

Transforming Islamic Learning into Digital Edutainment: YouTube Education for Elementary School-Aged Children

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Abstract

The rapid development of digital media has transformed the landscape of Islamic education, particularly for elementary school-aged children. This study aims to examine how YouTube channels, specifically *Nussa Official* and *Riko the Series*, function as alternative media for delivering basic Islamic education. Using a qualitative content analysis approach based on Krippendorff and interpreted through Miguel Sabido's entertainment-education framework, this research analyzes the structure, narratives, and thematic patterns within the content of both channels. The findings reveal that these animated videos integrate educational and entertainment elements to convey religious values in an engaging and accessible manner. The narratives predominantly employ transitional characters, allowing children to learn through processes of transformation from not knowing to knowing, and from inappropriate to appropriate behavior, rather than through rigid moral dichotomies. Furthermore, the content consistently embeds core Islamic teachings (aqidah, syariat, and akhlak) within everyday contexts, making them relatable and practical for young audiences. The open nature of digital platforms, including interactive features and cross-platform integration, also contributes to the democratization of education, enabling broader participation in the dissemination and reinforcement of educational values. This study concludes that YouTube serves not only as a medium of entertainment but also as an effective space for informal Islamic education that aligns with contemporary learning needs and supports the realization of quality education in the digital era.

Keywords: elementary school-aged children, Islamic education, media, religious value, YouTube channel

1. Introduction

The development of digital technology has brought significant changes to various aspects of life, including religious education practices (Nurmala et al., 2025). Islamic education, which was previously dominated by face-to-face learning models in schools, madrasahs, or religious study groups, is now undergoing a transformation toward the use of digital media as a learning tool (Riswandi et al., 2025). This transformation is driven by increasing internet penetration, the development of social media platforms, and changes in the characteristics of the younger generation, who are increasingly familiar with digital technology (Rachman, 2017). In this context, video platforms such as YouTube have become a medium with great potential for conveying educational values, including basic Islamic education (Rachman, 2019).

This transformation becomes even more relevant when considered in light of the characteristics of the generation that currently constitutes the primary student population at the elementary school level: Generation Alpha ((Höfrová et al., 2024). Generation Alpha refers to individuals born after 2010 who have grown up in an environment fully connected to digital technology (Mohsen et al., 2025). They are known as digital natives who have interacted with digital devices, the internet, and various social media platforms from an early age (McCrindle, 2009). This situation has led to changes in learning patterns, where Generation Alpha tends to be more responsive to visual, interactive, and multimedia-based media compared to conventional learning methods (Yang et al., 2025). Therefore, the use of digital media in education, including religious education, is becoming increasingly important to bridge the learning needs of this generation.

Digital transformation opens new opportunities for the dissemination of Islamic values through media that are better adapted to the changing times (Rohmiati, 2025). Islamic education is no longer limited to formal classrooms but can also take place through various digital media such as educational videos, animations, podcasts, and social media platforms (Restalia & Khasanah, 2024). A number of studies indicate that the integration of digital technology into Islamic education can enhance access to learning resources, expand the reach of da'wah, and create a more engaging learning experience for the younger generation (Ni'mah & Rahmawati, 2024). Ultimately, this digitalization serves not only as a means of conveying information but also as a medium for shaping the values, religious identity, and moral character of students (Ajmain et al., 2025).

This transformation is also linked to the global education development agenda outlined in the Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education. SDG 4 emphasizes the importance of providing inclusive, equitable, and quality education and promotes lifelong learning opportunities for all individuals (United Nation, 2015). Within this framework, digital technology is viewed as a strategic instrument for improving access to and the quality of education through technology-based pedagogical innovations. The integration of digital media into learning, including in religious education, is one way to realize an education system that is more adaptable to technological advancements and the needs of future generations (Consoli et al., 2025).

One relevant theoretical approach to understanding this phenomenon is the theory of entertainment-education, or edutainment, developed through the communication methodology popularized by Miguel Sabido. This approach emphasizes that educational messages can be effectively conveyed through entertainment formats such as dramas, television series, and animations that are systematically designed to influence the audience's knowledge, attitudes, and behavior (Sabido, 2021). In Sabido's model, the narrative is structured around specific character types (such as positive role models, negative role models, and transitional characters), enabling the audience to identify with the characters in the story. This facilitates learning through mechanisms of social observation and emotional engagement with the plot (Sabido, 2003). Through this strategy, educational messages can be conveyed persuasively without coming across as patronizing because they are packaged in an entertaining format that appeals to the audience. The Sabido methodology has been widely used in various media programs across many countries to promote social and educational change, including in the fields of health, literacy, and the formation of social values through mass media (Singhal & Rogers, 2012).

The edutainment approach is increasingly being used in educational content aimed at children. Animated content based on moral and religious values has become an effective format for reaching young audiences who are accustomed to visual media and digital storytelling. Two YouTube channels that stand out in this context are *Riko The Series* and the *Nussa Official*. Both

channels feature children's animations that combine educational and entertainment elements with Islamic values in the stories that are easy for children to understand.

Riko The Series features a main character named Riko, accompanied by the robot Q110 and family members who explore various themes such as daily etiquette, stories of the prophets, moral values, and scientific concepts related to Islamic teachings (Susanto, 2021). Meanwhile, *Nussa Official* features the characters Nussa and Rara, who convey various Islamic values such as daily prayers, good character, and religious practices through everyday stories that resonate with children's lives (Bella, 2025). Both animated series utilize a storytelling approach, engaging visuals, and simple narration to convey educational Islamic messages to a young audience.

This article discusses how Islamic educational values are conveyed through digital media, specifically through YouTube channels that feature educational animated content for children. The two channels that are the focus of this study are *Riko The Series* and *Nussa Official*, which are widely recognized as popular Islamic animated series in Indonesia. Both channels present stories about children's daily lives using a light narrative approach, engaging visuals, and the integration of Islamic values such as etiquette, daily prayers, moral conduct, and religious practices. Through the format of animation and digital storytelling, Islamic educational messages are conveyed in a more communicative and easily understandable way to a child audience, particularly Generation Alpha, who are growing up in a digital media environment. Thus, these YouTube channels serve not only as a medium of entertainment but also as a tool for religious education that expands the scope of Islamic education beyond the context of the formal classroom.

This study draws on the content analysis approach proposed by Krippendorff, which emphasizes the systematic and objective coding of communication messages to identify meaning, narrative structure, and thematic trends emerging in media texts (Krippendorff, 2018). This analytical framework is then integrated with the entertainment-education perspective developed by Miguel Sabido to examine how elements of entertainment, character development, and plot in animation are utilized as educational communication strategies. Through this approach, the study aims to explain how animated content functions not only as entertainment but also as an effective pedagogical medium for conveying Islamic educational values in a persuasive and engaging manner to a child audience.

The urgency of this research lies in the increasing use of YouTube as a source of informal learning for children. This platform has become one of the most popular media used by the younger generation to obtain information, entertainment, and knowledge. However, there is still limited academic research that specifically examines how Islamic-based educational animation content on YouTube can serve as a means of basic Islamic education. Furthermore, studies linking this phenomenon to the SDG-4 Quality Education perspective and utilizing Miguel Sabido's edutainment theoretical framework remain relatively scarce.

2. Literature Review

A number of studies have shown that digital media plays a significant role in shaping children's learning experiences in the digital age. One such study, conducted by Suraj Das and titled "The Tension of Real and Digital Personas: Exploring Subjectivity in Interactive Storytelling Platforms for Children", highlights how interactive storytelling platforms transform the way children engage with narratives and construct their self-identity (Das, 2025). Unlike traditional storytelling models, which are passive in nature, digital media allows children to actively engage in narrative experiences through story personalization, character exploration, and interaction with various social scenarios. Platforms such as Minecraft Story Mode, Toca Life World, and various augmented reality-based applications provide a space for children to experiment with identity and understand social values through interactive digital experiences. However, the study also points out limitations, as these personalized experiences are often influenced by platform algorithms and digital social norms that can restrict user autonomy.

In the context of Islamic education, a study conducted by Zamroji, Khatimah, Hidayat, and Silvia titled “Representation of Islamic Education to the Alpha Generation: A Case Study of the ‘Nussa Series’” examines the representation of Islamic educational values in the animated series Nussa (Zamroji et al., 2025). The study employed a content analysis approach, focusing on several selected episodes as the subjects of analysis. The research found that the Nussa animated series effectively conveys Islamic educational values (such as religious practices, character development, and moral messages) through visual elements and narratives that resonate with children’s daily lives. Inspiring characters, simple storylines, and engaging visuals make this animation an effective alternative learning medium for Generation Alpha, who are growing up in a digital environment. Furthermore, the study also demonstrates that digital animation can serve as a flexible medium for Islamic outreach, adapting to technological advancements and shifts in children’s media consumption patterns.

Unlike previous studies, this study does not merely analyze a few selected videos or episodes, but examines the entire content available on the *Nussa Official* and *Riko The Series* YouTube channels. The research focuses on the content structure of both channels, particularly on the categories or playlists used to group various types of animated content. This analysis aims to understand how each content category represents specific themes in Islamic elementary education, such as moral values, religious practices, social learning, and religious knowledge for children.

This study uses the entertainment-education perspective developed by Miguel Sabido as the basis for its analysis. The concept of edutainment was first popularized by Sabido in the 1970s through the production of television programs in Mexico that combined popular storylines with social messages such as family education, health, and literacy. This approach later became known as the Sabido Method, a media communication strategy that leverages the power of narrative, characters, and dramatic conflict to influence the knowledge, attitudes, and behaviors of the audience. In this methodology, character structure plays a crucial role through the use of positive role models, negative role models, and transitional characters, enabling the audience to identify with specific characters so that educational messages can be received both emotionally and cognitively through the process of social learning (Sabido, 2003; Singhal & Rogers, 2012). Using this edutainment framework, this study seeks to understand how the content on the Nussa Official and Riko The Series channels functions not only as children’s entertainment but also as a medium for conveying basic Islamic education packaged through narrative and visual strategies that appeal to Generation Alpha.

3. Methods

This study employs a qualitative method using a content analysis approach. This approach was chosen because it allows the researcher to systematically understand the meanings, narrative patterns, and thematic trends that emerge in media texts. Content analysis in this study refers to the approach proposed by Krippendorff, which emphasizes the systematic and objective coding of communication messages to identify meanings, narrative structures, and themes that emerge in media texts (Krippendorff, 2018). With this approach, media content is understood not merely as visual and verbal text, but also as a construction of meaning that represents values, educational messages, and communication strategies conveyed to the audience.

The data sources for this study were derived from observations of two YouTube channels that produce children’s animated content based on Islamic values: *Riko The Series* and *Nussa Official*. These two channels were selected because they have a broad child audience and consistently present educational content that combines entertainment with Islamic educational messages. The research data is not only focused on the content or substance of the videos themselves, but also covers the structure of content presentation on these channels, such as the categories or playlists used to group various types of videos. These categories or playlists were

analyzed to see how the content is categorized and how each category represents specific themes in basic Islamic education.

The data analysis process in this study utilized the interactive analysis model developed by Miles, Huberman, and Saldaña, which comprises three main stages: data reduction, data presentation, and drawing conclusions and verification (Miles et al., 2014). In the data reduction stage, the researcher selected and grouped the data based on content categories, narrative themes, and educational messages that emerged in the videos. Next, in the data presentation stage, the results of the coding and grouping were organized into analytical descriptions to facilitate the interpretation process (Denzin & Lincoln, 2011). The final stage is drawing conclusions, which is the process of understanding the meaning of narrative patterns, value representations, and communication strategies that emerge in the content of the two YouTube channels.

The analysis in this study focuses not only on the content of the messages in the videos, but also on the narratives and audiovisual texts found in each section or playlist. Through this analysis, the study seeks to understand how the structure of content on YouTube channels shapes the patterns of educational message delivery to child audiences. Furthermore, these findings are contextualized within the entertainment-education theory developed by Miguel Sabido to examine how narrative elements, characters, and storylines in animated content function as educational communication strategies that convey educational messages through entertainment media (Sabido, 2003).

This study also analyzes the representation of the core values of Islamic teachings that appear in the content of both channels. This value analysis refers to the basic concepts of Islamic teachings as explained by Quraish Shihab, who emphasizes that Islamic teachings encompass core values such as faith, morality, and worship as the foundation for character building and the social life of Muslims (Shihab, 2017). Thus, this study seeks to identify how these values are represented in the narratives, dialogues, and animated visuals presented to a child audience.

4. Results and Discussion

1. Results

The *NussaOfficial* account represents a prominent Islamic animated digital content channel managed by Visinema Studios, focusing on the production of edutainment content grounded in Islamic values. The channel consistently promotes the tagline “new stories released every month,” reflecting a sustainable content strategy and a regular production cycle aimed at maintaining audience engagement. Its presence extends beyond a single platform, as it adopts a multiplatform distribution approach through Instagram (@nussaofficial) and TikTok (@nussaofficialseries), thereby expanding its reach and strengthening its digital ecosystem.

Quantitatively, the *NussaOfficial* demonstrates a significant performance within Indonesia's digital media landscape. Since joining on October 25, 2018, the channel has amassed approximately 12.4 million subscribers and published 645 videos. The total number of views, exceeding 5.5 billion, indicates a high level of audience consumption and public acceptance of its content. These figures position *NussaOfficial* as a leading local animation content producer with strong competitiveness in digital platforms, particularly within the children and family segment that emphasizes religious values.

From a digital communication perspective, this achievement can be attributed to a combination of strong storytelling, consistent content production, and effective cross-platform distribution strategies. The integration of YouTube as the primary platform with other social media such as Instagram and TikTok facilitates broader and more interactive content circulation.

Consequently, *NussaOfficial* functions not only as a source of entertainment but also as an educational medium that utilizes an edutainment approach to deliver moral and religious messages, especially to younger audiences in Indonesia.

Table 1: Description of Nussa Official

Account	Playlist	Distance (Meter)
NussaOfficial @NussaOfficialSeries	Cerita Baru Nussa & Rarra	represents the most recent episodic content and serves as the channel's flagship category. It functions as a primary site of narrative innovation by presenting up-to-date stories that are closely aligned with the everyday experiences of Muslim children. Its main role is to sustain audience engagement through narrative continuity and thematic novelty.
	Trungtung - Trungtung series	illustrates character diversification and the development of spin-off content within the narrative ecosystem. This playlist reflects a strategy of story universe expansion, where additional characters are introduced to explore themes that may not be fully accommodated within the main storyline.
	Nussa - Season 3	represent a seasonal content structure. This categorization indicates a professional production approach aligned with animation industry standards, where each season contains a coherent narrative arc and character development. It also facilitates easier navigation for audiences to follow the storyline chronologically.
	Nussa - Season 2	
	Nussa - Season 1	
	Rarra - Cerita Rarra	highlights a focus on a supporting character with distinct audience appeal. This playlist reflects a character-driven segmentation strategy, particularly aimed at engaging viewers who relate more closely to Rarra's perspective, including younger or female audiences.
	A Paper's Journey	represents a diversification of narrative format that is more artistic and experimental. It tends to offer storytelling through a distinct visual style, thereby expanding the aesthetic spectrum and viewing experience, while reinforcing the creative dimension of the channel
	Nussa - Kompilasi Episode	functions as an aggregation of content, combining multiple episodes into single, longer videos. This format serves a practical purpose by increasing watch time and enabling audiences to enjoy continuous viewing without needing to switch between videos.
	Parenting Tutorial	demonstrates an expansion of the target audience from children to parents. It serves as an educational medium for families, providing parenting guidance grounded in Islamic values. This indicates that the channel is not solely oriented toward children's entertainment but also contributes to parenting literacy within Muslim households.
	All Animation Series	reflects a well-developed content curation strategy that extends beyond technical organization to include communicative functions, audience segmentation, and

		brand reinforcement as an Islamic edutainment medium. This approach aligns with the characteristics of contemporary digital content, which emphasize the integration of storytelling, content management, and user experience within video-based platforms.
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The *Riko The Series* account represents a digital animated content channel that explicitly positions itself as a family-oriented educational medium. The channel is dedicated to families and educators worldwide, with the primary objective of serving as a strategic partner for parents and teachers in fostering high-quality future generations. The narrative conveyed in its channel description reflects a strong emphasis on educational and pedagogical values, targeting not only children as the primary audience but also encouraging the active involvement of parents and educators as facilitators in the media consumption process.

As part of its digital communication strategy, *Riko The Series* actively invites parental (fathers and mothers) and educational (teachers) participation in accompanying children while watching each episode. This reflects a guided media consumption approach, in which viewing is not positioned as a passive activity but as an interactive process that reinforces the educational and moral values embedded in the content.

From a structural perspective, the *Riko The Series* demonstrates a significant presence within Indonesia's digital media landscape. Since joining on November 9, 2019, the channel has accumulated approximately 3.59 million subscribers and published 530 videos. With total views exceeding 1 billion (more than 1,018,157,808 views), the channel indicates a high level of audience engagement and acceptance. This performance suggests that *Riko The Series* holds a strong position as a producer of value-based educational animation content in Indonesia.

Furthermore, the channel adopts a multiplatform strategy by utilizing various social media platforms such as Instagram, Facebook, and Twitter/X under a consistent account identity (@rikotheseries), supported by an official website (rikotheseries.com). Its digital ecosystem is further expanded through commercial channels such as Rikocommerce on e-commerce platforms, reflecting an integration between content production, digital distribution, and monetization. Therefore, *Riko The Series* functions not only as an educational entertainment medium but also as a digital media entity that develops an integrated ecosystem combining education, communication, and the creative economy within a unified platform.

Table 2: Description of Riko the Series

Account	Playlist	Distance (Meter)
NussaOfficial @NussaOfficialSeries	Pesantren Kilat Riko The Series	Riko The Series Ramadan Roadshow
	Murottal Al Qur'an Anak	Contains recitations of the Qur'an performed by children, designed to support early learning and familiarity with proper pronunciation
	Karaoke Version	Provides karaoke versions of Riko The Series songs, encouraging children to sing along while learning
	Season 5 Riko The Series	A collection of Riko animated series across each season, featuring Riko's daily life filled with Islamic wisdom
	Season 4 Riko The Series	
	Season 3 Riko The Series	
	Season 2 Riko The Series	
	Season 1 Riko The Series	
	Dzikir Pagi & Petang	Contains guided morning and evening remembrance (dzikir) to help children build daily spiritual habits
	Panduan Sholat Anak	Provides step-by-step guidance on how to perform prayer in a simple and child-friendly manner.

	Riko Goes to School	Riko The Series team roadshow to schools
	Animation - Riko The Series - Eng Version	An English-language version of the animated series aimed at reaching a broader international audience
	Sains Qur'an Riko	Explores the relationship between scientific concepts and Qur'anic verses in an accessible way for children.
	Shorts Video	Short videos about natural sciences (as well as social life) connected to Qur'anic verses and Islamic values
	Lagu - Riko The Series	A collection of Islamic-themed children's songs that combine entertainment with educational messages
	Halal Bi Halal	Presents content centered on post-Eid gatherings, emphasizing forgiveness and social harmony
	Promo	Includes promotional videos, trailers, and previews of upcoming Riko The Series content
	Special Ramadhan	A special playlist dedicated to Ramadan-themed content such as fasting, worship, and inspirational stories
	Event	Documents events, activities, and collaborations involving Riko The Series
	Adzan	Contains the call to prayer (adhan) presented as a learning and reminder tool for children
	Do'a - Riko The Series	Provides daily prayers taught in a simple and memorable format suitable for children
	Murotal Anak	Features Qur'anic recitations by children with clear articulation to support basic tajwid learning (especially Juz 30, Quran)
	Kompilasi Episode	Compiles multiple episodes into single videos for continuous and convenient viewing
	Mencari Riko	The Riko The Series team conducts auditions to find new voice actors for the Riko The Series animation
	Kabar Riko	Contains updates, announcements, and news related to Riko The Series
	Animation	A general collection of animated content from Riko The Series covering various episodes and themes.

2. Discussion

The findings of this study indicate that animated videos on YouTube, particularly those produced by *Nussa Official* and *Riko The Series*, function not merely as entertainment but as structured educational media that guide children's cognitive, moral, and spiritual development. This aligns with the entertainment-education (edutainment) framework proposed by Miguel Sabido, which emphasizes that educational messages can be effectively transmitted through narrative structures that engage audiences emotionally and cognitively (Sabido, 2021). Animation becomes a pedagogical tool that subtly shapes children's understanding of values without presenting them in a didactic or authoritarian manner (García-González, 2025).

One of the most prominent patterns identified in both series is the consistent use of transitional characters. Rather than emphasizing conflict between clearly defined positive and negative characters, the narratives often depict protagonists who initially lack knowledge or demonstrate less desirable behavior, and then gradually transform into more knowledgeable and morally grounded individuals. This narrative structure reflects Sabido's concept of transitional role models, which are crucial in facilitating audience identification and learning. Children are more likely to relate to characters who experience confusion, make mistakes, and learn over time, as

these processes mirror their own developmental experiences. Through this mechanism, learning occurs not through instruction, but through observation and emotional engagement.

Interestingly, both Nussa and Riko minimize the presence of strong antagonistic figures. Instead of constructing a binary opposition between “good” and “bad” characters, the narratives focus on internal growth, self-reflection, and situational learning. This absence of dominant antagonists shifts the emphasis from conflict-based storytelling to transformation-based storytelling. In Sabido’s framework, this approach enhances persuasive impact because it avoids resistance from the audience; children are not positioned to judge others, but rather to reflect on their own behavior. Consequently, the educational message becomes more internalized and less confrontational.

Furthermore, the content across various playlists demonstrates that these animations integrate multiple domains of learning, including social education, moral development, and natural sciences. For instance, themes such as honesty, empathy, responsibility, and daily religious practices are embedded within everyday narratives, making them contextually relevant and easily understood by children. At the same time, scientific concepts (such as natural phenomena, technology, and basic scientific reasoning) are introduced and explicitly connected to Qur’anic verses or Islamic values. This integration reflects a holistic educational model in which knowledge is not fragmented but interconnected, reinforcing the idea that science and religion are complementary rather than contradictory.

This multidimensional learning approach is particularly relevant for Generation Alpha, who are highly responsive to visual and narrative-based media. The combination of storytelling, animation, and value integration creates an immersive learning environment that aligns with their media consumption habits. Moreover, the structured categorization of content into playlists (such as prayer guidance, Qur’anic recitation, science-based content, and daily life stories) further supports systematic learning by allowing children to engage with specific themes repeatedly and consistently.

Animated YouTube content such as Nussa and Riko The Series exemplifies how digital media can function as an effective medium for informal Islamic education. Through the application of Sabido’s edutainment principles, particularly the use of transitional characters, emotionally engaging narratives, and value-driven storytelling (Sabido, 2003), these animations provide guidance and learning experiences that are both accessible and meaningful for children. They demonstrate that education in the digital age can be both entertaining and transformative, shaping not only what children know, but also how they think, feel, and behave.

In addition to the narrative and pedagogical aspects discussed above, the findings also reveal that the core teachings of Islam are systematically embedded within the content of both *Nussa Official* and *Riko The Series*. Referring to Quraish Shihab, Islamic teachings can be broadly categorized into three fundamental domains: *aqidah* or faith; *syariat* or religious practice; and *akhlak* or morality (Shihab, 2017). These three dimensions are not presented as abstract theological concepts, but are translated into concrete, everyday situations that are easily understood by children, thereby making the learning process more contextual and meaningful (Oliveira et al., 2025).

The dimension of *aqidah* is conveyed through narratives that introduce children to the concept of belief in Allah, divine power, and the existence of unseen realities in a simple and relatable manner (Sucipta et al., 2025). For example, natural phenomena, scientific explanations, and everyday events are often framed as signs of God’s greatness, encouraging children to develop a sense of spiritual awareness from an early age. This approach allows faith to be internalized not through memorization alone, but through reflection on observable experiences that are connected to religious meaning (Yildiz, 2025).

Meanwhile, the aspect of syariat is consistently represented through practical guidance on Islamic rituals and daily religious practices. This is particularly evident in playlists such as prayer tutorials, dzikir, Qur'anic recitation, and daily supplications, which provide step-by-step instruction in a child-friendly format. By presenting these practices within engaging audiovisual content, the series helps children not only understand religious obligations but also develop habitual worship behaviors. In this sense, digital animation functions as a complementary medium to traditional religious instruction, reinforcing learning through repetition and visualization.

The dimension of akhlak emerges as one of the most dominant elements in both channels. Moral values such as honesty, empathy, responsibility, respect for parents, and kindness toward others are embedded in almost every storyline. Rather than being delivered as direct moral preaching, these values are illustrated through the actions and transformations of characters, allowing children to learn through example and identification. This aligns closely with the principles of character education, where values are more effectively transmitted through modeling and narrative engagement.

Taken together, these findings demonstrate that Nussa Official and Riko The Series function as comprehensive media for basic Islamic education, particularly for elementary school-aged children. By integrating aqidah, syariat, and akhlak into entertaining and accessible animated content, these YouTube channels extend the scope of Islamic learning beyond formal educational settings. They serve as informal yet structured learning environments where children can simultaneously acquire religious knowledge, develop spiritual awareness, and build moral character in accordance with the foundational teachings of Islam.

5. Conclusions

The transformation of basic Islamic education is no longer confined to formal learning spaces such as schools or madrasahs, but has significantly expanded into digital environments, particularly through internet-based platforms like YouTube. Channels such as *Nussa Official* and *Riko The Series* demonstrate how Islamic educational content can be effectively delivered through animated storytelling that integrates faith, practice, and moral values in a format that is engaging for children. In this context, digital media does not merely function as a supplementary tool, but as an alternative educational space that is capable of reaching broader audiences, especially Generation Alpha who are deeply immersed in digital ecosystems.

Furthermore, the nature of the internet as an open and interactive space contributes to the democratization of education. Through features such as comment sections and the integration of multiple platforms (including Instagram, Facebook, X, and others), audiences are not positioned solely as passive recipients of information, but also as active participants who can respond, interact, and engage with the content. This participatory dynamic enables a shared process of meaning-making, where educational values are not only transmitted but also negotiated and reinforced within a broader digital community. As a result, the responsibility for maintaining the quality of educational content becomes more collective, involving creators, audiences, and the wider digital ecosystem.

This transformation reflects a shift toward a more inclusive and accessible model of Islamic education, where learning is no longer limited by physical space or institutional boundaries. The integration of edutainment strategies, digital distribution, and participatory engagement creates a learning environment that is both flexible and adaptive to contemporary needs. This condition is closely aligned with the objectives of Sustainable Development Goal 4 (Quality Education), which emphasizes inclusive, equitable, and high-quality education for all. Thus, platforms such as Nussa Official and Riko The Series not only represent innovation in educational media, but also contribute to the broader agenda of improving educational access and quality in the digital age.

6. CRediT Authorship Contribution Statement

Rio Febriannur Rachman: Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Project administration, Resources, Software, Validation, Visualization, Writing – original draft, and Writing – review & editing. **Nuning Rodiyah:** Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Project administration, Resources, Software, Validation, Visualization, Writing – original draft, and Writing – review & editing.

7. Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

8. Ethical Approval

Ethical approval No patient-identifying parts in this paper were used or known to the authors. Therefore, no ethical approval was requested.

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