

Dissecting Hafalan Shalat Delisa Movie (Character Education Values embedded in the movie for elementary school students)

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Abstract

This study is a part of a literature review that attempts to identify the character education principles that are taught to primary school pupils in the movie Hafalan Salah Delisa. This study focuses on the application of character education. To gather data, it consults library materials and the movie Hafalan Shalat Delisa. Library materials provide information about character education, while movie shows provide information about the values the movie portrays. Our research has led us to the conclusion that the movie Hafalan Shalat Delisa contains character education values. These values include religious principles, honesty, tolerance, discipline, hard work, creativity, and independence; they also include a high degree of curiosity; respect for success and achievement; love and love; a love of reading; care for the environment; care for social issues; and responsibility. The film's morals are applied in compliance with Minister of Education and Culture Regulation number 20 of 2018, which aims to improve character education

Keyword: Character Eduction Values, Hafalan Shalat Delisa.

INTRODUCTION

Education that aims to instill national character and cultural values in each learner, ensuring that they can apply these values in their lives as members of society and citizens who are religious, nationalistic, honest, independent, and cooperative, is known as national culture and character education (Kemendikbud, 2017). The focus is on how the ideals of character education can be realized, understood, and instilled in students so as to produce

behaviors that advance the development of each student (Nikky Anisha, Kustiarini, and Anggrella, 2021).

Parents have a significant role in shaping children's character, where ideally, they are able to guide, instruct, teach, and educate their children as they develop as individuals (Zulhaini, 2019). At the primary school level, there are many complaints from parents, education experts, and other related parties about the behavior of children who are naughty, difficult to control, stubborn, and even bullying. Therefore, the principles of character education have not fully taken root (Widada, 2018)

The importance of character education values can be seen in children's interactions with their social environment. One efficient way to improve children's character development is to provide character and religious lessons through family films or animated films (Hayati, Albantani, and Faridah, 2022). Character education today can be obtained from various media, including cartoons and family films. Movies are not only for children's entertainment, but also as a source of information that can influence character development.

Movies such as "Hafalan Shalat Delisa" carry messages about religious values such as faith, morals, and worship. The movie depicts the education that takes place in an inspiring and diverse family environment, while conveying moral messages about patience and confidence in facing various problems. Through technological advances, movies can be an effective tool to enrich students' experience and knowledge in various educational materials, as well as convey abstract information more clearly (Rahmatullah, 2011). Thus, movies have an important role in shaping and conveying character education values to children.

RESEARCH METHOD

The conducted research is categorized as a library study (library research). In this investigation, the researchers utilized the film "Hafalan Shalat Delisa" produced by Starvision Plus alongside literary sources. The literature sources were employed to acquire data concerning character education, while the film was examined to gather research data associated with the values presented in "Hafalan Shalat Delisa." The author conducted

observations in this study by carefully observing, analyzing, and comprehending each storyline within the movie. This observational process aimed to identify the character education values embedded in the film. As per (Sari and Asmendri, 2020), library research involves collecting data by comprehending and digesting the contents of various readings, including articles, books, websites, and reports relevant to the research..

RESULT AND DISCUSSION

Character Education

Character education is the process of shaping one's personality through education with the hope that the results will be seen in everyone's behavior, for example behaving well, daring to accept responsibility, respecting the property rights of others, and so on. According to the Ministry of Education, character education is defined as everything a teacher does that has the potential to influence the way students develop their morals, manners and character. This implies that teachers are able to perform a variety of tasks, including providing appropriate examples in social or other interactions and presenting the curriculum in an appropriate manner. According to (Deistyarini et al. 2022), it is expected that by prioritizing character education early and consistently, children will grow up with these values embedded in their souls.

In the world of education, character education is very important, especially in the present where the character of children, especially elementary school students, is still very concerning. According to (Gunawan, 2014), the reasons why character education must be instilled early to students are 1) Character education as an application of daily behavior will make a good character as well, 2) Character education is able to increase the spirit of learning, 3) Character education must be taught to students because not necessarily in the environment students are able to form a strong character for themselves, 4) By fostering and teaching character education can make students face a diverse community environment, 5) The application of character education applied by students today will bring it when they are adults, 6) Character education is also part of the norms and cultural values that apply in Indonesia.

Synopsis of Hafalan Shalat Delisa Movie

The best film by the children of Indonesia that managed to amaze all audiences when they saw it, one of which is a film entitled "Hafalan Shalat Delisa", a film directed by Soni Gaokasa is now able to have a dramatic storyline in each story, plus it is played by famous actors in the country, one of which is Nirina Zubir, Chantiq Schagerl, and Reza Rahadian. In the filming process, all video shoots were carried out in the province of Aceh. In this movie, a smart, happy, and devout little girl makes a sincere effort to memorize the recitation of prayers that are required for all Muslims. As a parent, you don't have to worry about inappropriate or disrespectful viewing of this movie as it is suitable for all audiences, including young people (Fajar, 2022).

The movie "Hafalan Shalat Delisa" was shown together on the big screen in Indonesia on Thursday, December 22, 2011, which also commemorated the seventh anniversary of the Aceh tsunami in 2011. The movie was adopted from the much-loved novel by Tere Liye, which was based on the tsunami tragedy in Aceh on December 26, 2004. "Hafalan Shalat Delisa" has attracted 631,997 viewers within four weeks of its premiere (Pasaribu, 2013).

The setting of this narrative is 14 kilometers from the city center on the coast of Aceh Island, located in the settlement of Lhok Nga in Aceh Besar. The movie follows the story of a young girl named Delisa, played by Chantiq Schagerl. Delisa enjoys playing soccer with her friends and is happy and intelligent. She is the youngest child of the devout Abi Usman couple, hosted by Reza Rahardian and Umi Salama and featuring Nirina Zubir (Syarif Siregar, 2011).

Approaching the day of the prayer practice, Delisa goes to Mr. Acan's gold shop to buy a necklace with the initials "D". On December 26, 2004, Delisa and Umi were preparing to go to the prayer practice exam at Delisa's school, when suddenly there was an earthquake. The tremors from the earthquake were enough to make Umi and Delisa's three sisters feel worried. When they arrived at the school for their prayer practice, a tsunami suddenly struck, devastating their village, causing damage to their school, and sweeping away Delisa's body and thousands of others in Aceh.

After the tsunami, Delisa fainted and was found by a team of volunteers on a hill, Delisa was successfully evacuated by Dr. Smith's volunteers. Unfortunately, Delisa suffered a severe injury to her leg that resulted in her right leg having to be amputated. Nevertheless, Delisa still tried to be strong, after all this time waiting for Delisa's news, Abi Usman met Delisa thanks to being told by Mr. Acan, and finally Delisa could reunite with Abi, unfortunately Umi and Delisa's three sisters were not yet known and their whereabouts, after waiting for the news, Delisa finally got the news that her three sisters and Umi had returned to the lap of Allah.

In the midst of emotion and sadness due to the loss of her loved ones, in the midst of the decision that befell Abi Usman and other Acehnese, Delisa was able to become a helper and a little angel who always gave happiness and laughter in every presence. Although it was hard for Delisa, she was able to teach everyone how sadness can be a source of strength to continue living life and endure the trials that Allah has given. Even though it feels like the tears are unstoppable, Delisa manages to understand the meaning of sincerity, doing a job without expecting a reward. At the end of the story, Delisa is able to continue her prayer practice. After succeeding in carrying out her prayer practice, she got a shadow of Uminya by holding Delisa's necklace on the beach (Fitriah et al. 2023).

Character education studied in the film "Hafalan Shalat Delisa" is a message or wisdom from an event that has meaning or good values in it, one of which is such as an attitude of religious values, an attitude of honesty, an attitude of tolerance, an attitude of discipline, hard work, being creative, independent, and having high curiosity, appreciating every achievement and achievement, being peace-loving, fond of reading, caring for the environment, caring for the social environment, and being responsible.

Character Education Values in Hafalan Shalat Delisa Movie

The values of character education are quite important and must be instilled from an early age, especially in elementary schools, and must be present in every thematic subject in the classroom, because PPK states that the character of students can be fostered, one possibility is with a special approach to the classroom in a thread. The application of character values in thematic learning activities is adjusted to the content of the curriculum,

hopefully able to foster student character (Rawana et al. 2011) so the most important thing now is how these character values can be achieved, understood, consolidated, and expected to become inherent behavior in the person of each student. The following are some of the character values contained in the movie hafalan shalat delisa:

A. Religious value

According to the Ministry of Education and Culture, religious values are attitudes and behaviors that are obedient in carrying out the teachings of the religion adhered to, tolerating worship practices carried out by religions other than ours, and implementing harmonious living with adherents of other religions (Hartono, 2013). Religious values are now an important aspect, because each person's faith in the truth of the values they embrace can be a strong motivation in character building. The characteristics of religious values include a love of prayer, greeting, amazement and proving the existence of God (Fajar, 2022).

Based on the movie, it shows the closeness and harmony in the household of Abi Usman and Umi Salamah. Umi As a mother, Umi Salamah has an obligation to guide her daughters in praying and reading the Qur'an. In the quote above, Umi always familiarizes her children to pray in congregation. After the prayer, they continue the activity by reciting the Koran with their children. This activity is constantly emphasized so that her children become accustomed to these activities.

B. Being Honest

According to the Ministry of Education and Culture, the value of honesty is a behavior based on efforts to make oneself a good person who can always be trusted in every word, deed, and work (Hartono, 2013). The emphasis should be given to improving the integrity of learners, because the purpose of education is not only to improve intellectual intelligence, but must also include improving the quality of character. Cheating is one form of dishonesty that often occurs in life. When integrity is lost, chaos and disharmony are rampant. There is only planning and manipulation, violation of rights, oppression and other negative things (Messi and Harapan, 2017).

According to the Ministry of Education and Culture, the explanation of the value of honesty in theory is in line with Delisa's character in the movie Hafalan Shalat Delisa, as illustrated in the following quote. "Arriving at the menasah yard a few moments later. Rushed into the menasah. Ustad Rahman observed her and said. "Delisa was picketing ...!" Delisa did it without being asked. While wiping her forehead. Ustad Rahman just smiled, because he knew that every time Delisa picketed, she would come late. The same with other students, the difference is, Delisa always tries to explain and always makes the same excuse.

The quote above shows that Delisa is always honest and gives the reason why she is late to Ustadz Rahman, even though Ustadz Rahman does not ask Delisa or other students. The action shown in Delisa's character is the value of honesty. This is a commendable attitude that every Muslim, especially students, must have to learn the value of honesty, because an honest attitude will get sympathy and recognition in the midst of social life.

C. Being Tolerant

According to the Ministry of Education and Culture, the value of tolerance is an attitude where everyone is able to appreciate all forms of differences in religion, nationality, opinions, attitudes and actions of others who are different from us (Hartono, 2013). The characteristic values of tolerance are nurtured in students through behavioral learning, where incentives and reinforcement are given repeatedly so that they can seep into students' daily characters. Acclimatization activities for elementary school students are considered very effective in developing student character (Ariestina, 2019). An explanation of the theory of tolerance value, the suitability of the theory with the characters of Umami Salamah and Delisa towards Koh Acan who have different beliefs can be found in the movie Hafalan Salah Delisa and the following excerpts.

"Don't be like that koh, I become reluctant ... Previously when Fatimah bought Koh Acan also wanted to be paid half, when Aisyah and Zahra bought too ... Now let Delisa pay in full," then umi took out money from the bag.

"Haiyaaa... no... how could I give such a high price for a gift to memorize the prayer. While koh Acan tidies up the incense (which indicates that he is Confucian), Abi Usman used to say that we must amal ma'ruf nahi munkar," (said koh Acan).

This quote reflects the value of tolerance carried out by Koh Acan, a minority in the city of Lhok Nga, a non-Muslim who feels the harmony of respecting Muslims. Koh Acan shows tolerance as a necklace seller by charging half price when Ummi Salamah buys with Delisa as a prayer gift. This shows that Koh Acan has inter-religious tolerance in the form of mutual respect. This religious diversity is what gives birth to tolerance in social life.

D. Being Disciplined

According to the Ministry of Education and Culture, the value of discipline is an activity that shows appropriate and obedient behavior towards various rules and regulations (Hartono, 2013). In every educational institution, teachers not only emphasize the teaching and application of character education values, but also the discipline that students must follow both inside and outside of school. Discipline is an effort of self-control and mental attitude of individuals or society to develop compliance with laws and regulations based on motivation and awareness that arises in his heart (Diana, 2019). According to the Ministry of Education and Culture's explanation of the theory of the value of discipline, there is a coincidence between the theory and the character played by Hafalan Shalat Delisa in the movie Hafalan Shalat Delisa.

"At the moment when reciting the Koran for memorization deposit, Umi requires her children to recite the Koran after the dawn prayer, even though they have learned to recite the Koran at TPA with Ustadz Rahman but Umi still requires them to recite the Koran after dawn, while stammering Delisa's reading spell while yawning because of sleepiness waiting for her turn to deposit the memorization to Umi."

The quote above shows that the attitude of discipline of Abi Usman and Umi Salamah's family is reflected when carrying out worship, even though children feel forced to do it, it must be done to build the character of discipline.

E. Hard work

According to the Ministry of Education and Culture, the value of hard work is a behavior that shows a serious effort to overcome various learning obstacles in tasks and carry out tasks as well as possible (Hartono, 2013). Hard work does not mean working until the end and then stopping, but the term hard work means leading to the achievement of a big vision that is beneficial to humans and the environment. Indicators of perseverance character cultivation are sincere and earnest work, exceeding goals and being productive (Sulastri and Alimin, 2017). The explanation of the value of hard work according to the Ministry of Education and Culture matches theoretically with Delisa, the main character of Hafalan Shalat Delisa, following the excerpt of the conversation.

"In the movie story when Delisa is sitting on a tree swing while trying hard to memorize the iftitah prayer, because indeed she has recently been trying to memorize prayer prayers for practical activities at her school, because she really expects a prize from Abi and Umi, so she must complete her prayer memorization."

Her hardworking attitude can be seen when Delisa tries to memorize the iftitah prayer, and she even tries to memorize the recitation of the prayer several times quickly and always carries a prayer book if there is an opportunity to memorize it. With that, Delisa has applied the value of hard work whether she realizes it or not.

F. Creative Thinking

According to the Ministry of Education and Culture, creative value is thinking and doing to create habits or something new from what is owned (Hartono, 2013). Creative thinking encourages students to explore things that they think are new or have thoughts that grow from within themselves to do something. Everyone must have the opportunity to grow their creativity if they are able to show progress in thinking, acting and solving their problems (Febrianti, Djahir, and Fatimah, 2016). In the explanation of the definition of creative value above, there is harmony between the Kemendikbud theory and the creative value of Delisa, Aisyah's older sister. This can be seen in Hafalan Shalat Delisa and the following quote.

"The scene in the film that tells Delisa in solving her sister's puzzle is Aisyah who makes a donkey bridge game out of paper so that Delisa solves the puzzle, the game

Aisyah made so that her sister is no longer confused in memorizing prayer prayers, and not upside down between reading rukuk and reading sujud. In the end Delisa was able to distinguish between the reading of rukukuk and the reading of sujud, she cheered happily."

The quote above shows that Aisyah's character has a creative value in her for making Delisa a donkey bridge to make it easier for her to memorize the prayer recitations.

G. Being Independent

According to the Ministry of Education and Culture, the value of independence is an attitude or behavior that relies on itself confidently so that it does not easily rely on others (Hartono, 2013). Students' independent nature can be applied in daily activities, character values can be directly taught and applied so that students get used to being independent and doing their own tasks without the help of others or parents. These activities include waking up alone, swimming alone, wearing their own clothes, and even going to school alone. It has been found that students can be trained since childhood to do simple activities as part of their daily activity habits (Dwi et al. 2019). This explanation is in accordance with the theory of Delisa's independent character. The value of independence is seen in Delisa's character when she lost her mother and siblings. Here is the quote;

"Delisa in the movie is told as a girl who grew up with a mature character thanks to her parents' upbringing, has a responsible character, is happy to help Abi and Umi, and is even used to when she has to wash her own dishes, wash her own clothes. Delisa follows a lot of complaining and troubling others, even she carefully prepares her prayer memorization and what she wants to wear during the practice event." (Tere, 2007).

Based on the quote above, it can be said that Delisa's character development shows that she is a character who has applied the character of independence. According to the Ministry of Education and Culture, according to the independent value theory, it is not easy to depend on others in carrying out tasks.

H. Having Curiosity

According to the Ministry of Education and Culture, curiosity is a behavior that always tries to find new things, and has a high curiosity about something broadly from various points of view (Hartono, 2013). The emergence of curiosity is to answer the questions in the brain to be able to conclude something. Thus, students will gain new knowledge and add to their insight (Citra Ningrum, Fajriyah, and Budiman, 2019). The value of curiosity according to the Ministry of Education and Culture is in line with Delisa's character who is always curious about what she has just learned. This is further strengthened by the following quote.

"The scene in the movie when Delisa asks Ustadz Rahman to be taught how not to reverse in reading Iqra and when Delisa wants to ask again but Ustadz Rahman has already explained again so that the question is still on Delisa's mind."

The quote above shows that Delisa's nature is very curious, every time something comes to her mind, she immediately asks whether to Umami Salamah, Ustadz Rahman or her brother. Delisa's behavior is in line with the theory of the value of curiosity that seeks to know more deeply and broadly what is learned.

I. Appreciating Achievement

According to the Ministry of Education and Culture, the value of appreciating achievement is an effort or action to foster motivation within oneself to produce something useful, and appreciate the work and achievements of others (Hartono, 2013). In appreciating the achievements of others, one can give praise or motivation so that their achievements are maintained and become examples of many people (Hakim, Firmansyah, and Yenil, 2019). According to the Ministry of Education and Culture, the value of assessing achievement has theoretical similarities with the nature of assessing achievement, such as the character Umami Salamah Delisa in Hafalan Shalat Delisa, the following is a quote.

"The scene in the movie tells when Delisa and Umi returned from Koh Acan's place, Delisa wanted to hold the necklace for a while, but Umi refused because Delisa promised to hold the necklace after the practice was over, but Delisa still reasoned on the pretext of wanting to help Umi carry things." (Tere 2007).

Based on the interaction between Delisa and Umami Salamah, Umami gives some kind of appreciation to Delisa for her achievement. Delisa wears a necklace from Umami Salamah when she successfully memorizes her prayers. This form of recognition gives Delisa the attitude that she is eager to learn what she says. However, sometimes only Umami Salamah's necklace is on Delisa's mind, so Umami Salamah has to keep giving her advice. Umami Salamah often says that what is seen is not the value of the reward, but the sincerity of memorizing prayer recitations. Umami Salamah's attitude towards Delisa is certainly in line with the theory of the Ministry of Education and Culture, which encourages Delisa to continue memorizing prayers until the time comes when Delisa is allowed to receive a necklace from Umami Salamah.

J. Love of Peace

According to the Ministry of Education and Culture, the value of peace is an attitude where a person is able to create a harmonious, safe and comfortable atmosphere and all his actions do not harm others (Hartono, 2013). The value of love that upholds tolerance, does not like violence and is open in all matters, these attitudes must be cultivated from an early age in every individual (Wibowo, 2012). The movie *Hafalan Shalat Delisa* explains the need for pacifism in a way that is in accordance with the theory and personal values, following the quote.

"In the movie scene when Delisa gives half the chocolate to Umami. However, Umami did not want to accept, Delisa still forced Umami to accept the chocolate, finally Umami took the chocolate given by Delisa, then said thank you." (Tere, 2007).

The above incident is one form of peace-loving behavior that Delisa did to Umami because her brother left her forever due to the tsunami disaster. Umami smiled when Delisa offered him a large piece of chocolate, showing her concern for him. Delisa has had a priceless peace of love since childhood.

K. Love to read

According to the Ministry of Education and Culture, the value of being fond of reading is a person's effort to read, and increase literacy in order to improve the quality of his or her literature (Hartono, 2013). Reading is an action or cognitive process that

involves searching text for various types of information; in other words, reading is thinking to understand the content of the text. Reading is more than just seeing a series of letters put together into words, phrases, paragraphs, or dialog; it also involves understanding the purpose of the author's writing so that the reader can understand the message conveyed (Dalman, 2014). According to the Ministry of Education and Culture, the explanation of fond of reading between the theory above and Delisa's character there is harmony in Hafalan Shalat Delisa with the quote;

"In the scene of the movie, when Delisa is learning the practice of prayer but the reading she reads is still upside down between the reading of prostration and the reading of bowing, when reprimanded by her sister Aisyah, Delisa grumbles and reads her prayer book again." (Tere, 2007).

The quote above explains that Delisa always takes the time to memorize her prayers. Umi Salamah's reprimands and mockery to Delisa did not dampen her enthusiasm and interest in memorizing prayers. The gift from Umi Salamah to give a gift in the form of a necklace makes Delisa continue to read and memorize prayers. Delisa's enthusiastic attitude should be emulated in order to succeed in her performance and exams. In the view of the Ministry of Education and Culture, Delisa's character is fond of reading and is getting used to reading and understanding the contents of the recitation of sholawat, although not fully aware of its meaning.

L. Caring for the Environment

According to the Ministry of Education and Culture, the value of caring for the environment is an act of not destroying the universe and having the view that the universe must be preserved as well as possible (Hartono, 2013). Having an alert attitude towards the environment is part of protecting and preserving the environment. The value of caring for the universe is in line with Islamic teachings. Protecting and creating a good environment is an obligation for humanity (Chandra, Waluyo, and Wardani, 2021). According to the Ministry of Education and Culture, the explanation of the theory of environmental protection values, the correspondence between the theory of

environmental protection values and the excerpt from the movie Hafalan Shalat Delisa is as follows.

"A scene in the movie hafalan shalat Delisa shows when the volunteers are evacuating tsunami victims, all of them are lifeless and the environment in the village of Lhok Nga is devastated by the tsunami disaster, the volunteers work together to restore the situation in the village of Lhok Nga."

The quote shows that the twelve soldiers led by Sergeant Ahmed showed their concern for the disaster that befell the Lhok Nga neighborhood. A good sense of caring is seen when everyone comes to volunteer and provide help, concern for the environment exists in a sensitive society, always empathizing with environmental damage due to disasters.

M. Caring for Social

According to the Ministry of Education and Culture is the attitude or action of a person to always do positive and beneficial things for others, have a sense of empathy and concern for fellow human beings (Hartono, 2013). The message conveyed in the movie story will certainly be easy to remember because it is done directly and practiced by the actor. When abstract concepts such as social care character are given to students in isolation, the concept becomes difficult to understand. However, when these concepts are connected to the action in the movie, students are able to understand and develop an understanding of the character (Zhayoga, Diana, and Listyarini, 2020). Introduction of Social Welfare Value Theory According to the Ministry of Education and Culture, the theory is in accordance with the following excerpt from the movie Hafalan Shalat Delisa.

After the tsunami incident, after a few days Abi decided to rebuild his house which had been destroyed, in the construction of Abi's house he was assisted by volunteers and local residents (Tere, 2007).

The quote is the basis of the caring and helping relationship that exists between the volunteers and the residents of Lhok Nga as a result of their cooperation in building houses for local residents. This quote is in line with the Ministry of Education and

Culture's definition of social care, which emphasizes actions that always aim to help others.

N. Being Responsible

According to the Ministry of Education and Culture, the value of responsibility is a behavior that dares to accept the risks of all decisions that have been made by oneself, both for oneself, society, and the environment and is responsible to God (Hartono, 2013). Someone who has a sense of responsibility believes that they have something valuable to give to others and believes that others can also feel the same way about them. Responsible people must continue to be trained to become responsible people (Syafitri, 2017). Responsibility can be realized by asking questions, following learning activities until the end (Pramasanti, Bramasta, and Anggoro, 2020). According to the Ministry of Education and Culture, in the movie *Hafalan Shalat Delisa*, the explanation of the value of responsibility, theory and character that matches *Delisa*, the following quote.

In the movie, at the moment when the tsunami wave came, *Delisa*'s body was slammed. The tsunami wave hit her small body. *Delisa* continued to recite her prayer to be completed.

The quote shows that *Delisa* has the character value of responsibility. The obligation to memorize the recitation of prayers despite the tsunami disaster around her. *Delisa*'s responsibility is really felt in this 6-year-old child. *Delisa* wants to show that she is really able to fulfill the tasks given to her. *Delisa* tried to be humble as told by Ustadz Usman. This solemnity made *Delisa* unaware that she was facing a disaster at that time. The approaching tsunami did not make her reduce her responsibilities.

CONCLUSION

From some discussion on the analysis of the movie *Hafalan Shalat Delisa*, it can be concluded that the movie contains character education values. Religious values, honesty, tolerance, discipline, independence, curiosity, love for the country, respect for achievement, peace-loving, fond of reading, environmental care, social care, and responsibility values. These values are practiced by the characters, *Delisa* provides a very clear example of these

principles. Therefore, the actual character education of students can be grown with film media, because by students seeing the film they see firsthand a good deed that they see and it is hoped that students will be able to imitate these behaviors. The principles contained in the movie Hafalan Shalat Delisa teach viewers how to choose a view of life. It is expected that readers can understand this fictional movie and become role models for elementary school children.

Suggestions in future research should be explored through case studies or descriptive research as well as solutions to improve student character in elementary schools.

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