Utilization of Jumbo animated movie as a medium for moral learning

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Abstract:

This study explores the use of animated films as a medium for internalizing moral values in Islamic elementary schools, specifically focusing on the implementation of the animated film Jumbo at MIS Al-Huda Haurwangi, Cianjur. Using a qualitative case study approach, data were collected through observation, interviews, and documentation. The findings reveal that although the film was shown only once, it effectively engaged students and facilitated their understanding of moral values such as honesty, responsibility, politeness, and cooperation. Students demonstrated enthusiasm during the screening and were able to identify moral lessons through guided discussions led by the teacher. However, the study also highlights challenges, including limited technological infrastructure and the dependence on the teacher's ability to facilitate reflection. Despite its single-session implementation, the animated film proved to be a promising alternative for moral education, particularly for younger students who benefit from concrete visual examples. The research recommends enhancing multimedia facilities in madrasahs and providing teacher training to maximize the potential of digital media in character education. This study contributes to the growing body of literature on innovative pedagogical tools in Islamic education and underscores the importance of contextualizing digital media within traditional learning frameworks.

Keywords: animated film; character education; digital learning media

INTRODUCTION

Character building or morality is one of the main objectives in the Islamic education system, especially at the elementary level, such as Madrasah Ibtidaiyah (MI) (Wasehudin et al., 2024). Within the framework of Islamic education, morality does not only include the theoretical mastery of moral values, but rather the formation of real behavior that is in line with the teachings of the Qur'an and Sunnah as well as the noble values of the Indonesian nation (Komariah & Nihayah, 2023). Moral education aims to shape Muslim individuals who are faithful and pious, as well as become members of society who are noble, honest, trustworthy, patient, just, and have empathy for others (Warsah et al., 2024).

Understanding morals in this context is not sufficient merely to reach the stage of knowledge or memorization of what is good and bad, but must be manifested in the form of consistent and sincere daily actions (Balg, 2024). The process of moral formation involves internalizing values through role models (*uswah*), practicing good habits (tazkiyat al-nafs), and developing an awareness that every action will be held accountable before Allah SWT (Arcanita & Febriyarni, 2024). The process of internalizing these values requires an innovative approach, especially in facing the increasingly rapid development of the times and changes in the mindset of the younger generation (Paulson, 2024).

The development of information and communication technology has brought about significant changes in the world of education, including in the delivery of moral messages (Yu, 2022). Generation Z and Alpha, who grew up amidst the digital age, tend to absorb information more easily through visual and interactive media than through conventional methods (Šramová & Pavelka, 2023). This opens up opportunities for the use of digital-based learning media as an effective tool for conveying moral values (Naidoo, 2024). One form of media that holds great potential in this regard is animated film.

The animated film Jumbo (2025), directed by Ryan Adriandhy, is a local Indonesian fantasy production that offers a meaningful story with engaging visuals. Although this film is not specifically designed for formal educational environments, it contains a moral message relevant to Islamic moral values. At MIS Al-Huda Haurwangi, Cianjur, this film has been used as a learning medium for morals to strengthen students' understanding of values such as honesty, responsibility, empathy, and cooperation through a creative and engaging narrative.

The process of internalizing values is the transformation of values from external to internal within an individual, so that these values become part of their personality and daily behavior (Chong et al., 2024). In Islamic education, this process is not only cognitive but also affective and psychomotor, so a holistic delivery method that touches the emotional aspects of students is needed. Learning media plays a crucial role in accelerating the process of understanding abstract concepts, including moral values (Railton, 2017). Audiovisual media such as animated films are easier for children to understand because they present information visually, dynamically, and interactively (Tawil & Dahlan, 2021). Furthermore, animated films can create a strong imagination and touch the emotional aspects of students, making moral messages more easily accepted.

Animated films have been widely used in education as a thematic learning medium (N. N. S. Rahayu et al., 2024). Animation has the ability to simplify complex concepts into more engaging and understandable concepts (Lowe & Boucheix, 2016). This is particularly suitable for elementary school students who are still in the concrete operational stage according to Piaget's developmental theory.

Several studies related to the use of animation media in character education include research by Ani Nur Aeni et al., who explained that the use of animated videos based on the Renderforest application as an interactive learning medium has significant potential for integrating character values into the teaching and learning process. In addition to making it easier for educators to deliver material visually and engagingly, the use of animated videos can convey moral messages such as honesty, responsibility, or empathy through engaging narratives and visuals (Nur Aeni et al., 2022).

Furthermore, research by Nilna Azizatus Shofiyyah et al. explains that Islamic Religious Education (IRE) learning on the Pillars of Islam using media and visualization can help students with intellectual disabilities understand the material contextually, while also addressing the cost of media access. The success of the learning is evident from the average student score (80), exceeding the Minimum Completion Criteria (KKM) (75), demonstrating the effectiveness of animated media in improving the understanding of religious concepts for students with special needs (Shofiyyah et al., 2020). Then, research by Corina Rahayu and Robie Fanreza showed that the use of animated videos in the learning process was effective in meeting the Minimum Completion Criteria (KKM) set by educational institutions, while also providing a significant contribution in improving students' understanding of ethical and moral principles contextually (C. Rahayu & Fanreza, 2024).

However, although several studies have discussed the use of animated media in character learning, not many have specifically examined its application in moral learning in madrasas. Some studies generally focus on public schools or use a secular approach. Therefore, this study aims to fill this gap by examining how Islamic-based animated film media can be used effectively in the formal educational environment of MI. This is the research gap of this study. Therefore, this study aims to examine in depth how the animated film Jumbo is applied in the moral learning process at MIS Al-Huda Haurwangi, Cianjur; what moral values are successfully internalized by students; and how teachers and students respond to the use of animated media as an innovative and meaningful learning tool.

METHOD

This research uses a qualitative approach with a case study type (Cole, 2024), conducted at the Al-Huda Haurwangi Private Elementary School (MIS), Cianjur Regency. This approach was chosen because it aims to describe in depth the process of internalizing moral values through the Jumbo animated film media in the context of learning at the madrasa. The research subjects consisted of the Morals subject teacher and a number of sixth-grade students who participated in the learning activities using the animated film. The selection of subjects was carried out purposively, meaning that the researcher chose individuals who were considered to have direct and relevant experience with the phenomenon being studied, namely the process of internalizing moral values through animated films.

Data collection was conducted through three main techniques: observation, interviews, and documentation. Observations were conducted to directly observe the situation and dynamics during the screening of the animated film "Jumbo," including student responses, interactions between students, and how the teacher conveyed the film's moral message. Furthermore, the researcher conducted in-depth interviews with both teachers and several students to gain their perspectives on the use of film as a medium for moral learning. These interviews helped the researcher understand how students perceive the values conveyed through the film's story (Rahman, 2025; Taquette et al., 2022). To increase data validity, researchers implemented data triangulation, which involves comparing information obtained from various sources, including observations, interview transcripts, and written documents. This allowed researchers to validate the findings, making them more objective and credible (Silverman, 2015). The data analysis process was carried out in stages throughout the research.

RESULTS AND DISCUSSION

Utilizing animated films as media for moral education

The use of the animated film Jumbo at MIS Al-Huda Haurwangi was implemented in a single meeting as part of the learning activities for the subject of Morals. Although the implementation was not repeated, this activity demonstrated an innovative effort by the teacher in conveying moral material through a more enjoyable and contextual approach. This strategy demonstrates a pedagogical awareness that the delivery of moral values does not always have to be verbal and theoretical, but can be packaged through audiovisual media that is closer to the students' everyday world (Rios-Atehortua et al., 2024).

This activity is designed with a systematic flow. Before the film screening, the teacher provides a brief introduction to the moral values being studied, such as honesty, responsibility, courtesy, and cooperation. Providing this initial context is important for building students' thinking frameworks, allowing them to focus on observing the moral aspects depicted in the film (Reisz, 2024). After the introduction was finished, the Jumbo film was shown in front of all the students in a class atmosphere that was made as comfortable as possible so that they could absorb the contents of the story in its entirety.

Based on observations during the activity, students' responses were very positive. Their enthusiasm was evident in their facial expressions, active sitting posture, and spontaneous comments that emerged while watching certain scenes. Some students appeared emotionally engaged, for example, when the main character, Jumbo, faced a moral dilemma. They not only enjoyed the storyline but also demonstrated the ability to identify the good and bad actions taken by the characters in the film. This indicates that the film screening was able to stimulate empathy and activate students' critical thinking processes regarding moral messages (Rueb et al., 2024).

After the film ended, the teacher did not immediately close the activity but continued with a discussion and reflection session. In this session, the teacher facilitated students' understanding of the moral values presented in the story. Although most students used simple language, they were able to provide concrete examples of values such as honesty, helping each other, and the importance of apologizing when making mistakes. The interaction in

this discussion is one indicator that learning morals through film can actively awaken students' moral awareness (Rahma et al., 2024).

Interviews conducted with the morals teacher reinforced the observation findings. The teacher stated that the film *Jumbo* was chosen for its straightforward narrative, engaging visuals, and characters and conflicts relevant to children's lives. In his statement, the teacher stated that animated films like this can bridge abstract moral theories with real-life behaviors that students can emulate. He also emphasized that audiovisual media is more easily remembered by students because it provides a multisensory learning experience that simultaneously involves sight, hearing, and emotion.

From the students' perspective, the experience of watching this film left a deep impression. In interviews, several students stated that the story *Jumbo* is not only entertaining, but it also teaches important values such as honesty, the courage to apologize, and the importance of helping each other in friendship. They found the viewing experience more enjoyable than simply listening to a lecture or reading a textbook. Some students even related the characters' experiences to situations they had experienced, indicating that the film's moral message successfully stimulated personal reflection (Syifa et al., 2025).

Documentation of the activity, including photographs, teacher notes, and student discussions, demonstrated that the film screening provided a meaningful learning environment. The teacher recorded students' questions during the discussion and recorded their responses to the story. These notes were then used to evaluate the film's effectiveness in conveying moral values and as a basis for designing similar activities in the future.

Although this activity was only conducted once and has not yet become part of the routine learning method, the findings of this study provide an initial indication that animated films have great potential as a medium for moral learning. With the right approach, films can be an effective tool in internalizing moral values in students. In the context of elementary education, where learning experiences still rely heavily on concrete and visual materials, media such as animated films *Jumbo*, provide fresh, communicative, and adaptive alternatives to children's learning styles (McDougal et al., 2023).

Thus, the use of film *Jumbo* in moral learning at MIS Al-Huda Haurwangi, the students have succeeded in creating a lively, participatory, and reflective learning environment. Although a small-scale experiment, the results show that moral learning through film not only facilitates students' understanding of moral concepts but also helps them experience and internalize these values in real-life contexts. These findings open up space for the development of more creative and experience-based moral learning strategies, which ultimately support the achievement of the overall goals of character education.

Effectiveness of animated film *Jumbo* as moral learning media

The results of the study show that the animated film *Jumbo*, even when played only once during a learning activity, has been proven to capture students' attention and help them understand and internalize moral values such as honesty, responsibility, courtesy, and cooperation. This effectiveness can be further understood through several important aspects related to the characteristics of audiovisual media, student emotional engagement, and the teacher's active role in the reflective learning process (Galatsopoulou et al., 2022).

One of the main aspects that explains the effectiveness of the animated film *Jumbo* is the key to moral learning lies in the power of visualization and narrative offered by the media. Animated films have the advantage of conveying moral messages concretely through visuals and easy-to-follow storylines, especially for elementary school-aged students who are still at the concrete operational cognitive development stage (Kravel-Tovi, 2023). In this context, multimodal learning theory becomes relevant. This theory emphasizes that combining various modalities, such as visual, audio, and kinesthetic, in learning can improve students' understanding of abstract concepts (Jabeen et al., 2023). *Jumbo* effectively combines visual and narrative elements to convey moral messages. For example, when the character Jumbo is shown experiencing a moral dilemma, admitting his mistakes, or helping his friend, students not only hear the message but also see firsthand how these behaviors are manifested through the characters and scenes in the film. This visualization makes moral messages easier to understand and remember.

In addition, the power of animated films *Jumbo* the power of filmmaking also lies in their ability to create emotional engagement with the audience, especially children. In this study, students' emotional engagement was highly visible while watching the film. They exhibited spontaneous reactions, such as laughter, surprise, and even sadness, indicating an emotional connection to the story and characters. (Negrão et al., 2022) explain that emotional engagement plays a crucial role in the learning process, as emotions can strengthen memories and deepen the meaning of the information received. Furthermore, character identification theory asserts that when

students feel connected to a fictional character and experience the same emotions as that character, they are more likely to imitate the positive behaviors displayed (Szolin et al., 2023). In this case, *Jumbo,* the students' emotional involvement is evident when they feel Jumbo's sadness when he makes a mistake, or their happiness when Jumbo is helped by his friends. This involvement not only makes the viewing experience enjoyable but also strengthens the students' understanding of the values depicted in the film.

Film effectiveness *Jumbo* as a medium for moral learning, the teacher's role in facilitating the post-film reflection process is also inseparable. Although this activity is only carried out once, the teacher does not leave students passive after the film is finished. Instead, the teacher becomes a facilitator who guides students in the reflective process through class discussions. In these discussions, students are invited to cite examples of good behavior they see in the film and relate them to real-life situations in their daily lives, such as at home, at school, or in social interactions with friends. The reflective learning model states that learning experiences will be more meaningful if students are given space to rethink, evaluate, and draw their own conclusions about the values they have experienced (Holdo, 2023). Through this approach, teachers successfully strengthen students' understanding of the moral concepts they previously witnessed in the film, while simultaneously instilling a deeper moral awareness (Hébert, 2015).

Additionally, teacher documentation of activities, such as recording student responses, questions raised during discussions, and student impressions after watching, provides important data demonstrating students' active involvement in the learning process. These records are not only useful as an evaluation tool but also reflect students' genuine understanding of the moral values displayed. Some students were even able to relate the film's story to their personal experiences, such as admitting mistakes to parents, helping friends in difficulty, or demonstrating politeness in interactions. This demonstrates that learning based on visual and emotional experiences can bridge abstract moral concepts with real-life practices (Rahmawati et al., 2022).

One indicator of the success of learning media is long-term memory of the material that has been learned. In the context of the film *Jumbo,* students demonstrated the ability to recall key scenes from the film and explain the moral values contained within it, even though the screening was only performed once. This demonstrates the effectiveness of the internalization of values facilitated by the power of visual narrative (Nikulina et al., 2024). Compared to conventional methods such as lectures or reading textbooks, animated films have the advantage of creating a more lively and interactive learning environment (Barut Tugtekin & Dursun, 2022). With this approach, students become not merely passive listeners but active participants, cognitively and affectively involved in the learning process.

The limited time required for this activity did not diminish the quality of the learning process. In fact, the success of this activity demonstrated that a single, effectively and meaningfully designed learning session can significantly impact students' understanding and attitudes (Trust et al., 2023). Therefore, such activities have the potential to be incorporated into a broader and more sustainable approach to moral learning. Teachers can develop film-based learning programs as a complement to existing learning methods. They should not be limited to films. *Jumbo* However, various other animated films that are full of moral messages can be used as alternative learning sources that are interesting and relevant to children's psychological development (Malik & Saini, 2025).

In the context of character education in elementary schools, a learning approach based on real-life experiences and contexts relevant to students' lives is essential. Children understand moral values more easily when presented in the form of stories or events they recognize, rather than abstract concepts that are difficult to grasp (Adwiah et al., 2023). Therefore, animated films like *Jumbo* are a highly suitable medium for these needs. In addition to presenting moral messages, films also provide a space for students to explore emotions, develop empathy, and enhance critical thinking skills through discussion and reflection.

From a practical perspective, the use of animated films also makes it easier for teachers to design creative and non-monotonous learning. Teachers don't always have to deliver material verbally or through lectures, but can incorporate more engaging visual media. This undoubtedly has an impact on increasing student motivation. When students feel happy and engaged in the learning process, the potential for internalizing the values taught is greater (Tambak et al., 2021). In the long term, this approach can support schools' efforts to build strong student character, not only in terms of knowledge but also in attitudes and behavior.

Taking all these aspects into consideration, the animated film *Jumbo* has high effectiveness as a medium for moral learning. The success of this medium lies in its ability to present moral messages in a concrete and engaging manner, creating emotional student engagement, and is supported by the teacher's active role in the process of reflection and value reinforcement (Cholifah, 2024). Although implemented only once, the impact is quite significant on students' moral understanding and attitudes. This illustrates that in moral education, the

quality of learning is more important than quantity (Pring, 2021). With the right approach, even a single meeting can be very meaningful and have a long-lasting impact on students' character development.

These findings also open up opportunities for further research on the use of film in moral education, both in terms of long-term effectiveness, its influence on student behavior change, and its integration into a more systematic curriculum. Furthermore, it is important to consider school support in providing adequate facilities and resources so that media-based learning like this can continue to develop (Kariadi et al., 2021). Ultimately, effective moral education requires collaboration between methods, media, and learning facilitators capable of creating learning experiences that engage students' minds, hearts, and actions holistically.

Relevance to child development theory and Islamic education

The use of animated films *Jumbo,* as a medium for moral learning at MIS Al-Huda Haurwangi strongly aligns with child development theory and Islamic educational principles. The use of this audiovisual strategy is not merely a technical innovation, but rather a pedagogical approach rooted in a deep understanding of student developmental characteristics and an integral approach to Islamic education (Ismail & Shazwan, 2024).

First, viewed from the perspective of the theory of cognitive development of children, elementary school students aged around 6 to 12 years are in the concrete operational stage (Piaget, 2008). At this stage, children begin to be able to think logically about concrete objects and events, but still have difficulty understanding abstract concepts without the aid of visual representations or real-life experiences. In this context, the animated film *Jumbo* is a highly suitable medium because it presents moral values in the form of concrete and easy-to-understand visual stories. Children not only hear about the importance of responsibility or honesty, but also see direct examples of these behaviors through the actions of the characters in the film. For example, when Jumbo consciously cleans up the trash he carelessly throws, the scene presents a concrete representation of responsible behavior. This kind of visualization helps connect moral concepts with actual behavior, making them easier for students to understand and internalize.

Not only that, but the use of animated films also supports the symbolic thinking process that begins to develop at this age. *Jumbo* Animal characters are used to represent humans with all their moral values and conflicts. Children at this stage begin to understand simple symbols and metaphors, allowing them to grasp the moral meaning of a story even if the characters are not human. This reinforces the idea that moral values can be taught not only literally, but also through narrative media involving simple yet meaningful symbolism (Boakye-Yiadom et al., 2025).

Second, from an Islamic educational perspective, the process of internalizing moral values encompasses not only the cognitive aspect (understanding values) but also the affective aspect (appreciating values) and psychomotor aspect (applying values in action) (Mukh et al., 2021). This approach is known as a holistic approach to moral education. This approach is known as a holistic approach to moral education. Effective Islamic education is one that addresses these three domains in a balanced manner. In the context of the film *Jumbo* the cognitive domain is achieved through narrative and dialogue between characters that explicitly convey moral messages (Ma`arif et al., 2024). Students learn that littering is wrong and that helping a friend is a good deed.

Meanwhile, the affective domain is touched upon when students share the emotions experienced by the characters in the film. When Jumbo feels guilty for causing trouble, or when he feels happy after doing something good, the children share those emotions. This sense of empathy is an important part of moral education because it helps students develop a sensitivity to moral values in everyday life (Xie et al., 2023). In the film *Jumbo,* this emotional involvement arises naturally because the storyline is close to children's experiences and is delivered in a fun format.

The psychomotor domain is then manifested in reflective activities carried out after the film (Abbasi et al., 2023). The teacher invites students to discuss, ask questions, and provide opinions about what they saw and learned from the film. This activity encourages students not only to understand and feel moral values but also to express them in everyday behavior and decisions. In some cases, students even expressed their desire to emulate the positive behavior of the characters in the film. This demonstrates that the process of internalizing values does not stop at intellectual understanding but develops into habits and action orientation.

In Islamic education, the exemplary-based approach (*uswah hasanah*) is the main method in learning morals (Supriatin et al., 2025). Animated films like Jumbo provide a visual and enjoyable role model for students. The role models depicted in the films reinforce the moral messages conveyed by teachers and the school environment. Furthermore, the use of film as a teaching medium also reflects the Islamic principle of tadabbur, or reflection, where students are encouraged to contemplate events, occurrences, and narratives as a learning tool.

The connection between film media and Islamic educational principles can also be seen from a contextual approach. Islamic education emphasizes that learning must be relevant to the realities of students' lives. Moral values cannot be conveyed merely as dogma but must be linked to students' concrete experiences (Sahin, 2021). In this regard, the story in the film *Jumbo* presents situations close to children's lives, such as friendship, conflict, guilt, and acts of mutual assistance. In this way, students learn morals not only theoretically but also through narrative experiences that reflect their everyday lives.

More than that, this activity also shows the importance of the teacher's role as a facilitator who is able to utilize the media in a creative and meaningful way. The teacher does not just play the film and let the students watch, but also instructs them to observe, reflect, discuss, and relate the values in the film to real life. Within the framework of Islamic education, the teacher's role is not only as a material deliverer, but also as a spiritual guide who instills the values of life in every learning process (Kasim & Yusoff, 2014).

The relevance of this approach is further strengthened when we consider the importance of character education in today's context. Amid the challenges of globalization, the unstoppable flow of information, and the crisis of role models in social life, contextual moral education has become extremely urgent (Rasheed, 2023). Animated films like *Jumbo* provide a fresh alternative for reaching students' hearts and minds more effectively. The moral values taught don't feel preachy, but are presented through touching and inspiring stories.

Ultimately, the success of using film *Jumbo* The success of moral learning is not only determined by the quality of the film itself, but also by how the teacher designs a comprehensive learning experience. By referring to child development theory and Islamic educational principles, this activity can serve as a model for implementing values-based learning media that are adaptive to the needs of the times and remain rooted in the noble values of Islamic education (Purwowidodo & Zaini, 2024). Therefore, this approach is highly worthy of further development and serves as inspiration in designing relevant, enjoyable, and meaningful moral learning strategies.

Challenges and limitations of implementing animated film media in moral learning

Although the method has shown great potential in conveying moral values to elementary school students, the implementation of this method at MIS Al-Huda Haurwangi is not without challenges and limitations. Various aspects, ranging from the duration of implementation to the readiness of infrastructure and human resources, are important factors influencing the effectiveness of this approach. The use of audiovisual media in educational contexts is indeed promising, but it also requires a mature learning design, adequate technical support, and an active and reflective teacher role (Nicolaou et al., 2019). Therefore, this discussion focuses on three main challenges that arise in the implementation of animated film-based moral learning in elementary schools: limitations in duration and frequency, limitations in technological infrastructure, and dependence on the role of teachers.

One of the most fundamental obstacles in implementing animated films *is Jumbo* limitation of the program as a medium for moral learning, which is its limited duration and frequency. This activity is only performed once per learning session, without any systematic continuity or follow-up. However, based on the theory of character formation developed by Thomas Lickona, internalization of moral values cannot occur instantly (Arif et al., 2023). This process requires repetition, reinforcement, and habit formation within a conducive educational environment.

In this context, the film *Jumbo* can instantly capture students' attention and emotions, but the effects tend to be temporary. Without a mechanism for habituation and ongoing reflection, values such as honesty, cooperation, responsibility, or manners displayed in films risk becoming mere spectacle without shaping real behavior. Several recent studies emphasize the importance of reinforcement through repeated approaches in character education (Liu et al., 2021). Films or audiovisual media should not stand alone but should be part of a series of mutually supportive learning strategies.

The teachers involved in this activity also admitted that the film *Jumbo* is more suitable as an incidental tool to introduce moral values, rather than as the primary medium in a long-term character-building program. This activity is considered capable of stimulating discussion and initial reflection, but is not sufficient to form deep-rooted moral thought patterns and habits. Therefore, an evaluation is needed regarding how film media can be integrated into the curriculum more systematically, including the development of follow-up programs such as reflection projects, values-based assignments, and moral journals that can extend students' learning process beyond the classroom.

Another significant challenge is the limited technological facilities at MIS Al-Huda Haurwangi. As an elementary school located in a resource-constrained area, the availability of supporting equipment such as projectors, high-quality speakers, presentation screens, and other audio-visual systems remains very limited. In practice, the film Jumbo, the projector's image quality was suboptimal, and the audio system was sometimes unclear to all students.

As a result, the viewing experience was less than fully immersive, and some important visual messages and dialogue were not conveyed effectively.

This situation certainly has a direct impact on the effectiveness of learning. The moral message that should be captured through the characters' expressions, soundtrack, and film narration becomes less powerful due to technical glitches. Research conducted by (Shofiyyah et al., 2020) shows that the quality of learning media plays a significant role in shaping students' perceptions and understanding of the material presented. If the media used lacks good audio-visual quality, students' absorption will be reduced, especially for affective material that requires an emotional touch, such as moral values and ethics.

In this context, improving multimedia infrastructure is an urgent need if the film-based approach is to continue to develop. Schools need to collaborate with external parties, such as education offices, private institutions, or educational communities concerned with the development of technology-based learning (Zhuang & Zhou, 2023). Furthermore, alternative approaches such as borrowing devices, leveraging community resources, or integrating with school digitalization programs should also be considered as short-term solutions.

The third aspect that poses a challenge in implementing animated films as a medium for moral learning is the high reliance on the role of the teacher. In values-based learning, the teacher functions not only as a conveyor of information, but also as a facilitator, discussion moderator, and value instiller (Welch, 2013). In the case of animated films, *Jumbo,* the success of the activity depends heavily on the teacher's ability to guide students before, during, and after the film screening. Teachers who are able to connect the storyline to relevant values, provide reflective questions, and manage discussions effectively will be more successful in guiding students toward deeper moral understanding (Lesnefsky et al., 2025).

However, not all teachers possess adequate pedagogical skills to effectively carry out this role. Some common challenges include a lack of training in the use of innovative media, limited experience in managing moral discussions, and limited time for in-depth reflection in the classroom. As (Nocetti et al., 2020), noted, the success of character education is greatly influenced by teachers' readiness to carry out reflective and dialogical pedagogical functions.

In practice, the teacher at MIS Al-Huda Haurwangi who led this activity demonstrated commitment and creativity in presenting the learning. She was able to create an interactive and enjoyable atmosphere, eliciting student responses with open-ended questions and guiding them to see the connection between the film's story and everyday life. However, this situation may not be easily replicated by other teachers who do not yet possess similar competencies. Therefore, it is important to provide regular training for teachers in developing media-based learning approaches, including techniques for facilitating moral discussions, the use of narrative in teaching, and affective evaluation strategies (Knaus, 2023).

These three challenges demonstrate that while animated film holds significant potential for moral education, its implementation still requires a supportive ecosystem. Providing engaging visuals is not enough; it must also be supported by appropriate technological tools, adequate teacher skills, and a learning system capable of providing continuous value reinforcement. Without these, this approach risks fragmenting the learning experience, with students receiving only fleeting impressions without a deep internalization process.

Moral education is not simply about transferring knowledge, but about developing a holistic character. Therefore, the approach used must encompass cognitive, affective, and conative elements in an integrated manner. While it can certainly engage students' affective aspects, without proper guidance and ongoing activities, the results will be suboptimal. A learning model is needed that integrates creative media with reflective, participatory activities based on students' real experiences.

Furthermore, the results of this study can serve as a basis for developing a more contextual and values-based curriculum. A curriculum that not only focuses on cognitive achievement but also considers aspects of character development using methods relevant to current developments. Animation media, as a popular cultural product favored by children, has great potential as an educational tool if selected and utilized appropriately (Kathuria, 2022). However, it is important to recognize that film is only a tool, not an end in itself. What matters most is how the media is used meaningfully within the broader educational process.

CONCLUSION

Based on the results of research conducted at MIS Al-Huda Haurwangi, Cianjur, it can be concluded that the animated film Jumbo has positive potential as an interesting and effective medium for learning morals. Through dynamic visuals and simple narratives, this film successfully conveys values such as honesty, responsibility, courtesy, and cooperation to sixth-grade students. The students' enthusiasm during the activity shows that the

animated media is able to attract their attention more than conventional learning methods, such as lectures or discussions, without supporting media.

Teachers played a key role in reinforcing the film's moral message through post-screening discussions, helping students relate the examples of behavior in the film to real-life contexts. Although this was a one-off implementation and has not yet become a routine activity, these results demonstrate that animated films can be an innovative alternative in moral education, especially for students who understand concepts more easily through concrete visualizations. However, limitations in technological infrastructure and reliance on teachers' ability to facilitate reflection are challenges that need to be addressed to improve the effectiveness of this medium in the future.

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