

IMPLEMENTATION OF CHARACTER EDUCATION CULTIVATION THROUGH UWAIS ALQARNI CHARACTER FILM IN BANU THURAYYA KINDERGARTEN

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Abstract

Character education is an important aspect in children's personal formation. Good character includes not only academic knowledge, but also positive moral, ethical, and personality values. One effective way to instill character education in children is through the use of visual media, such as movies. The purpose of this study was to investigate the impact of the use of visual media, especially the film character Uwais Alqarni, in character learning in Banu Thurayya Kindergarten. This research will explore the extent to which the film is effective in shaping positive values, as well as identifying and detailing potential problems that arise in its application. The method used in this study is qualitative with a descriptive analysis approach. The results of this study show that the implementation of character education cultivation through the film character Uwais Alqarni in Banu Thurayya Kindergarten is an innovative and effective step. Through this approach, children can learn in a fun and interactive way, while gaining a deep understanding of the positive values in Islam. The influence of visual media, especially through the film character Uwais Alqarni, in character education in K TK Banu Thurayya brought a striking positive impact. The film provides an immersive visual portrayal of Islamic values and moral character, creating an immersive and meaningful learning experience for children. Through the appeal of visual stories, children not only gain knowledge about Islamic teachings, but also permeate these values through the behavioral model of the character Uwais Alqarni.

Keywords: Character Education, Uwais Alqarni Character Film, Banu Thurayya Kindergarten

INTRODUCTION

In this modern era, character education at the kindergarten level has a very crucial role in forming the moral foundation of children from an early age. One innovative approach used is the use of visual media, especially film. The film of Uwais Alqarni in Banu Thurayya Kindergarten is an interesting learning tool, presenting Islamic values in an

enthralling visual narrative. In this context, the introduction creates a solid foundation for understanding how film as a visual medium exerts a positive influence in shaping children's characters. Through films, children not only gain an understanding of Islamic values, but also engage emotionally, creatively, and interactively in the character learning process. By detailing the implementation aspects and impact of visual media in character education, we can better understand how Uwais Alqarni's film shaped the moral future of children in Banu Thurayya Kindergarten (Sutiyan et al., 2021).

Character education is an important aspect in children's personal formation. Good character includes not only academic knowledge, but also positive moral, ethical, and personality values. One effective way to instill character education in children is through the use of visual media, such as movies. Movies can be an interesting and effective means of teaching positive values to children. One of the figures that can be used as inspiration in the cultivation of character education is Uwais Alqarni. Uwais Alqarni is a figure known in Islamic history as a figure full of virtue, honesty, and sincerity. The implementation of character education through the film character Uwais Alqarni in Banu Thurayya Kindergarten can be a strategic step to shape children's characters from an early age (Nendar Deistyarini et al., 2022).

Character education at the kindergarten level has a very crucial role in shaping the moral foundation of children from an early age. However, amid the dynamics of contemporary society, the challenges in transmitting values of kindness and morality to children are increasingly complex. Children are exposed to a variety of influences from media, technology, and the surrounding environment that may not always support positive character building. Therefore, the introduction creates an important foundation for understanding that while visual media such as film can be an effective tool in shaping character, it also raises complex problems that must be addressed. It is important to realize that exposure to visual media content that is inappropriate or even contrary to the values of Islamic teachings can hinder the process of character education of children. Movies and television programs often present images that do not always reflect positive values, which can confuse or even undermine children's perceptions of morality. Therefore, media sources must be carefully selected to ensure that the message conveyed is in line with the objectives of character education (Nilawijaya, 2021).

In addition, parents' lack of understanding and awareness of the impact of visual media in children's character formation is also a serious problem. Limited time or lack of understanding of how to guide children in consuming healthy media content can hinder the effectiveness of character education. Parents need to be empowered with the information and skills to take an active role in supporting their children's character education at home. The use of visual media in character learning can also pose a risk of media addiction and lack of social interaction. Children who are too glued to screens can miss opportunities to interact directly with their peers, resulting in a lack of understanding of social values and togetherness (Astuti et al., 2022). Therefore, special attention is needed in designing the use of visual media to remain balanced with the needs of children's social interaction. Finally, the rapidly changing world demands constant adjustments in character education methods. The values and moral challenges faced by children today may be different from those of previous generations. Therefore, character education through visual media must be dynamic and responsive to changes in the environment, technology, and values that develop in society. In this complex context, character education through visual media, such as the character film *Uwais Alqarni*, in Banu Thurayya Kindergarten, requires a careful and holistic approach. There should be cooperation between educational institutions, parents, and communities to address emerging issues and ensure that the use of visual media has a profound positive impact on children's character building (Payuyasa et al., 2020).

This study aims to investigate the impact of the use of visual media, especially the character film *Uwais Alqarni*, in character learning in Banu Thurayya Kindergarten. This research will explore the extent to which the film is effective in shaping positive values, as well as identifying and detailing potential problems that arise in its application. In addition, this study also aims to formulate recommendations and appropriate solutions to overcome these problems, as well as improve the effectiveness of character education through visual media at the kindergarten level.

METHODS

The method used in this study is qualitative with a descriptive analysis approach. Qualitative research, which is as follows: 1. Natural environment as a direct source of data. 2. Humans are the main instrument of data collection. 3. Data analysis is carried out inductively. Qualitative descriptive research method is a method used by researchers to find

knowledge or theory of research at a certain time. The method applied in this study is qualitative descriptive method (Sugiyono, 2018). Primary data is a data source that directly provides data to data collectors. The type of research used is a case study. The thing that will be researched in this study is about the cultivation of characters through the film Uwais al Qarni in children aged 3-4 years. This research was conducted at Banu Thurayya Kindergarten which is addressed at Pekalongan village RT 04 RW 02, Batealit District, Jepara Regency, Central Java. This study was conducted from December 24 to January 10, 2024.

RESULTS

Increased Awareness of Positive Values

Through the use of Uwais Alqarni's film, it can be seen that there is an increase in children's awareness of positive values such as honesty, patience, and courage. They can identify positive behaviors in their daily lives and begin to implement them as shown in the following table:

Table 1. Increasing Awareness of Positive Values through the Implementation of Uwais Alqarni's Film at Banu Thurayya Kindergarten

Aspects of Positive Values	Initial Observations	Results After Implementation
Honesty	Some children do not understand the importance of honesty.	Children begin to identify and value honesty in everyday interactions.
Patience	The level of patience varies, some children lack patience.	There is increased patience in completing tasks and facing challenges.
Courage	Fear or unwillingness in the face of novelty.	Children show improvement in facing fears and trying new things.
Sincerity	Lack of understanding of the concept of sincerity.	Increased awareness about the meaning of sincerity and the importance of selfless kindness.

Source: Researchers' Observations

The implementation of the film Uwais Alqarni has had a positive impact on the awareness of children's positive values. The emphasis on Uwais Alqarni's character helps children understand and internalize the values of honesty, patience, courage, and sincerity.

The observations showed positive changes in children's behavior, indicating an increased awareness of positive values. Continued efforts are needed in character building to ensure consistency in increasing awareness of positive values in children. Periodic evaluations are needed to monitor the development of awareness of positive values and identify areas that need further attention. Collaboration between teachers, parents, and the environment around children is the key to success in raising awareness of positive values in Banu Thurayya Kindergarten. Involve parents in strengthening the implementation of positive values at home. Apply creative and interactive teaching methods to strengthen the understanding of these values. Conduct extracurricular activities or positive values-based projects to deepen children's experiences (Ramdhani, 2017).

Development of Empathy and Social Engagement:

Uwais Alqarni's film helps increase children's empathy for other people's conditions and feelings. This is reflected in their social interactions, where children become more caring and helpful to each other.

Table 2. Development of Empathy and Social Involvement through the Implementation of Uwais Alqarni's Film at Banu Thurayya Kindergarten

Aspects of Empathy and Social Engagement	Initial Observations	Results After Implementation
Understanding Emotions	Children are less sensitive to the feelings of others.	Increased ability of children to understand and perceive the feelings of others.
Social Engagement	There are some children who tend to be closed and less active in interacting.	Children showed increased social engagement, more actively communicating and collaborating.
Care for Others	Lack of expression of concern for the circumstances or feelings of their friends.	The emergence of a caring attitude and a desire to help friends in difficulties.
Willingness to Share	Limitations in sharing and working together in groups.	Increased in willingness to share, cooperate, and support one another.

Source: Researchers' Observations

The implementation of Uwais Alqarni's film has had a positive impact on the development of empathy and social engagement of children. The character of Uwais Alqarni who cares for others shapes the mindset of children to better understand and

perceive the feelings of others. The observations showed positive changes in children's social behavior, signaling an increase in social engagement and empathy (Maftuh, n.d.). Increased social engagement can support cooperative learning in the classroom and create a more inclusive environment. And Integrate social activities and collaborative projects in the curriculum to strengthen social engagement. Encourage children to share experiences and stories, building a sense of community and solidarity. Involve parents in social activities to support the development of empathy and social engagement outside the school environment. A continuous and structured approach to developing empathy and social engagement is essential. Periodic evaluations and open communication between teachers, parents and children can ensure the continuity of positive development in this aspect.

Strengthening Islamic Identity:

Banu Thurayya Kindergarten can use the film Uwais Alqarni as a means to strengthen Islamic identity in children. Portraying Islamic values in the daily lives of Uwais Alqarni characters can help children understand and internalize Islamic teachings in a fun and engaging way.

Table 3. Strengthening Islamic Identity through the Implementation of Uwais Alqarni's Film at Banu Thurayya Kindergarten

Aspects of Strengthening Islamic Identity	Initial Observations	Results After Implementation
Understanding Islamic Values	Children's limited knowledge of the teachings of Islam.	Increased understanding and internalization of Islamic values in daily life.
Introduction to Islamic Figures	Lack of knowledge of Islamic figures.	Better awareness and introduction to Islamic figures, especially Uwais Alqarni.
Islamic Daily Practices	Lack of implementation of Islamic teachings in daily activities.	Children begin to integrate Islamic values in their daily actions.
Muslim Identity Awareness	Lack of awareness of identity as a Muslim.	The emergence of awareness of Muslim identity and pride in the teachings of Islam.

Source: Researchers' Observations

The implementation of the film Uwais Alqarni has succeeded in having a positive impact in strengthening children's Islamic identity. A focus on Islamic values and figures increases children's knowledge and understanding of Islamic teachings. The observations showed positive changes in the children's daily actions that reflected the recognition and practice of Islamic values. A growing awareness of Muslim identity can help form a strong and strong personality based on the teachings of Islam. The recommendations include arranging extracurricular activities or Islamic-based thematic projects to deepen understanding of Islamic values. Build a classroom environment that supports Islamic daily practices, for example by making time for prayer and other Islamic activities and involving parents in activities that reinforce children's Islamic identity outside the school environment. The development of Islamic identity must be continuous and continuous. Cooperation between teachers, parents, and the school community is essential to ensure that children continue to develop their Islamic identity with pride and understanding. Regular evaluations are necessary to measure progress and identify areas that require further attention (Prime, 2018).

Stimulation of Creativity and Imagination:

Movies can stimulate children's creativity and imagination. By presenting the inspiring story of Uwais Alqarni in visual form, Banu Thurayya Kindergarten can provide an interesting and immersive learning experience for children, so that they can develop their imagination and creativity.

Table 4. Increasing Creativity and Imagination through the Implementation of Uwais Alqarni's Film at Banu Thurayya Kindergarten

Aspects of Increasing Creativity and Imagination	Initial Observations	Results After Implementation
Ability to Imagine	Some children have limitations in developing creative ideas.	Improving children's ability to explore and develop creative ideas.
Expression of Creativity	There is variation in children's levels of creative expression.	Children begin to show diverse expressions of creativity, whether through visual art, storytelling, or imagination-based play.
Participation in Creative Projects	Lack of participation in creative projects that require creative thinking.	The increased participation of children in creative projects, shows their interest and dedication in developing imagination.

Aspects of Increasing Creativity and Imagination	Initial Observations	Results After Implementation
Innovation in Learning	Lack of innovation in the way children approach tasks or problems.	There has been an increase in children's innovative approaches to learning and problem-solving tasks.

Source: Researchers' Observations

The implementation of the character Uwais Alqarni through film has helped increase children's creativity and imagination. Increased ability to imagine and expression of creativity creates an environment where children feel allowed to express freely. More active participation in creative projects indicates increased interest and motivation. Innovations in learning approaches illustrate progress in the way children approach tasks and challenges (Fajri & Mirsal, 2021). Implement diverse creative projects to continuously stimulate children's imagination. Integrate art, storytelling, and imagination-based play into the curriculum. Encourage collaboration among children in developing creative ideas together. Regular evaluation of the results of creative projects and the development of children's imagination needs to be done to ensure that they continue to develop and get challenges that match their level of creativity. Support and praise for children's creative endeavors are key in supporting this development.

After watching the film, Banu Thurayya Kindergarten can hold a discussion and reflection session with the children. This provides an opportunity for teachers and children to share their views, understandings, and experiences regarding the values learned from the character Uwais Alqarni.

Table 5. Discussion and Reflection Through the Implementation of Uwais Alqarni's Film at Banu Thurayya Kindergarten:

Aspects of Discussion and Reflection	Initial Observations	Results After Implementation
Group Discussion Activities	Lack of participation and contribution in group discussions.	Increased participation and contribution of children in group discussions related to the values learned from films.
Ability to Express Thoughts	Limited ability of children to express their thoughts and feelings.	Improvement of children's verbal ability in expressing their thoughts, ideas, and reflections.

Aspects of Discussion and Reflection	Initial Observations	Results After Implementation
Personal Reflection	Lack of habit to reflect on applied actions and values.	The emergence of the habit of brooding and permeating the values learned, especially after watching movies.
Teacher-Child Relationships in Discussion	Communication between teachers and children needs to be improved.	Increased open and mutually supportive relationships between teachers and children during discussion and reflection activities.

Source: Researchers' Observations

Discussion and reflection activities become more effective in discussing positive values through the film character Uwais Alqarni. Children showed improved communication skills and participated in group discussions, indicating a better understanding of the material. The emergence of the habit of personal rumination helps children internalize the values learned, form better self-reflection. Improved teacher-child relationships in the context of discussion and reflection create an environment that supports the exchange of ideas and understanding. Apply a variety of discussion methods to maintain children's level of engagement and activeness. Encourage students to reflect on personally and keep a reflection journal that records their personal development and the values they learn. Involve students in decision making related to discussion material so that they feel a sense of responsibility in their learning. Regular evaluations of the effectiveness of discussion and reflection activities are necessary to ensure that children continue to benefit maximally from this approach. Open collaboration and communication between teachers and children needs to be maintained to create an environment conducive to productive discussion and reflection.

DISCUSSION

The Influence of Visual Media in Character Education:

Film as a visual medium proves its positive impact in character education. Children tend to be more engaged and understand moral values when presented in the form of visual stories compared to conventional methods. The use of visual media, such as films, has a profound impact in shaping the character of children in Banu Thurayya Kindergarten. Through dynamic visual imagery and story appeal, Uwais Alqarni's character film provides

an effective means of bringing character values into children's lives. This visual appeal plays a crucial role in capturing children's attention and making the learning process more interesting. Films provide models of positive behavior in the form of images, allowing children to observe and understand how characters like Uwais Alqarni deal with situations and make moral decisions (Nilamsari et al., 2023).

In addition, the film gives a strong emotional dimension. Children can feel the emotions of the characters in the story, build empathy, and understand the feelings of others. This creates a more well-rounded learning experience, associating character values with emotional experiences that can remain in children's memories. By stimulating visual literacy, films also help children develop image interpretation skills and understand visual context, skills that are useful in understanding the world around them. More than just the delivery of information, movies create real-life simulations and teach children how to deal with moral challenges. Films allow children to see the consequences of certain actions, stimulate in-depth discussion and self-reflection. By stimulating creativity and imagination, movies give children the space to develop new ideas and put them into practice in everyday life. By using visual media wisely, Banu 'Thurayya Kindergarten can enrich children's learning experiences, conveying character values in a fun and immersive way. This approach not only strengthens character education, but also helps shape children into more aware, empathetic, and creative individuals in the face of life's challenges (Maunah, 2016).

Integration of Islamic Values in the Modern Context:

Through the film Uwais Alqarni, TK Banu 'Thurayya successfully integrates Islamic values into the modern context. Children can see how Islamic principles can be applied in their daily lives. The use of visual media, such as films, has a profound impact in shaping the character of children in Banu 'Thurayya Kindergarten, especially when integrating Islamic values in a modern context. The film of the character Uwais Alqarni is a window that brings the teachings of Islam to children as a whole. In an ever-evolving modern context, the film shows how Islamic values can be relevant and applicable in children's daily lives. This learning helps children understand that values such as honesty, patience, and courage not only apply to the past, but remain relevant and valuable in dealing with the dynamics of today's life (Hairunisa, Deni Setiawan, 2023).

The integration of Islamic values in the modern context also creates a deeper understanding of the interconnectedness between religious teachings and everyday reality.

Children learn that Islam is not just a set of rules or rituals, but rather a guide that gives direction to their way of life. Films facilitate dialogue and reflection on how these values can be actualized in their social interactions, school learning, and daily activities. Thus, film as a visual medium provides an opportunity for Banu Thurayya Kindergarten to teach Islamic values contextually and relevant to today's times. This integration not only forms a strong character based on religious principles, but also helps children build a deeper understanding of their Islamic identity in an ever-changing world (Rahmayanti et al., 2021).

The Role of Teachers in the Character Building Process

The use of visual media, especially the film character Uwais Alqarni, paved a wide path to shape the character of children in Banu Thurayya Kindergarten. This film not only presents an inspiring story, but also builds a bridge between Islamic values and the context of modern life. In this context, the role of the teacher becomes very important in guiding and guiding children through this character-building process. The teacher is not only a facilitator in watching the film, but also a guide who provides context and explains the deep meaning of the values contained in the story. By recognizing children's individual needs and levels of understanding, teachers can present film material in a way that is appropriate to their developmental level. Teachers also have a responsibility to stimulate discussion and reflection, opening up space for children to share their thoughts, questions, and experiences related to the values learned (Izzati, 2022).

The role of the teacher is not only limited to watching films, but involves continuity in supporting the implementation of character values in children's daily lives. Teachers can set concrete examples, provide challenges, and provide consistent support in developing positive behaviors based on Islamic teachings. Open communication between teachers and parents is also key in building mutually supportive partnerships to achieve common goals in the formation of children's character. Thus, teachers in Banu Thurayya Kindergarten play an integral role in organizing character education through visual media. They not only transfer knowledge, but also help shape children's character, guide them towards a deeper understanding of Islamic values, and provide a solid foundation for future moral and spiritual development. Teachers at Banu Thurayya Kindergarten have a key role in guiding children in the understanding and implementation of the values learned from the film. The teacher's activeness in discussing and stimulating reflection is important in the character building process (Wijaya, 2019).

Parent and Neighborhood Support:

The success of this implementation also depends on the support of parents and the environment around the children. Communication between teachers and parents needs to be improved so that positive values can be strengthened inside and outside the school environment. The use of visual media, especially the film character Uwais Alqarni, has a great positive impact in shaping the character of children in Banu Thurayya Kindergarten. However, the role of parents and the surrounding environment also plays an important role in supporting this character education process. Parents become irreplaceable partners in reinforcing the values that children derive from movies into everyday life. Parental support can involve discussions at home about the values learned from the film, stimulate children's questions, and provide real-life examples in the application of Islamic teachings. Collaboration between teachers and parents can reinforce the moral message conveyed by the film and create consistency in teaching character values (Andi Setiyawan & Arif Noor, 2021).

In addition, the surrounding environment, including peers and the community, also has a significant role in supporting character education. Through social interaction, children can practice the values they have learned and experience the positive impact of their involvement in character-based activities. A supportive environment will provide positive reinforcement for children's character development. Thus, the integration of character values through visual media is not only the responsibility of the school, but also requires close cooperation between parents and the surrounding environment. Consistent support from all parties will create a strong foundation for children to internalize character values, form a strong personality, and become a person who contributes positively to society (Princess et al., 2021).

Evaluation and Adjustment:

The implementation process needs to be evaluated periodically to ensure its effectiveness. If obstacles are found or need adjustment, Banu Thurayya Kindergarten must be willing to make changes so that character education can run better. The use of visual media, especially the film character Uwais Alqarni, has had a positive influence on the character formation of children in Banu Thurayya Kindergarten. However, to ensure sustainability and success in character education, a process of periodic evaluation and adjustment needs to be implemented. Evaluation is carried out to measure the extent to

which children have understood and applied character values learned through visual media. Assessment may involve teacher observation, group talks, or written assignments that ask children to reflect on their understanding of the values. The data obtained from this evaluation becomes the basis for making adjustments in the learning approach, both through improving teaching methods and adjusting the material (Wijaya, 2019).

In addition, involving parents in the evaluation process is also important. Feedback mechanisms from parents can provide additional insight into how character values are applied at home and help correct the gap between school and home contexts. Open discussion between teachers and parents can create mutual understanding and support holistic character development in children. The process of evaluation and adjustment is a vital step in ensuring that character education through visual media remains relevant and effective over time. With this cycle, Banu Thurayya Kindergarten can ensure that every child receives the necessary support to deeply internalize character values and apply them in various aspects of their lives. With these positive results and discussions, it can be concluded that the implementation of character education cultivation through the film of the character Uwais Alqarni in Banu Thurayya Kindergarten has made a significant contribution in shaping children's characters holistically. This approach not only educates intellectually, but also reinforces the moral and spiritual values on which children's personalities are based (Rizky Asrul Ananda et al., 2022).

CONCLUSION

The implementation of character education through the film character Uwais Alqarni in Banu Thurayya Kindergarten is an innovative and effective step. Through this approach, children can learn in a fun and interactive way, while gaining a deep understanding of the positive values in Islam. The influence of visual media, especially through the film character Uwais Alqarni, in character education at Banu Thurayya Kindergarten has had a striking positive impact. Thus, Banu Thurayya Kindergarten can play an active role in forming a generation that has strong and moral character. In integrating visual media, especially the character film Uwais Alqarni, in character education at Banu Thurayya Kindergarten, we see a significant positive impact. The film provides an immersive visual portrayal of Islamic values and moral character, creating an immersive and meaningful learning experience for children. Through the appeal of visual stories, children

not only gain knowledge about Islamic teachings, but also permeate these values through the behavioral model of the character Uwais Alqarni.

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