on children, but nowadays parents have used handpone or sophisticated television to let their children watch cartoons, as well as many parents today who ignore children's development where parents are more concerned with their work than educating or supervising children in watching animated films.

For this reason, researchers want to reveal how important animated films are for children and to what extent parents understand and control children in watching these children's animated films. From the results of the interviews that the researchers conducted with several informants, there were differences of opinion and understanding given regarding watching animated children's films.

The first informant argued that "animated films or treasure troves are necessary for children, because cartoons can also teach children to know something and have positive values in life. I prefer to watch cartoons for my children, such as getting to know the names of fruits, animals and children's songs in cartoon form, but I also watch a lot of cartoons that are not good for children to watch, such as those that contain violence. So with that, I also try to be able to control what my children watch so that my children can learn through watching these cartoons. The second informant argued that "animated films or cartoons are just entertainment for children so that children are not fussy and cartoons are normal programs for children. I think the important thing is that children are happy and not fussy.

Through the observations the researchers made during observations and interviews, the researchers analyzed statements from informants that the role of parents in controlling children to watch animated films or cartoons is important, but there are still parents who think that watching cartoons for children is only entertainment, not teaching. Then there are still parents who let or accustom their children to watching card movies via cell phones so that parents forget about things in the development of mindset and development in early childhood. Informants can say that because they see giving children to watch cartoons as a

tool to help parents in raising children so that parents can easily do other work.

**D.  Conclusion**

The role of parents in developing Islamic religious values in early childhood can be done through various kinds of learning, namely, the method of watching Islamic animated films for children with their parents, the parental exemplary method, habituation and direct practice. Parents have roles and responsibilities towards their children, thus every parent wants their children to have a noble and pious personality so that they need the role of parents to optimize their roles and responsibilities as parents towards their children.

Islam as a religion that is a solution to problems that occur in the family regarding educating children according to the age and period of growth and development of children, in which parenting styles like this have also been practiced and lived by Rasulullah saw. Which parenting style is, first, introducing and guiding learning while playing at the age level 0-7 years, secondly instilling and developing polite and disciplined attitudes at the age level 7-14 years, thirdly increasing and inviting children to exchange ideas on aged 14-21 years, then after that release them for independent study.

The roles and responsibilities of parents in educating children have various parenting styles, such as authoritarian, democratic, permissive, neglectful, and situational. Then parents also play a role in developing religious values that must be developed in early childhood ranging from 0-7 years where parents can introduce Islamic religious values, develop the ability to believe in faith, develop prayer worship and develop the ability to behave well to self, parents, family, and society. one that helps parents in introducing religious values is an Islamic animated film that can support the development and growth of early childhood.

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**Comment [na15]:** Pada bagian ini sebaiknya anda mendeskripsikan film apa yang paling banyak ditonton oleh anak? Mengapa anak menyukainya? H apa yang bisa dipelajari oleh anak dari film tersebut? Lalu bagaimana upaya orangtua untuk mengarahkan anak ag anak bisa mengambil berbagai pelajar dari film-film yang ditontonnya? Lalu bagaimana implikasi film-film tersebu terhadap pertumbuhan dan perkembangan anak, khususnya ada aspek agama dan moral serta sosial emosinya?

Jika deskripsi tersebut bisa anda masukkan maka akan ada balancing antara teori dengan data lapangan.

**Comment [na16]:** Ungkap keterbatasan penelitian anda pada bagian akhir simpulan. Lalu beri rekomendasi kepada peneliti selanjut berdasarkan keterbatasan tersebut

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# INTERSECTION OF ANIMATED FILMS, RELIGIOUS EDUCATION, AND PARENTING: A PHENOMENOLOGICAL STUDY

**TKF**

**Abstract**: *In Indonesia, it is common for children under the age of 7 to be introduced to social media, making it essential for parents to play a vital role in fostering good religious and moral education from an early age. As technology and information develop rapidly, it becomes increasingly challenging to instill spiritual values in young children. This study explores how parents care for their young children and why they allow them to watch animated films or cartoons on their cell phones. The researchers used observation and interview methods to collect relevant data to understand how parents use animated movies to develop their children's religious and social values. The research findings indicate that the informants believe animated films contain positive values and are very helpful for busy parents. However, this highly depends on parental involvement, how they prioritize balance, and their response to other factors that may expose their children to undesirable values.*

**Keywords**: Animated films, Child Development, Parental, Social values

## A. Introduction

The existence of a child will indeed complement the happiness of his parents. However, parents sometimes never realize and understand the meaning of the child's existence. Where the child is a gift and at the same time a mandate entrusted by God to his servant, where parents will be held accountable for this trust in the hereafter. Parents are often negligent in caring for and educating their children, so this usually happens because both parents are busy with work or careers, so that children who become neglected in the process of child development or growth, because a child at an early age really needs and really needs to monitoring or good and healthy parenting patterns.

Parenting is a method used to help children grow and develop by guiding, caring for, and educating them so that they grow to reach maturity and independence. (Big Indonesian Dictionary, 2002). Parenting can also be interpreted as communication between children and parents where to meet the child's physical and psychological needs and socialization (Ayun, 2017). The best care and education from the family is very much needed to form a child's personality because, as we all know, each of the parents certainly has a different way of educating children, where educating becomes something meaningful in fostering the development ent natural potential of the child. Parenting can also be interpreted as the beginning of development in the personality and soul of a child with the attitudes and behavior of parents in fostering, educating, and giving a sense of protecting the child's self both physically and spiritually (Padjrin, 2016).

**Comment [H17]:** -What are the research methods?
-How to analyze the data?
-who is the research informant?

**Comment [H18]:** The introduction still very general. Need to explain the problems in this study through the initial data on the object under study?
-Is there any relevant research that has been done? what is different from the research that researchers do?

**Comment [H19]:** see baumrind on parenting

Parents also have a role in developing good religious and moral education from an early age, where the application of religious values must be made with habituation in their lives because if we look at today, there are developments in technology and information that make obstacles in implementing development. Religious values in early childhood (Erzad, AM, 2017; Suwarhatha, 2017). So in this way, the development of technology and information in the digital world is highlighted by the news, soap operas, films, and comedies, now where children nowadays prefer watching cartoons or children's animations so that after they watch these films of course, the children will tend to follow the style or role of someone in playing the animated film. So this is where the role of parents is needed in guiding, supervising, accompanying, and choosing which card films are appropriate to watch and can influence the development of religious values in the child (Asmawati, 2020). Children at an early age can be said to be the initial basis for maximizing optimal child development for the next life.

According to regulations (Ministry of Education and Culture Number 137 of 2014 article 10, nd) six aspects needed to be developed at an early age, including in terms of language development, where language development includes several skills such as listening, writing, speaking, and reading, now among these skills speaking skills are one of the mosessentialnt skills to apply in early childhood. Where this ability to speak is an expertise expressing a form of words that are perceptive (accepted or understood) or expressive, besides that ; besidesfor good speaking skills will also definitely benefit socially at a later age (Fitriana, 2019).

Basically early childhood education institutions also seek to develop the potential that children already have, which potential also has diversity according to the characteristics of early childhood based on the age stages in their development. Then the potential that children have certainly varies from one to another, so that different learning or ways of educating are needed. Thus, in the learning or educating process, they must be able to optimize the existing potential so that it can be utilized as their life skills, with that it is very clear that early childhood education is very necessary or important. (Fahruddin dan zulfakar, 208 C.E.)

Furthermore, animated film is a film that results from the arrangement of hand drawings so that the image can move with tools, namely computers and animation media that cause movement and sound in the image, which in the end the making of this animated film is completed easily and quickly. So that it becomes an interesting spectacle and produces an interesting story also with the role of the cartoon character(simarmata et al., 2020). In watching animated films, of course, we return to how the use of these animated films is considered good or not for children aged 0-10 years, even though the animated films contain religious or religious values. Where in educating children in the digital era is now one of the things that is difficult to implement because of the many influences that arise along with the times. So that children in today's era will depend on gadgets which definitely have risks or negative impacts on these children (Grace, 2018). Even so, it is parents who play an important role in the educational process because parents can be said to be the first and most important teachers for children (Dunham et al., 2012).

Furthermore, if we look at the number of problems that arise in our nation, education or the formation of children's character at an early age is an important aspect that instills religious, social and moral values in the children of the Indonesian nation (Asti, 2017). With some of the statements above, it makes researchers interested in studying further the role of parenting parents towards children's animated viewing that contains religious, social and moral values in the current digital era. Even though this study only uses the reference method, it does not only focus on theory but will also look at the experiences of the researchers themselves, and also based on observations that I have seen from the lives of children today, so the role of parents is needed in educating their children (Aslan, 2019).
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**B.   Method**

The type of method that will be used in research is a type of qualitative research method in document review, where the document review in question is a study that explores literature that is commensurate with study materials such as books, articles, the internet and so on (Marani, 2017) and this qualitative research is one way of research that aims to gain an understanding of reality through an inductive thinking process (Atmojo et al., 2021).

Then in this study using a phenomenological approach where we can hear or see from the experiences of these informants, where using this type of qualitative approach makes it easier for researchers to find or dig up the data they want to get from the subject, where the subjects in this study were selected using purposive sampling, namely the researcher has determined in advance who and what criteria the informants will be examined in the study (Creswell, 2014). Where the criteria for informants in this study were first, newly married parents and second, those who had experience in raising children.

Then the steps in collecting this data are, first carrying out and collecting a literature review that is in accordance with the research material. Second, after the data is obtained the researcher will analyze it according to the understanding of the researcher, because the source or data in this study there will be two data, namely primary and secondary data, where the primary data is data related to the research title while secondary data is data that can be said as supporting data in accordance with the title of the study (Aslan, 2019). In more detail, the data collection techniques used in this study were interviews, observations, and literature reviews. Interview, where in carrying out this research the researcher asked several questions regarding how the role and parenting of parents towards children's animation viewing by way of structured and unstructured interviews so as to obtain valid data. Observation, where in this case the researcher will observe directly or go directly to the field to obtain data and complete the data that has been obtained. Literature Review, where the researcher will obtain some additional data from several references such as books and other articles related to the research title so that it can strengthen the data that has been obtained during interviews and observations of these informants.

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**C.    Result and Discussion**

In Indonesia nowadays, many children under the age of 7 know the name social media and are introduced to social media, based on the research results "Neurosensum Indonesia Consumers Trend 2021: Social Media Impact On Kids", the average Indonesian child know social media at the age of 7 years, but we cannot deny that there are still many parents who introduce social media to their children from an early age, where from the results of this research it can be concluded that 92% of children are introduced to social media after they are 7 years old and 54% of them were introduced to social media before they were 6 years old. Neurosensum conducted a survey in 4 major cities in Indonesia, namely Jakarta, Bandung,

In Indonesia, early childhood is focused on children from birth to the age of six. In law number 20 of 2003 concerning the national education system article 1 paragraph 14 it is explained that "early childhood education is a path in coaching directed at children from birth to the age of six which is carried out through education so that it can support physical and mental development and growth. spiritual to continue further education (Suyadi, 2015).

Early childhood is a sensitive period or a child's sensitive period, which at this time needs a director so that the child's development becomes good (Mulyasa, 2016). Early childhood is an individual who will go through a process of growth and development. Even in early childhood, the role of parents is very important in supervising the

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**Comment [H20]:** who was interviewed? what was observed? What data is needed in the documentation?

**Comment [H21]:** how technical data analysis?

**Comment [H22]:** Where are the research findings? This is just a collect of theories. the author should be able t explain the research findings from the results of interviews, observation and documentation according to the explanation of the method. the author also needs to explain the results of the research and then discuss the theories that are relevant to the research findin

development of children so as to form a good child personality. In this early childhood has a very meaningful and valuable vulnerable age compared to the following ages (Ahmad Susanto, 2014).

Where early childhood is a child who has a tendency to follow and listen to what the people around him are doing, so that it is easy for a child to absorb into his mind what the people around him are doing. Basically children have freedom in thinking, acting and channeling an idea that they have in every activity that makes them happy, but by doing so we cannot deny that in human life there are certainly guidelines, rules or norms and laws that regulate people in their daily lives. Apart from that, there are social norms known as "Hablum Minannas" and norms related to the Creator known as "Hablum Minaallah" (Mhd. Habibi Rahman, 2020).

Religion is a person's faith and belief that can be believed by the mind and internalized by the heart, then carried out in actions, words and attitudes. While religious values are life values that describe the development of religious life which has three main components, namely, Aqidah, Worship and Morals which will become guidelines or instructions in behaving according to Islamic religious teachings and must be lived and believed throughout the ages (Asmaun Sahlan, 2010). Meanwhile, morals are attitudes, customs, habits, morals or decency that guide behavior in life so that they can play a role in becoming a good human being (Yusron Masduki and Idi Warsah, 2020). Then related to religious and moral values can also be interpreted as a philosophical and religious basis for early childhood basic education, but in essence these values must also be in accordance with the child's environment and the religion the child adheres to(Regulation of the Minister of Education and Culture Number 137 of 2014 concerning National Early Childhood Education Standards. Jakarta: Depdiknas., nd)

In the science of comparative religion it is said that each religion has two kinds of sets of values, namely, general and special values, in which these values are religious and moral values in early childhood that can be applied to both values. First, general values are values that can be tolerated by other religions or external communications that do not adhere to that religion, for example, honesty, patience, and justice. Second, a special value is a value that only applies to adherents of the religion itself and will not be accepted in other religious circles (Tholhah Hasan, 2009).

Morals and religion are also aspects that must be improved in a person from an early age, because good and bad morals or a person's behavior in the future will be determined from the inculcation of religious values and moral values from an early age, so that the education of religious and moral values in early childhood is very influential. on the character of children because of religious and moral values as well as forms of things that need to be developed from an early age (sa'dun Akbar, 2019). The development of religious and moral values is a form of effort to stop the moral collapse in the country, because nowadays many bad influences occur as a result of technological developments that will be received especially by children, either directly or indirectly.

So it is important to develop religious and moral values from an early age. This is also regulated by the government in the ministerial regulation of education and culture 137 number 14 concerning standard levels of achievement in child development which includes the development of religious and moral values in early childhood. Where the role of parents is also the biggest role in parenting and the development of religious and moral values in early childhood towards watching animated films for children (Tiara Gems, 2021).

Parenting style can be said to be an interaction between parents and children which involves emotional relationships and a way for parents to control their child's behavior (Divine Destiny, 2013). Olds and Felman argue that parenting styles greatly influence children's development and the child's personality or behavior. Where there are 5 types of parenting styles for children, namely,

**1. Authoritarian parenting**

Authoritarian parenting is a parenting style that is made by parents, where children

must follow and obey and parents do not give children freedom to express opinions. So that children feel pressured and feel like robots or dolls who must obey the rules of their parents, with this, many children grow up feeling insecure, cowardly and insecure in socializing because children feel dependent on their parents. With parenting like this, there will be an impact on the child's personality where the child will be easily offended, likes to be gloomy or withdrawn, unhappy, timid, and difficult to socialize.

Where authoritarian parenting is characterized in the form of a parent-child relationship that can be said to be not warm and often gives punishment to children. Authoritarian parenting is a parenting pattern characterized by parenting children with strict rules or pressure that often forces children to behave like themselves (parents), freedom to act is limited and children rarely communicate or are invited to chat or exchange stories. where parents think that their attitude like that is correct in educating children.

This parenting style is characterized by very strict parental control over children. In this parenting style, parents manage everything related to children, including important decisions such as educational choices, socializing friends, and daily activities. Parents who adopt authoritarian parenting tend to have very high expectations of their children, and often give harsh punishments when their children do not live up to these expectations. Children are often not given the opportunity to speak or give their own opinion in certain situations, and often feel unappreciated or ignored.

The effects of authoritarian parenting can have negative impacts on children's development, including low self-esteem, difficulty in making decisions and solving problems, tendencies to rebel, and tendencies to obey rules only out of fear of punishment, not because of trust. Therefore, it is important for parents to understand that children are unique individuals and have the right to be respected and heard. A more democratic and responsive parenting style can help children feel more valued and accepted, as well as provide opportunities for children to develop fully as independent and confident individuals.

## 2. Permissive parenting

Permissive parenting style means that children are free to decide what they want for themselves, even if their parents agree or disagree. In this permissive parenting style, parents must follow the wishes of their children so that with this parenting style, children act as they please and do not adjust their wishes to existing values and norms. So this parenting style is weak for children's discipline in obeying existing regulations and makes the child aggressive and rebellious, but this parenting style also has a positive side, namely that children become creative, independent and able to adapt in front of society.

But this parenting style, if not careful, can spoil the child because this permissive parenting style can be said to be indulgent parenting, because it is marked by the liberation and openness that parents give their children to do something they like. Then this permissive parenting style also tends to prioritize children's comfort, so they will act like friends to their children and children who receive parenting like this also rarely get pressure or punishment, but on the other hand, parents are weak to the decisions of every child's wishes.

Parents who adopt authoritarian parenting styles often have high expectations of their children, and tend to demand high levels of obedience and obedience without giving much space for children's expression or participation in decision making. When children don't live up to these expectations, parents who adopt authoritarian parenting tend to use harsh punishments, and may even ignore the child's emotional and psychological needs.

The response of parents who apply authoritarian parenting can vary, ranging from impatience and anger, to bullying or coercion. Parents may feel frustrated or disappointed when their child does not live up to their expectations, and may respond by

punishing or forcing the child to comply with their wishes. However, it is important for parents who adopt authoritarian parenting to understand that this method can have a negative impact on a child's development. Children who are constantly controlled and given excessive pressure can experience mental health problems such as depression and anxiety, as well as have low self-esteem and difficulty making decisions. Instead, parents need to learn to communicate with their children and listen to their opinions. Giving children the opportunity to express themselves and make their own decisions can help children develop into more independent and confident individuals. Parents also need to pay attention to their children's emotional and psychological needs, and ensure that children feel valued and supported in every aspect of their lives.

Parents who apply permissive parenting tend to provide high freedom for children in making decisions and do not provide clear boundaries. They tend to avoid conflict with children and often give orders in a less assertive way or don't even give orders at all.

Parents' responses to permissive parenting may vary, but they often feel that this method is the best way to avoid conflict with their children. Parents may feel that giving freedom to children will help children learn to be independent and make the right decisions on their own. However, this method can negatively affect the child's development. Children who are given too much freedom without limits can become less responsible, less disciplined, and less organized. They may find it difficult to make the right decisions due to a lack of direction and guidance from their parents. Instead, parents need to consider the importance of providing clear boundaries and teaching children about responsibility. Parents also need to teach children about important values, such as honesty, integrity and empathy, as well as provide proper direction and guidance in everyday life. In this way, children can learn to make the right decisions, be responsible, and develop into independent and responsible individuals.

**3. Democratic parenting**

Democratic parenting is parenting that is carried out in collaboration between children and parents, where parents provide opportunities for children to express opinions but are still under the supervision of parents. Children are given the trust and freedom to determine their desires but are emphasized that they must be able to be responsible for their own choices. This parenting style has a characteristic where children and parents have the opportunity to discuss and determine decisions that make the relationship between children and parents good so that with good parenting a child's personality will be formed who has self-confidence, has a sense of friendship, is easy to socialize , self-control, polite, and have a clear direction in life.

Democratic parenting is a parenting pattern characterized by deliberation within the family, controlled freedom, and providing direction and understanding to children, because this parenting style tends to respect children's freedom, but that freedom is not absolute because parents also provide good guidance. understanding for the child.

This parenting style involves the child's active participation in decision-making, and provides greater freedom for children to express themselves and take initiative. Parents who apply democratic parenting tend to listen to children's opinions and respect the wishes and needs of children in making decisions related to themselves. parents provide direction and guidance to children, but also provide space for children to make their own decisions and learn from their experiences. Children in democratic parenting often feel valued, have high self-esteem, and are able to express themselves more freely.

The impact of democratic parenting can help children feel more independent and develop into more confident and creative individuals. Children in democratic parenting also have the ability to make wiser decisions and have a greater sense of responsibility for themselves. However, parents who apply democratic parenting also need to provide clear boundaries for children so that children still understand their roles and responsibilities in the family environment. Parents must also provide sufficient guidance

and support to their children, as well as balance freedom and responsibility to ensure that children develop positively and responsibly in their lives.

### 4. Negligent parenting

Negligent parenting is parenting where parents do not know anything about their children's lives, parents only provide material needs and forget about the needs of love for children, parents who fall into this neglectful parenting style feel that the work they do is more important than on taking care of children. So that as a result in social life, children cannot interact and communicate properly around them and once the children are teenagers there they show their naughty behavior where they feel there is no monitoring from their parents and makes them free to do anything.

parenting style negligent parents can occur by various factors. parents are busy working to earn a living, lack of attention to children, the influence of technology and social media which makes it difficult for parents to focus on children, as well as a lack of awareness and knowledge about the importance of providing adequate attention and support for child development. This negligent parenting can have a negative impact on children, such as low self-esteem, difficulty establishing social relationships, behavior problems, anxiety and depression tendencies, and a lack of ability to solve problems. Therefore, it is important for parents to realize the importance of providing adequate attention and support for the growth and development of their children, as well as managing time and using technology and social media so that it does not interfere with the quality of their relationship with their children. In addition, parents can also seek support and information from existing sources, such as books, family consultants, or training programs for parents.

### 5. Situational parenting

This parenting style is a parenting style that we can say is a parenting style that is not clearly applied in the family, where parents are only guided by one type of parenting style, namely "educating children". In this parenting style, parents can use two parenting styles at the same time in certain child situations, so this parenting style adapts to the situation or conditions when making decisions in the family, especially in educating children.

this parenting style will vary depending on the situation or circumstances at hand. parenting style adapted to the situation and needs of the child at that time. In this parenting style, parents do not follow one particular parenting style rigidly, but are more flexible in adapting their approach to the child's situation and development. This parenting style can change depending on the context and needs of the child.

For example, in situations when children feel anxious or afraid, parenting provided by parents may provide more emotional support and relieve children's fears. However, in other situations such as when a child makes a mistake or breaks the rules, the parenting style provided may focus more on teaching the consequences of the child's actions. when a child is having difficulty learning at school, parents can provide extra support and guidance to help him overcome these problems. However, when children are more independent and able to solve their own problems, parents can provide a wider space for children to learn and be independent.

Situational parenting can assist parents in adjusting the way of educating children according to the circumstances at hand, so that it can strengthen the relationship between parents and children and help children cope with the various situations they face. Situational parenting can help children feel supported and cared for by their parents. By adapting parenting to the needs of children, parents can help children develop skills and abilities to solve problems, increase self-confidence, and feel well accepted by their surroundings.

However, parents must also pay attention to the balance between providing support

and providing opportunities for children to be independent. Providing too much support or giving too much freedom can have a negative impact on a child's development. Therefore, it is important for parents to understand the needs and maturity level of their children, and to be flexible in adapting parenting to the situation and development of their children.

However, parents need to pay attention that situational parenting that is too frequent and extreme can cause uncertainty and ambiguity for children. Therefore, it is important for parents to consider the circumstances and needs of children in providing appropriate and balanced situational parenting.

Chris Athey stated that there are 5 types of parents in educating early childhood, namely,

a. The first type, parents who try to get to know and broaden their child's learning experience, so that when their child is at school the parents also want to work with the teacher in the classroom when the parents feel that the teacher's method or way of teaching is not right for their child.

b. The second type, parents are always present at school to accompany their children from school to school, but parents do not participate actively or take part in class.

c. The third type, parents only pick up and pick up their children from school so they often have contact with the school and make good parental relations with the school.

d. The last type is parents who don't pick up and drop off their children from school, which results in a lack of direct contact with the school.

So in essence, in the development and growth of early childhood, the role of parents is very much needed in parenting children, for example in learning, playing, and in watching children's cartoon films. Thus film is also an audio-visual communication medium which can indirectly convey a message to someone and especially to children through stories or shows that are broadcast on television viewing, mobile phones in the form of children's animated cartoon films (Husnaini, 2020). Basically, watching is one of the activities that are in great demand and is used as entertainment by the community and so especially for children in watching cartoons. Thus, this is what makes the role of parents very important in controlling and supervising what films children may or may not watch so that these viewings can provide learning for children.

Thus, in the parenting style of watching animated films, children play an important role in shaping children's character and instilling religious values and life values before children further enter their social environment (Muhibuddin Junaidi, 2020). There are several characteristics of religious and moral (social) values that must be known by parents to be instilled in early childhood, namely, honesty, discipline, social care or concern for the surrounding social environment need to be instilled from an early age because we all know humans are social beings. Which cannot be separated from other humans. In applying social behavior to children, we can set an example by teaching them to share toys and so on, then parents must also instill empathy, respect for elders, religion, which we can teach children about religion from an early age through songs, shows and etc., and the last thing that must be instilled in children is the responsibility which we can apply in taking care of the toys they have.

Forming the attitude of educating children must begin when children are still at an early age so that children can easily receive a good education and then in educating children there are many things that parents can do in various ways, one of which is through animated films or children's cartoons. During early childhood, children like animated films or cartoons so that they help parents in providing education through these children's animated films (Situmorang, 2015). According to the Children's Media Development Foundation, every animated film must contain educational or educational elements, where the education contained in animated films varies, some are safe, some are careful, and some are dangerous in tone.The first category is safe, safe which means shows that not only entertain children but also provide benefits such as education,

motivation and instilling positive values in life. Second, be careful, which means that in this film, there is a balance between educating and not educating. Third, it is dangerous, the point here is that in the film, it contains more negative values than positive or educational ones.

So that family and education are things that cannot be separated because where there is a family there is also education, just like where there are parents there are also children and that becomes a certainty in the family(Rachmat, 2007). Education that occurs in the family is carried out by parents as a duty and responsibility in educating children and providing a moral basis for children so that parents must be able to set an example in good behavior so that children can imitate good things. Likewise with animated films it is common for children to fill their free time, but with this animated film it can affect children's development such as children's behavior and mindset. explanation of the cartoon film to children.

From the explanation above, it can be concluded that with the times, and technology is increasingly advanced and sophisticated, it is necessary for the role of parents to care for or educate early childhood, so as to avoid bad influences that will appear on children, but nowadays parents have used handpone or sophisticated television to let their children watch cartoons, as well as many parents today who ignore children's development where parents are more concerned with their work than educating or supervising children in watching animated films.

For this reason, researchers want to reveal how important animated films are for children and to what extent parents understand and control children in watching these children's animated films. From the results of the interviews that the researchers conducted with several informants, there were differences of opinion and understanding given regarding watching animated children's films.

The first informant argued that "animated films or treasure troves are necessary for children, because cartoons can also teach children to know something and have positive values in life. I prefer to watch cartoons for my children, such as getting to know the names of fruits, animals and children's songs in cartoon form, but I also watch a lot of cartoons that are not good for children to watch, such as those that contain violence. So with that, I also try to be able to control what my children watch so that my children can learn through watching these cartoons. The second informant argued that "animated films or cartoons are just entertainment for children so that children are not fussy and cartoons are normal programs for children. I think the important thing is that children are happy and not fussy.

Through the observations the researchers made during observations and interviews, the researchers analyzed statements from informants that the role of parents in controlling children to watch animated films or cartoons is important, but there are still parents who think that watching cartoons for children is only entertainment, not teaching. Then there are still parents who let or accustom their children to watching card movies via cell phones so that parents forget about things in the development of mindset and development in early childhood. Informants can say that because they see giving children to watch cartoons as a tool to help parents in raising children so that parents can easily do other work.

D. **Conclusion**

The role of parents in developing Islamic religious values in early childhood can be done through various kinds of learning, namely, the method of watching Islamic animated films for children with their parents, the parental exemplary method, habituation and direct practice. Parents have roles and responsibilities towards their children, thus every parent wants their children to have a noble and pious personality so that they need the role of parents to optimize their roles and responsibilities as parents towards their children.

Islam as a religion that is a solution to problems that occur in the family regarding

**Comment [H23]:** what is the novelt of this research?
what are the limitations of this researc

educating children according to the age and period of growth and development of children, in which parenting styles like this have also been practiced and lived by Rasulullah saw. Which parenting style is, first, introducing and guiding learning while playing at the age level 0-7 years, secondly instilling and developing polite and disciplined attitudes at the age level 7-14 years, thirdly increasing and inviting children to exchange ideas on aged 14-21 years, then after that release them for independent study.

The roles and responsibilities of parents in educating children have various parenting styles, such as authoritarian, democratic, permissive, neglectful, and situational. Then parents also play a role in developing religious values that must be developed in early childhood ranging from 0-7 years where parents can introduce Islamic religious values, develop the ability to believe in faith, develop prayer worship and develop the ability to behave well to self, parents, family, and society. one that helps parents in introducing religious values is an Islamic animated film that can support the development and growth of early childhood.

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RISTEKDIKTI

# SERTIFIKAT

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Kementerian Riset, Teknologi, dan Pendidikan Tinggi

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# #19878 Summary

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| Country | Indonesia |
| Bio Statement | — |

### Title and Abstract

| | |
|---|---|
| Title | Intersection of Animated Films, Religious Education, and Parenting: A Phenomenological Study |

Abstract    *Parents introduce electronic screens to children because they are busy, want to provide religious viewing, and hope to develop children's imagination. Then this study aims to dig deeper into the intersectionality of religious animated films that children watch, educational values, and parenting styles. This study chose a phenomenological study to analyze these social practices. Informants are parents who interpret children's religious animated films as a system of positive norms, rules, and values. Nine groups of husband and wife became research informants. Interviews were used to obtain data which was analyzed according to the parents' interpretive categories. Data representation is formed through the experiences and values that the informants believe. Interpretive conclusions come from data reductions obtained from informants and present research results away from the value bias that researchers believe. The reasons for the values parents feel toward children's religious animated films are explained further in the study.*

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**SURAT KETERANGAN**
**LULUS UJI PLAGIASI**

Ketua jurusan Pendidikan Agama Islam (PAI) menerangkan bahwa Skripsi Mahasiswa:

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| Pembimbing I | : | ADE PUTRA HAYAT, M.Pd |
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**PERAN POLA ASUH ORANG TUA TERHADAP TONTONAN FILM ANIMASI  ANAK DALAM PENGEMBANGAN NILAI AGAMA DAN SOSIAL**

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**Abstrak**

Di Indonesia pada zaman sekarang ini anak-anak yang umurnya dibawah 7 tahun atau anak usia dini sudah banyak yang mengenal namanya media sosial dan dikenalkan dengan media sosial, maka demikian orang tua juga memiliki peran dalam mengembangkan pendidikan agama dan akhlak yang baik sejak usia dini, dimana dalam penerapan nilai-nilai agama itu harus dilakukan dengan pembiasaan dalam kehidupan mereka karena jika kita lihat pada zaman sekarang adanya perkembangan teknologi dan informasi yang menjadikan penghambat dalam penerapan pengembangan nilai-nilai agama pada anak usia dini. Disamping itu adapun tujuan dari penelitian ini yaitu untuk mengetahui bagaimana pola asuh orang tua kepada anak usia dini dan untuk mengetahui apa alasan orang tua memberikan anak handpone untuk menonton film animasi atau kartun. Selanjutnya dalam penelitian ini peneliti menggunakan metode observasi dan wawancara untuk mendapatkan data dan informasi terkait dengan peran pola asuh orang tua terhadap tontonan film animasi anak dalam pengembangan nilai agama dan sosial.

Keyword : *Pola asuh orang tua, peran orang tua, Perkembangan anak,  Film Animasi anak, nilai agama dan sosial.*

## A. PENDAHULUAN

Keberadaan seorang anak memang akan menjadi perlengkap kebahagiaan orang tuanya. Namun, orang tua terkadang tidak pernah menyadari serta memahami makna dari keberadaan anak tersebut. Dimana anak adalah anugrah dan sekaligus amanah yang dititipkan oleh Allah kepada hambanya, yang mana orang tua akan diminta pertanggung jawaban atas amanah tersebut diakhirat kelak. Orang tua seringkali lalai dalam mengasuh dan mendidik anaknya, sehingga hal ini biasanya terjadi karena kedua orang tua sibuk dengan pekerjaan ataupun karirnya, sehingga anak yang menjadi tidak terurus dalam proses perkembangan ataupun pertumbuhan anak, karena seorang anak pada usia dini sangat butuh dan perlu sekali dalam pantauan ataupun pola asuh orang tua yang baik dan sehat.

Pola asuh merupakan sesuatu cara yang dipakai untuk membantu anak tumbuh dan berkembang dengan membimbing dan merawat serta mendidik anak tersebut sehingga anak tumbuh mencapai kedewasaan dan kemandiriannya (*Kamus Besar Bahasa Indonesia.*, 2002). Pola asuh juga dapat diartikan sebagai komunakasi antar anak dengan orangtua dimana untuk memenuhi kebutuhan fisik dan kebutuhan psikologis dan sosialisasi anak tersebut (Ayun, 2017). Dimana pengasuhan dan pendidikan terbaik dari keluarga itu sangat diperlukan untuk membentuk suatu kepribadian seorang anak, karena seperti yang kita ketahui setiap dari para orang tua itu sudah pasti mempunyai cara mendidik anak yang berbeda-beda, dimana mendidik itu menjadi suatu hal yang berarti dalam menumbuhkan perkembangan potensi anak secara wajar. Pola asuhpun juga bisa diartikan sebagai awal perkembangan dalam pribadi dan jiwa seorang anak dengan sikap dan prilaku orang tua dalam membina, mendidik, dan memberikan rasa untuk melindungi diri sianak dalam bentuk jasmani maupun rohaninya (Padjrin, 2016).

Orang tua juga memiliki peran dalam mengembangkan pendidikan agama dan akhlak yang baik sejak usia dini, dimana dalam penerapan nilai-nilai agama itu harus dilakukan dengan pembiasaan dalam kehidupan mereka karena jika kita lihat pada zaman sekarang adanya perkembangan teknologi

dan informasi yang menjadikan penghambat dalam penerapan pengembangan nilai-nilai agama pada anak usia dini (Erzad, A.M., 2017; Suwarhatha, 2017). Jadi dengan demikian adanya perkembangan teknologi dan informasi ini pada dunia digital banyak ditonjolkan oleh berita, sinetron, film dan komedi, nah dimana anak pada zaman sekarang lebih menyukai tontonan film kartun atau animasi anak sehingga kemudian setelah mereka menonton film-film tersebut tentu anak-anak akan cenderung mengikuti gaya atau peran seseorang dalam memeran film animasi tersebut. Sehingga disinilah peran orang tua diperlukan dalam membimbing, mengawasi, mendampingi, dan memilihkan film-film kartu apa saja yang pantas untuk ditonton dan dapat berpengaruh terhadap perkembangan nilai-nilai agama pada anak tersebut (Asmawati, 2020). Anak pada usia dini itu bisa dikatakan sebagai dasar awal dalam memaksimalkan perkembangan anak secara optimal untuk kehidupan selanjutnya.

Berdasarkan peraturan (Menteri Pendidikan dan Kebudayaan Nomor 137 Tahun 2014 pasal 10, n.d.) terdapat enam segi yang perlu dikembangkan pada usia dini, diantaranya dalam segi perkembangan bahasa, dimana dalam perkembangan berbahasa mencakup beberapa keterampilan seperti menyimak, menulis, berbicara, maupun membaca, nah diantara beberapa keterampilan tersebut keterampilan berbicaralah yang menjadi salah satu keterampilan yang sangat penting untuk diterapkan pada anak usia dini. Dimana kemampuan berbicara ini adalah suatu keahlian dalam mengutarakan sesuatu bentuk kata-kata yang bersifat perseptif (diterima atau dimengerti) maupun ekspresif, selain itu perlunya kemampuan berbicara dengan baik juga pasti akan memperoleh manfaat terhadap sosial pada usia selanjutnya (Fitriana, 2019).

Pada dasarnya lembaga pendidikan anak usia dini juga berupaya untuk mengembangkan potensi yang sudah dimiliki anak, yang mana potensi tersebut juga memiliki keberagaman sesuai dengan karakteristik anak usia dini yang berdasarkan tahapan usia dalam perkembangannya. Kemudian potensi yang dimiliki anak tentu berbeda-beda antara satu dengan yang lain, sehingga sangat dibutuhkan pembelajaran atau cara mendidik yang berbeda pula. Dengan demikian dalam proses pembelajaran ataupun mendidik harus mampu

mengoptipmalkan potensi yang ada sehingga dapat dimanfaatkan sebagai keterampilan hidup mereka, dengan itu sangat jelas bahwasannya pendidikan anak usia dini sangat perlu ataupun penting (Fahruddin dan zulfakar, 208 C.E.)

Selanjutnya, film animasi merupakan film yang dihasilkan dari penyusunan gambar tangan sehingga gambar tersebut dapat bergerak dengan alat bantu yaitu komputer dan media animasi yang menimbulkan penggerakan dan suara pada gambar tersebut, yang akhirnya pembuatan film animasi ini diselesaikan dengan mudah dan cepat. Sehingga menjadi tontonan yang menarik dan menghasilkan cerita yang menarik juga dengan adanya peran tokoh kartun tersebut (simarmata et al., 2020). Dalam menonton film animasi tentu kembali lagi bagaimana penggunaan film animasi tersebut apakah sudah bisa dibilang baik atau belum untuk anak-anak pada usia 0-10 tahun walaupun dalam film animasi tersebut terkandung nilai-nilai agama atau religi. Dimana dalam mendidik anak di era digital sekarang ini menjadi salah satu hal yang sulit dalam penerapan karena dengan banyak pengaruh yang muncul seiring dengan perkembangan zaman. Sehingga anak-anak pada era sekarang ini akan ketergantungan terhadap gadget yang pasti memiliki resiko atau dampak negatif terhadap anak tersebut (Rahmat, 2018). Meskipun demikian, orang tua lah yang memegang peran penting dalam prose mendidik karena orang tua bisa dikatakan sebagai guru pertama dan yang paling utama bagi anak-anak (Dunham et al., 2012).

Selanjutnya, jika kita lihat pada berapa permasalahan yang muncul terhadap bangsa kita, pendidikan atau pembentukan karakter anak pada usia dini lah yang menjadi aspek penting yang berperan andil dalam menanamkan nilai-nilai agama, sosial dan moral pada anak-anak bangsa Indonesia (Asti, 2017). Dengan beberapa pernyataan diatas membuat peneliti tertarik ingin mengkaji lebih jauh mengenai peran pola asuh orang tua terhadap tontonan animasi anak yang mengandung nilai agama, sosial dan moral pada era digital saat ini. Walaupun kajian ini hanya memakai metode referensi, tidak hanya berfokus terhadap teori tetapi akan melihat juga dari pengalaman-pengalaman peneliti sendiri, dan juga berdasarkan pengamatan yang saya lihat dari

kehidupan anak-anak pada zaman sekarang ini, maka butuh peran orang tua dalam mendidik anaknya (Aslan, 2019).

## B. METODE

Adapun jenis metode yang akan digunakan dalam penelitian adalah jenis metode penelitian kualitatif dalam kajian dokumen, dimana kajian dokumen yang dimaksud merupakan kajian yang menggali *literature* yang setimpal dengan bahan kajian seperti buku, artikel, internet dan lain sebagainya (Marani, 2017) dan penelitian kualitatif ini merupakan salah satu cara penelitian yang bertujuan agar mendapatkan pemahaman tentang kenyataan melalui proses berfikir induktif (Atmojo et al., 2021).

Kemudian dalam penelitian ini menggunakan pendekatan fenomenologi yang mana kita bisa mendengar maupun melihat dari pengalaman-pengalaman informan tersebut, dimana dengan menggunakan jenis pendekatan kualitatif ini mempermudah peneliti untuk mencari ataupun menggali data yang ingin didapatkan dari subjek, dimana subjek dalam penelitian ini dipilih dengan menggunakan *Purposive Sampling*, yaitu peneliti telah menentukan terlebih dahulu siapa dan kriteria seperti apa informan yang akan diteliti dalam penelitian tersebut (Creswell, 2014). Dimana kriteria informan dalam penelitian ini adalah pertama, orang tua yang baru menikah dan yang kedua, yang sudah berpengalam dalam mengasuh anak.

Kemudian langkah-langkah dalam pengumpulan data ini yaitu, pertama melaksanaka dan mengumpulkan kajian pustaka yang sesuai dengan bahan penelitian. Kedua, setelah data didapatkan peneliti akan menganalisis sesuai dengan pemahaman peneliti, karena sumber ataupun data dalam penelitian ini akan ada dua data yaitu data primer dan sekunder, dimana data primer tersebut yaitu data yang berkaitan dengan judul penelitian sementara data sekunder yaitu data yang bisa dikatakan sebagai data pendukung yang sesuai dengan judul penelitian tersebut (Aslan, 2019). Dimana lebih jelasnya, teknik pengumpulan data yang dipakai dalam penelitian ini yaitu, menggunakan metode wawancara, observasi, dan tinjauan literature.

➢ Wawancara, dimana dalam melaksanakan penelitian ini peneliti menanyakan beberapa pertanyaan mengenai bagaimana peran dan pola asuh orang tua terhadap tontonan animasi anak dengan cara wawancara terstruktur maupun tidak terstruktur sehingga memperoleh data yang valid.

➢ Observasi, dimana dalam hal ini peneliti akan mengamati langsung atau terjun langsung ke lapangan untuk memperoleh data dan melengkapi data yang telah diperoleh.

➢ Tinjauan Literature, dimana peneliti akan memperoleh beberapa tambahan data dari beberapa referensi seperti buku maupun artikel-artikel lainnya yang berkaitan dengan judul penelitian sehingga dapat memperkuat data yang sudah diperoleh pada saat wawancara maupun observasi dari informan tersebut.

## C. HASIL DAN PEMBAHASAN

Di Indonesia pada zaman sekarang ini anak-anak yang umurnya dibawah 7 tahun sudah banyak yang mengenal namanya media sosial dan dikenalkan dengan media sosial, berdasarkan dari hasil riset "Neurosensum Indonesia Consumers Trend 2021 : Social Media Impact On Kids", rata-rata anak indonesia mengenal media sosial diusia 7 tahun namun tidak kita pungkiri masih banyak juga orang tua mengenalkan media sosial ke anak-anak mulai dari sejak dini, dimana dari hasil riset tersebut dapat disimpulkan bahwasannya dari 92% anak-anak diperkenalkan ke media sosial setelah berusia 7 tahun dan 54% diantaranya diperkenal-kan ke media sosial sebelum berusia 6 tahun. Neurosensum melakukan survei di 4 kota besar yang ada di Indonesia yaitu Jakarta, bandung, medan dan Surabaya dan disini beliau menemukan informasi yaitu "alasan orang tua memberikan akses media sosial (handpone) sejak dini adalah agar anaknya tidak rewel dan sibuk sendiri sehingga orang tua bisa fokus untuk mengerjakan aktifitas atau pekerjaan mereka.

Di indonesia anak usia dini difokuskan pada anak usia sejak lahir lahir sampai usia enam tahun. Dalam undang-undang nomor 20 tahun 2003 tentang sistem pendidikan nasional pasal 1 ayat 14 dijelaskan bahwa " pendidikan anak

usia dini merupakan sebuah jalan dalam pembinaan yang diarahkan kepada anak sejak lahir sampai usia enam tahun yang dilaksanakan melalui pendidikan sehingga dapat menunjang perkembangan dan pertumbuhan jasmani dan rohani untuk melanjutkan pendidikan selanjutnya (Suyadi, 2015).

Anak usia dini adalah suatu masa sensitif atau masa peka anak, yang mana pada masa ini perlu adanya seorang pengarah sehingga perkembangan anak menjadi baik (Mulyasa, 2016). Anak usia dini merupakan individu yang akan melewati proses pertumbuhan dan perkembangan bahkan dalam anak usia dini itu sangat penting peran orang tua dalam mengawasi perkambangan anak sehingga membentuk pribadi anak yang baik. Dalam anak usia dini ini memiliki rentan usia yang sangat bermakna dan berharga dibandingkan dengan usia-usia berikutnya (Ahmad Susanto, 2014).

Dimana anak usia dini merupakan sosok anak yang memiliki kecenderungan untuk mengikuti dan menyimak apa saja yang dilakukan oleh orang disekitarnya, sehingga dengan mudah untuk seorang anak menyerap ke dalam pikirannya apa yang orang disekitarnya lakukan. Pada dasarnya anak-anak itu memiliki kebebasan dalam berfikir, bertindak dan menyalurkan suatu ide yang mereka miliki dalam setiap aktifitas yang membuat mereka senang, namun dengan demikian tidak dapat kita pungkiri bahwasannya dalam kehidupan manusia tentu ada pedoman, aturan atau norma dan undang-undang yang mengatur manusia dalam menjalani kehidupan sehari-hari. Disamping itu, ada juga norma sosial masyarakat yang dikenal dengan *"Hablum Minannas"* dan norma yang berhubungan dengan sang pencipta dikenal dengan *"Hablum Minaallah"*. Dengan demikian untuk mewujudkan keseimbangan terhadap norma sosial masyarakat dan norma terhadap sang pencipta tentu penting akan adanya pendidikan moral dan agama yang baik sejak usia dini (Mhd. Habibu Rahman, 2020).

Agama adalah keimanan dan kepercayaan seseorang yang dapat diyakini oleh pikiran dan dihayati oleh hati, kemudian dilaksanakan dalam perbuatan, perkataan, dan sikap. Sedangkan nilai agama merupakan nilai-nilai kehidupan yang menggambarkan perkembangan kehidupan beragama yang memiliki tiga

komponen pokok yaitu, Aqidah, Ibadah dan Akhlak yang akan menjadi pedoman atau petunjuk dalam berperilaku sesuai ajaran agama islam dan harus dijalani dan diyakini sepanjang usia (Asmaun Sahlan, 2010). Sedangkan moral adalah sikap, istiadat, kebiasaan, akhlak ataupun kesusilaan yang menjadi pedoman tingkah laku dalam kehidupan sehingga dapat berperan agar menjadi manusia yang baik (Yusron Masduki dan Idi Warsah, 2020). Kemudian terkait dengan nilai-nilai agama dan moral juga bisa diartikan sebagai landasan filosofis dan religi terhadap pendidikan dasar anak usia dini, namun pada hakikatnya nilai-nilai itu juga harus sesuai dengan lingkungan anak dan agama yang dianut anak (*Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 137 Tahun 2014 Tentang Standar Pendidikan Nasional Anak Usia Dini. Jakarta: Depdiknas.*, n.d.)

Didalam ilmu perbandingan agama dikatakan bahwa masing-masing agama terdapat dua macam perangkat nilai yaitu, nilai umum dan khusus, yang mana nilai tersebut adalah nilai agama dan moral pada anak usia dini dapat dilakukan untuk kedua nilai tersebut. Pertama, nilai umum adalah nilai yang dapat ditoleransi oleh agama lain atau komunikasi dari luar yang tidak menganut agama tersebut contohnya, kejujuran, kesabaran, dan keadilan. Kedua, nilai khusus adalah sebuah nilai yang hanya berlaku terhadap pemeluk agama itu sendiri dan tidak akan diterima dilingkungan agama lainnya (Tholhah Hasan, 2009).

Moral dan Agama juga sebuah aspek yang harus ditingkatkan dalam diri seseorang sejak dini, karena baik buruknya akhlak atau tingkah laku sesorang dimasa yang akan datang akan ditentukan dari penanaman nilai agama dan nilai moral sejak dini, sehingga pendidikan nilai agama dan moral pada anak dini sangat berpengaruh terhadap karakter anak karena nilai agama dan moral juga sebagai bentuk hal yang perlu dikembangkan sejak dini (sa'dun Akbar, 2019). Dalam pengembangan nilai agama dan moral menjadi suatu bentuk upaya dalam menghentikan keruntuhan moral ditanah air, karena pada zaman sekarang banyak pengaruh buruk terjadi akibat perkembangan teknologi yang akan diterima khususnya terhadap anak-anak baik secara langsung maupun

tidak.

Maka nilai agam dan moral penting untuk dikembangkan sejak dini. Hal ini juga diatur oleh pemerintah dalam peraturan menteri pendidikan dan kebudayaan 137 nomor 14 tentang standar tingkat pencapaian dalam perkembangan anak yang meliputi perkembangan nilai agama dan moral anak usia dini. Dimana peran orang tua juga merupakan sebuah peran terbesar dalam pola asuh dan perkembangan nilai agama dan moral pada anak usia dini terhadap tontonan film animasi anak (Tiara Permata, 2021).

Pola asuh orang tua itu dapat dikatakan sebagai interaksi antara orang tua dan anak yang menyangkut hubungan emosional dan suatu cara orang tua dalam mengontrol perilaku anaknya (Takdir Ilahi, 2013). Olds dan Felman berpendapat bahwasannya pola asuh orang tua sangat berpengaruh terhadap perkembangan anak dan kepribadian atau tingkah laku anak tersebut. Dimana ada 5 macam pola asuh orang tua terhadap anak yaitu,

1. Pola asuh otoriter

    Pola asuh otoriter adalah pola asuh yang dibikin oleh orang tua, dimana harus diikuti dan ditaati oleh anak kemudian orang tua tidak memberikan kebebasan anak untuk berpendapat. Sehingga anak merasa tertekan dan merasa dirinya seperti robot ataupun boneka yang harus tunduk terhadap aturan orang tuanya, dengan hal tersebut maka banyak anak yang tumbuh dengan rasa tidak percaya diri, penakut dan minder dalam bergaul karena anak merasa bergantungan kepada orang tua. Dengan pola asuh yang seperti ini akan ada dampak terhadap kepribadian anak yang mana anak akan mudah tersinggung, suka murung atau menyendiri, tidak bahagia, penakut, dan sulit untuk bersosial.

    Dimana pola asuh otoriter ini ditandai dalam bentuk hubungan orang tua dengan anak yang bisa dikatakan tidak hangat dan sering memberikan hukuman terhadap anak. Pola asuh otoriter ini pola asuh yang ditandai dengan cara mengasuh anak-anaknya

dengan aturan yang ketat atau tekanan yang sering kali memaksa anak untuk berprilaku seperti dirinya (orang tua), kebebesan untuk bertindak dibatasi dan anak jarang untuk berkomunikasi ataupun diajak ngobrol atau saling tukar cerita yang mana orang tua menganggap bahwa sikap mereka seperti itu sudah benar dalam mendidik anak.

2. Pola asuh permisif

Pola asuh permisif adalah anak dibebaskan untuk memutuskan apa saja keinginan untuk dirinya sendiri walaupun orang tua setuju maupun tidak setuju. Yang mana dalam pola asuh permisif ini orang tua harus mengikuti kehendak anaknya sehingga dengan pola asuh yang seperti ini membuat anak bertindak semaunya dan tidak menyesuaikan keinginan dengan nilai dan norma yang ada. Maka pola asuh yang seperti ini lemah untuk kedisiplinan anak dalam menaati peraturan yang ada dan membuat anak tersebut bersifat agresif dan suka memberontak namun pola asuh seperti ini juga ada sisi positifnya yaitu anak menjadi kreatif, mandiri dan bisa beradaptasi didepan masyarakat.

Tapi pola asuh yang seperti ini jika tidak hati-hati maka bisa menjadikan anak itu manja karena pola asuh permisif ini bisa dikatakan pola asuh yang memanjakan, karena ditandai dengan membebaskan dan keterbukaan yang diberikan oleh orang tua kepada anak untuk melakukan sesuatu hal yang dia suka. Kemudian pola asuh permisif ini juga cenderung memprioritaskan kenyamanan anak, sehingga mereka akan bersikap layaknya teman kepada anaknya dan anak yang menerima pola asuh seperti ini juga jarang mendapatkan tekanan atau hukuman namun disisi lain orang tua menjadi lemah terhadap keputusan dari setiap keinginan anak.

3. Pola asuh demokratis

Pola asuh demokratis adalah pola asuh yang dilaksanakan

dengan kerjasama antara anak dan orang tua, dimana orang tua memberikan peluang anak untuk berpendapat namun masih dalam pantauan orang tua. Anak diberi kepercayaan dan kebebasan dalam menentukan keinginan namun ditekankan harus bisa bertanggung jawab atas pilihannya sendiri. Pola asuh ini memiliki ciri khas dimana anak dan orang tua berkesempatan untuk berdiskusi dan menentukan keputasan yang menjadikan hubungan anak dan orang tua juga baik sehingga dengan pola asuh yang baik maka akan terbentuk pribadi anak yang memiliki rasa percaya diri, memiliki rasa bersahabat, mudah untuk bersosialisasi, dapat mengendalikan diri, sopan, dan memiliki arah tujuan hidup yang jelas.

Pola asuh demokratis merupakan pola suh orang tua yang bercirikan adanya musyawarah dalam keluarga, kebebasan yang terkendali, dan memberikan arahan dan pengertian kepada anak, kerana pola asuh ini lebih cenderung terhadap menghargai kebebasan anak, namun kebebasan itu tidak mutlak karena orang tua juga memberi bimbingan yang penuh pengertian kepada si anak.

4. Pola asuh lalai

Pola asuh lalai adalah pola asuh dimana orang tua tidak tau menau dengan kehidupan anaknya orang tua hanya memberikan kebutuhan material saja dan lupa dengan kebutuhan kasih saying terhadap anak, orang tua yang terjerumus ke pola asuh lalai ini mereka merasa bahwa pekerjaan yang mereka lakukan lebih penting dari pada mengurus anak. Sehingga akibatnya dalam kehidupan sosial, anak tidak dapat berinteraksi dan berkomunikasi denga baik disekitarnya dan seketika anak sudah remaja disanalah mereka memperlihatkan tingkah laku nakalnya yang mana mereka merasa tidak ada pantauan dari orang tua dan membuat mereka bebas dalam melakukan apa saja.

5. Pola asuh situasional

Pola asuh ini adalah pola asuh yang bisa kita katakana pola asuh yang tidak ada diterapkan secara jelas dalam keluarga, yang mana orang tua hanya berpedoman terhadap satu jenis pola asuh yaitu "mendidik anak". Pada pola asuh ini orang tua dapat menggunakan pola asuh dua sekaligus pada saat situasi anak tertentu, maka pola asuh ini menyesuaikan dengan situasi ataupun kondisi saat menentukan keputusan di dalam keluarga khususnya dalam mendidik anak.

Chris Athey mengutarakan bahwa ada 5 tipe orang tua dalam mendidik anak usia dini yaitu,

a. Tipe yang pertama, orang tua yang berupaya untuk mengenal dan memperluas pengalaman belajar anaknya, sehingga ketika anaknya berada di sekolah orang tua pun ingin bekerja sama dengan guru di kelas yang mana ketika orang tua merasa metode ataupun cara mengajar guru kurang tepat untuk anaknya.

b. Tipe yang kedua, orang tua selalu hadir di sekolah untuk menemani anaknya mulai dari masuknya sekolah sampai pulangnya sekolah namun orang tua tidak ikut aktif ataupun andil di dalam kelas.

c. Tipe yang ketiga, orang tua hanya mengantar jemput anaknya sekolah sehingga sering berkontak dengan pihak sekolah dan membuat hubungan orang tua baik dengan pihak sekolah.

d. Tipe yang terakhir yaitu, orang tua yang tidak mengantar jemput anaknya untuk bersekolah sehingga membuat kurangnya berkontak langsung dengan pihak sekolah.

Jadi pada intinya dalam perkembangan dan pertumbuhan anak usia dini sangat dibutuh sekali peran orang tua dalam pola asuh anak minsalnya dalam belajar, bermain, maupun dalam menontonkan film-film kartun anak. Dengan demikian Film juga merupakan sebuah media komunikasi yang bersifat audio visual yang

mana secara tidak langsung dapat menyalurkan pesan terhadap seseorang dan khususnya terhadap anak-anak melalui cerita ataupun tayangan yang disiarkan melalui tontonan televisi, handpone dalam betuk film kartun animasi anak (Husnaini, 2020). Pada dasarnya menonton adalah salah satu kegiatan yang banyak diminati dan dijadikan sebagai hiburan oleh masyarakat dan begitu juga khususnya terhadap anak-anak dalam menonton film kartun. Dengan demikian hal ini lah yang menjadikan peran orang tua sangat penting dalam mengontrol dan mengawasi film apa saja yang boleh maupun tidak untuk ditonton oleh anak-anak sehingga dalam tontonan tersebut dapat memberikan pembelajaran bagi anak.

Dengan demikian, dalam peran pola asuh orang tua terhadap tontonan film animasi anak sangat berperean penting dalam membentuk karaktek anak dan menanamkan nilai-nilai agama dan nilai-nilai kehidupan sebelum anak lebih jauh memasuki lingkungan sosialnya (Muhibuddin Junaidi, 2020). Ada beberapa karakteristik nilai agama dan moral (sosial) yang harus diketahui oleh orang tua untuk ditanamkan kepada anak usia dini yaitu, kejujuran, disiplin, kepedulian sosial ataupun kepedulian terhadap lingkungan sosial sekitarnya perlu ditanam sejak dini karena sama-sama kita ketahui manusia adalah makhluk sosial yang tidak bisa terlepas dari manusia lainnya. Dalam menerapkan bersosial terhadap anak kita bisa memberi contoh dengan cara mengajarkannya untuk saling berbagi mainan dan lain sebagainya, kemudian orang tua juga harus menanamkan sikap empati, menghormati yang lebih tua, religious yang mana kita bisa mengajarkan anak mengenai agama sejak dini lewat nyanyian, tontonan dan lain sebagainya, dan terakhir yang harus ditanamkan kepada anak adalah tanggung jawab yang mana bisa kita terapkan dalam menjaga mainan yang dia miliki.

Membentuk sikap mendidik anak harus dimulai sejak saat anak masih usia dini agar anak-anak dengan mudah menerima pendidikan dengan baik kemudian dalam mendidik anak banyak yang bisa dilakukan oleh orang tua dengan berbagai macam cara salah satunya melalui film animasi atau kartun anak. Pada saat anak usia dini anak-anak banyak menyukai film animasi ataupun kartun sehingga membantu orang tua dalam memberikan pendidikan lewat film animasi anak

tersebut (Situmorang, 2015). Menurut yayasan pengembangan media anak setiap film animasi pasti ada mengandung unsur pendidikan atau mendidik, dimana pendidikan yang ada difilm animasi itu tentu berbeda-beda ada yang aman, ada yang hati-hati, da nada juga yang berbahaya. Kategori pertama aman, aman yang dimaksud tayangan yang tidak hanya menghibur anak tapi juga memberikan manfaat seperti pendidikan, motivasi dan menanamkan nilai-nilai positif dalam kehidupan. Kedua hati-hati, yang mana maksudnya disini dalam tayangan film tersebut seimbang antara mendidik dan tidak mendidik. Ketiga berbahaya, maksudnya disini adalah didalam tayangan film tersebut lebih banyak mengandung nilai-nilai negatif dari pada positif ataupun mendidik.

Sehingga keluarga dan pendidikan merupakan hal yang tidak dapat dipisahkan karena dimana ada keluarga disitu juga ada pendidikan, sama halnya seperti dimana ada orang tua disitu juga ada anak dan hal itu lah menjadi suatu kepastian dalam keluarga (Rakhmat, 2007). Pendidikan yang terjadi dalam keluarga dilakukan oleh orang tua sebagai tugas dan tanggung jawab dalam mendidik anak dan memberikan dasar moral pada anak sehingga orang tua harus bisa memberikan contoh dalam bertingkah laku yang baik sehingga anak dapat meniru hal-hal yang baik. Begitu juga dengan film animasi menjadi suatu hal yang biasa bagi anak-anak untuk mengisi waktu luang namun dengan film animasi ini dapat mempengaruhi perkembangan anak seperti tingkah laku dan pola pikir anak nah disini lah butuh sosok orang tua sebagai pendidik utama dalam mendampingi dan mengawasi dan memberikan penjelasan terhadap film kartun tersebut kepada anak.

Dari pemaparan diatas bisa disimpulkan bahwa dengan perkembangan zaman, dan teknologi semakin maju dan canggih perlulah peran orang tua dalam mengasuh atau[un mendidik anak usia dini, sehingga dapat menghindari pengaruh-pengaruh buruk yang akan muncul terhadap anak namun pada zaman sekarang orang tua sudah menggunakan handpone atau televisi canggih untuk memberikan anak-anaknya menonton film kartun, begitu juga dengan banyak orang tua pada zaman sekarang yang mengabaikan perkembangan anak dimana

orang tua lebih mementingkan pekerjaannya dari pada mendidik ataupun mengawasi anak dalam menonton film animasi.

Untuk itu peneliti ingin mengungkap seberapa penting film animasi bagi anak-anak dan sejauh mana orang tua memahami dan mengontrol anak dalam menonton film animasi anak tersebut. Dari hasil wawancara yang peneliti lakukan terhadap beberapa informan terdapat perbedaan pendapat dan pemahaman yang diberikan mengenai tontonan film animasi anak.

Informan pertama berpendapat bahwa "film animasi atau karun itu perlu untuk usia anak-anak, karena film kartun juga bisa mengajarkan anak untuk mengetahui sesuatu dan nilai positif dalam kehidupan. Saya lebih memberikan tontonan kartun kepada anak saya seperti mengenal nama-nama buah, hewan dan nyanyian anak-anak yang bentuk kartun, namun saya juga melihat banyak film kartun yang tidak baik untuk ditonton ke anak, seperti halnya yang mengandung kekerasan. Nah dengan itu saya juga berusaha untuk bisa mengontrol dalam tontonan anak saya agar anak saya bisa belajar lewat tontonan film kartun tersebut". Informan kedua berpendapat bahwasannya "film animasi atau kartun itu hanya sebatas hiburan saja untuk anak agar anak tidak rewel dan film kartun itu program yang wajar untuk anak-anak, saya sih yang penting anak senang dan tidak rewel, selama anak-anak saya suka dengan tontonan tersebut ya saya tidak masalah, tetapi biasanya anak saya ketika film nya habis dan ingin menonton yang lain pasti dia menanyakan ke saya mengenai film yang akan ditontonnya dan saya beri penjelasan bahwasan film ini boleh ditonton dan tidak boleh ditonton tapi selagi itu film kartun anak-anak biasa nya saya mengizinkan di menonton".

Melalui pengamatan yang peneliti lakukan ketika observasi dan wawancara, peneliti menganalisis pernyataan dari informan bahwasannya peran orang tua dalam mengontrol anak untuk menonton film animasi atau kartun penting namun masih ada orang tua yang berpendapat bahwa menontonkan anak film kartun hanya sebatas hiburan bukan pengajaran. Kemudian masih ada orang tua yang membiarkan atau membiasakan anak untuk menonton film kartu melalui

handpone sehingga orang tua lupa akan hal dalam perkembangan pola pikir dan perkembangan dalam usia anak dini. Para informan bisa mengatakan seperti itu karena mereka menganggap memberikan anak menonton film kartun sebagai alat bantu orang tua dalam mengasuh anak sehingga orang tua dengan mudah untuk mengerjakan pekerjaan yang lain. Dengan demikian maka sangat diperlukan orang tua harus mengetahui dampak yang akan terjadi ketika anak usia dini menonton film animasi atau kartun melalui handpone yang pasti sedikit banyaknya ada nilai negatif dan membahayakan perkembangan anak, disaat itu lah peranan orang tua berfungsi untuk mengontrol anak dalam menonton sebelum terjadinya hal-hal yang negatif bagaimanapun anak adalah sebagai tumpuan masa depan orang tuanya.

## D. KESIMPULAN

Peran orang tua dalam melakukan pengembangan nilai-nilai agama islam pada anak usia dini bisa dilakukan melalui berbagai macam pembelajaran yaitu, metode menonton film animasi islam anak dengan orang tua, metode keteladanan orantua, pembiasaan dan praktek langsung. Orang tua memiliki peran dan tanggung jawab terhadap anaknya, dengan demikian setiap orang tua ingin anaknya berkepribadian akhlak yang mulia dan sholeh/sholehah sehingga butuh peran orang tua untuk mengoptimalkan peran dan tanggung jawab sebagai orang tua terhadap anaknya tersebut.

Agama islam sebagai agama yang solutif dalam permasalahan yang terjadi di lingkup keluarga mengenai mendidik anak sesuai dengan usia dan masa pertumbuhan dan perkembangan anak, yang mana pola asuh seperti ini juga pernah dipraktekkan dan dijalani oleh Rasulullah saw. Yang mana pola asuh tersebut adalah, pertama, memperkenalkan dan menuntun cara belajar sambil bermain pada jenjang usia 0-7 tahun, kedua menanamkan dan mengembangkan sikap sopan santun dan disiplin pada jenjang usia 7-14 tahun, ketiga meningkatkan dan mengajak anak untuk bertukar pikiran pada usia 14-21 tahun, kemudian setelah itu lepaskan meraka untuk belajar mandiri.

Peran dan tanggung jawab orang tua dalam mendidik anak memiliki

berbagai macam pola asuh seperti, otoriter, demokratis, permisif, penelantar (lalai), dan situasional. Kemudian orang tua juga berperan ikut dalam mengembangkan nilai-nilai agama yang harus dikembangkan pada anak usia dini berkisaran 0-7 tahun yang mana orang tua bisa memperkenalkan nilai-nilai agama islam, mengembangkan kemampuan berakidah, mengembangkan ibadah sholat dan mengembangkan kemampuan dalam bertingkah laku baik kepada diri sendiri, orang tua, keluarga, maupun masyarakat. salah satu yang menjadi penolong orang tua dalam mengenalkan nilai agama adalah film animasi islam yang dapat mendukung perkembangan dan pertumbuhan anak usia dini.

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7. Jenis Kelamin         : Perempuan

8. Nama Orang Tua

   Ayah                  : Hendra Asmara

   Ibu                   : Hasnidarli, S.Ag.

9. Pekerjaan Orang Tua

   Ayah                  : Pedagang

   Ibu                   : Guru

**B. Riwayat Pendidikaan**

| No | Nama Sekolah | Alamat Sekolah | Tahun Masuk dan Tamatan |
|----|--------------|----------------|-------------------------|
| 1. | SD IT Al-Fikri | Sungai Penuh | 2007 s/d 2013 |
| 2. | Pondok Pesantren Nurul Haq | Semurup | 2013 s/d 2016 |
| 3. | MAN 1 Sungai Penuh | Sungai Penuh | 2016 s/d 2019 |
| 4. | IAIN Kerinci | Sungai Penuh | 2020 s/d 2024 |