

# Educational Value of Omar and Hana Film for Early Children In The Perspective of Humanistic Theory

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**Abstract:** Early childhood is at an important developmental phase that requires educational media that supports character building and moral values. The movie "Omar and Hana" is one of the movies that can be used as an educational media that can entertain as well as educate. In addition, the animated film "Omar and Hana" also presents moral values and religious education that can be watched by children. This study aims to analyze the educational values contained in the film from the perspective of humanistic theory which emphasizes the optimal development of individual potential, self-understanding, and self-actualization. This research uses a library research method with a qualitative approach through primary data sources and secondary data sources. Data collection techniques are carried out through observation, namely direct observation and through documentation techniques by collecting and including documents, both in the form of images and works of a person. Data analysis in this research uses Roland Barthes' semiotic method, which focuses on analyzing the meaning system of denotation, connotation, and myth. The results of this study illustrate that the animated film "Omar and Hana" contains values that are in accordance with the principles of humanistic theory. So, it can be concluded that this film acts as a learning media that can support the moral and emotional development of early childhood, as well as instill the teachings of Islam in a fun and easy-to-understand way for children.

**Keywords:** Educational Value, Omar and Hana, Perspective of Humanistic Theory.

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## Introduction

Early childhood is often referred to as The Golden Age, where all the advantages or privileges possessed at this time will not be repeated a second time. That is why this period is often referred to as the period that determines the next life (Uce, 2017; Af'idah et al., 2022; Dtakiyatuddaaimah & Ferianti, 2024). During this period, children can absorb and store knowledge in their brain memory well. In addition, the golden age becomes a sensitive period, where children are very receptive to stimuli from their environment, thus making them more responsive to intentional and unintentional educational efforts. This period also marks the maturation of physical and psychological functions so that they are ready to respond and realize all developmental tasks that are expected to appear in

their daily behavior patterns. Therefore, this golden period is seen as an appropriate and important time to provide education to children, because it can contribute greatly to their maximum physical and mental development (Yusuf et al., 2023).

Education at this time, one of which can be provided through spectacles that present educational and moral values. As in research (Malisi, Fauziyah, et al., 2023) which states that animated films, such as Riko The Series can be used as a learning medium to introduce Islamic values to children. In addition, in research (Hamdanah et al., 2023) stated that cartoon films can be used as a medium of moral education for early childhood. This is in line with research (Malisi, Surawan, et al., 2023) which states that in the animated film Omar and Hana there are moral

messages, such as moral education. The movie Omar and Hana comes from Malaysia with the intended target being children. This movie contains Islamic education delivered through a very interesting method so that the intended target can be interested in watching it and can be easily understood and digested by children (Khumaedi & Habzah Diniyanti, 2021). In addition, the Omar and Hana animated film also provides education about Islam such as getting used to starting things with bismillah and learning the hijaiyah letters (Adilla & Ikhlas, 2022); (Herlina et al., 2023). This is very relevant for early childhood who are in the phase of cognitive development and character building. As stated by (Afni & Taja, 2022) that Omar and Hana animated films can be used as media and learning resources for religious character education because they contain religious character values, namely: the value of worship, the value of jihad, the value of trust, the value of sincerity, the value of morals, the value of discipline, and the value of exemplary. Furthermore, (Rahmasari, 2023) stated that in the animated film Omar and Hana there are several important aspects of character education which include faith, compassion, cooperation or mutual cooperation, enthusiasm and perseverance, patience, and not wasteful. In addition, religious principles are also strongly instilled, such as saying greetings, basmallah, hamdalah, and tasbih sentences. In line with these two opinions (Khoiriyah et al., 2024) also stated that the animated film Omar and Hanna is not only entertainment, but also a positive educational tool for children.

Therefore, it can be seen that Omar and Hana animated films have educational values that are suitable for developing cognitive and shaping the character of early childhood. Some previous studies have examined Omar and Hanna animated films, such as research (Westri & Pransiska, 2021) which analyzes the development aspects of religious and moral values in early childhood in Omar and Hana animated films. Furthermore, (Tisnawati & Andriani, 2022) also examined the animated film Omar and Hanna which is used as audio-visual-based media to instill good morals in early childhood at PAUD

Aisyiyah Tenjung Qenoco. Furthermore, (Adilla & Ikhlas, 2022) also examined the values of moral education for children in the animated cartoon film Omar and Hanna.

Previous studies have mostly discussed educational values, morals, character and morals in Omar and Hanna animated films. Meanwhile, research on the educational values of Omar and Hanna films for early childhood in the perspective of humanistic theory is still rare. Therefore, this study aims to analyze the educational values contained in Omar and Hanna through the perspective of humanistic theory. This research is expected to provide a deeper understanding of how the animated film Omar and Hanna can fulfill the emotional and psychological needs of children in accordance with the perspective of humanistic theory.

## **Materials and Methods**

The method used in this research is a library research method with a qualitative approach. The data sources used include primary and secondary data. Primary data comes from direct observation and document analysis, while secondary data includes various relevant literature, such as books, scientific articles, and other works. The data collection technique in this research involves direct observation, which is a thorough observation of the object under study, as well as the collection of documents that support the research, both in the form of images, visual works, and texts. In addition, data was also obtained through documentation techniques by collecting written documents and images related to the research topic. This research was analyzed using Roland Barthes' semiotic method, which emphasizes three levels of meaning: denotation, connotation, and myth. Through this semiotic approach, researchers can explore the meaning contained in the object of study more comprehensively.

**Results and Discussion**

**Result**

The results of the analysis show that the animation “Omar and Hana” contains various educational values that play an important role in supporting early childhood development, especially in instilling moral and social values in the family, school and community environment. These values are in line with Abraham Maslow's humanistic theory perspective that emphasizes the fulfillment of children's basic needs, such as security, love, affection, belonging, self-esteem, and self-actualization. The episodes analyzed in this study reflect how the film successfully integrates these values in a narrative that is relevant to the developmental stages of early childhood. Some of the episodes analyzed include: “Eating manners”, “Wash your hands first”, “Let's help” and “My dreams”. The following are the educational values found in these episodes:

1. Manners of eating

In the episode of “Eating manners”, there are scenes related to the manners of eating, such as: 1) washing hands before eating, 2) reciting prayers before eating, 3) sitting when eating and drinking, 4) using the right hand, 5) sharing food with others, 6) bribing food slowly, 7) cleaning up after eating and 8) praying after eating. Here is a snippet of one of the scenes:



Figure 1 A cut scene from the eating manners episode

Dialogue time in scene 02.27-02.55:

Faris and Indra are seen bribing food, then being reprimanded by Cikgu to make sure the children apply adab in eating.

Cikgu : “eh, Faris and Indra have you read the prayer?”

Faris : “ha..aala..”

Indra : “waduh.. .forgot again”

Cikgu : “hmmm... (the teacher thinks) follow the teacher”

Cikgu : “If you forget the prayer, you can read the prayer

'Bismillahi awwalahu waaakhirahu' (The teacher teaches the prayer when you forget to read the prayer before eating while singing)

Table 1. Semiotic analysis of manners in eating

Semiotic Analysis	Description
Denotati on	The teacher reprimanded Faris and Indra for forgetting to recite the prayer before eating and taught Faris and Indra the prayer when they forgot to pray before eating.
Connotat ion	Faris and Indra ate their food without reciting the prayer, so they were reprimanded by the teacher, who looked shocked and confused. However, the teacher immediately thought and happily sang to Faris and Indra to teach them the prayer when they forgot to pray before eating.
Myth	The teacher taught Faris and Indra the prayer when they forgot to pray before eating because praying before eating is part of the moral and spiritual values that are important to instill in children from an early age.

Based on the results of this analysis, it can be seen that the eating manners episode teaches children the importance of applying manners in eating, such as praying first, sitting when eating and drinking and appreciating food. This is in line with Maslow's physiological needs, as children are taught how to fulfill basic needs (such as eating) in a way that is full of responsibility and spiritual awareness.

2. Maintain hygiene and health

In the episode “Wash your hands first” there is a scene that invites children to maintain cleanliness and health, such as washing hands before eating. This is very important to instill in children from an early age. Here's a snippet of the scene.



Figure 2 A cut scene from the episode "Wash your hands first"

Dialogue time in scene 01.56-02.44:

Omar and Hana want to eat the fruit that fell on the ground, then mama and papa prevent them from eating the fruit because it has not been cleaned

Mama : "The fruit has fallen, and it's dirty"

Papa : "if it's dirty there are lots of bad germs, it can make Omar and Hana sick"

Omar : "I'm sick...I can't play later"

Hana : "But, Hana doesn't see any germs"

Mama : "haaa...let's take a look (mom looks at the germs in the fruit with a magnifying glass)"

Kuman : "hahahaha...pain makes germs sick. Sick...sick...sick"

Omar dan Hana : "aaaaaa..."

Hana : "hana doesn't want to get sick"

Papa : "If we don't want to get sick we have to..."

Mama : "Clean up..." (Mom and Dad together with Omar and Hana sing about cleaning dirt and keeping clean)

Connotation  
Omar and Hana look surprised when they want to eat the fruit they picked up from the ground because mama and papa forbade it. After papa gave the reason that fruit that had not been cleaned could make him sick, Omar looked shocked. While Hana is still looking at the fruit and looks incredulous. Then, mama swiftly proved to Omar and Hana through a magnifying glass and clearly visible evil germs. Omar and Hana immediately screamed in fear. After that, mama and papa immediately calmed them down by singing while teaching them how to avoid germs that carry disease.

Myth  
Papa and mama taught Omar and Hana about the importance of keeping clean to avoid all germs.

Based on the results of this analysis, it can be seen that through the episode "Wash your hands first" children are taught the importance of maintaining personal and environmental hygiene to stay healthy. This is in line with Abraham Maslow's humanistic theory related to security needs, because children are taught to maintain cleanliness and are prepared to create a safer and healthier environment, so that they can fulfill these basic needs.

3. Helpful attitude

In the episode "let's help" there is a scene that illustrates the importance of helping in everyday life, both towards fellow humans and other living things, such as animals. Here's a snippet of the scene.



Figure 3 A cut scene from the episode "let's help"

Dialogue time in scene 01.50-02.20:

You can see Omar and Hana running to mom and dad, then Omar tells them there is a crab trapped under the wood.

Omar : "Mom...Dad"

Papa : "hmmm...(thinking)"

Mama : "Why Omar?"

Table 2: Semiotic analysis of Keeping clean and healthy

Semiotic Analysis	Description
Denotation	Omar and Hana wanted to eat the fruit that fell to the ground, but Mama and Papa forbade them because the fruit was dirty and could cause illness. Then, mom and dad teach Omar and Hana about keeping clean.

Omar : “Omar saw a crab trapped under the wood”  
 Hana : “haa..ah”  
 Papa : “That poor thing, can't Omar help her  
 Omar : “eee...no”  
 Mama : “Omar... when we help, God loves us. Allah will reward us well”.  
 Omar : “hmmm...then, Omar wants to go and help her...”  
 Hana : “Hana too”

Table 3. Semiotic analysis of helping attitude

Semiotic Analysis	Description
Denotation	Omar and Hana saw a crab trapped under a log and told mom and dad. Mom encouraged Omar and Hana to help the crab on the grounds that Allah will love those who help.
Connotation	Omar and Hana are seen running to mom and dad and telling them that a crab was trapped. Then, dad asked if Omar helped him, because Omar said no. So, mom gently advised Omar that by helping people, Allah will give him a good reward. So, the mom gently advised Omar that by helping people, Allah will give good rewards. So, Omar and Hana were moved to help the trapped crab.
Myth	The mother instilled an attitude of helping Omar and Hana by explaining that if we help each other, then Allah will love us and give us good rewards.

Based on the results of this analysis, it can be seen that the episode “let's help” teaches the importance of instilling a helping attitude to children from an early age, because it can form caring and empathetic characters towards the surrounding environment. This is in line with Abraham Maslow's humanistic theory of the need for compassion and belonging because through the cultivation of helping, children can fulfill their needs for compassion and belonging from an early age. These values not only help build positive social relationships, but also encourage children

to become caring and responsible individuals for their social environment.

4. Self-confidence and endeavor

In the episode “My dreams” there is a scene where Omar, Hana and friends tell their dreams in front of the class by expressing various dream professions, such as being a detective, firefighter, doctor and others. This is very important in supporting children's development from an early age because children have been invited to dare to dream and recognize their potential. In addition, children also learn to recognize the roles and responsibilities that exist in society, while developing self-confidence and motivation to pursue their dreams. Here's a snippet of the scene.



Figure 4 A cut scene from the episode “my dreams”

Dialogue time in scene 08.11-09.31:

Omar is seen coming to the front of the class to tell his dreams to the teacher and his friends. However, Omar lacks confidence and looks sad because he thinks his dreams cannot be like his friends who can help others.

Omar : “Omar wants to be a painter, but what can a painter do?”

Nurul : “For what?”

Omar : “For example... Lisa looks after the animals in the zoo. Sarah keeps the world neat and clean. Everyone needs Indra to sail and explore the world. Nurul, Sufi and Faris become heroes and keep us safe. And if there's no Hana we starve. Everyone helps

everyone else. What can Omar do?"

Sufi : "I can paint"

Nurul : "hmmm... with Omar's painting we can catch thieves"

Hana : "Brother Omar can color Hana's bakery must be beautiful"

Lisa : "You can design a building"

Faris : "tower"

Indra : "mosque"

Hana : "a big mosque"

Sufi : "Is it true Cikgu that if people pray in tu Omar, they will also get the reward"

Cikgu : "hehe...must be. In shaa Allah"

Omar : "yes"

Kawan-kawan : "Subhanallah"

Cikgu : "That's why we're confident" (the teacher continued singing)"

Table 4. Semiotic analysis of self-confidence and endeavor attitude

Semiotic Analysis	Description
Denotation	Omar came to the front of the class to tell the teacher and his friends about his dreams.
Connotation	Omar seems to lack confidence when he wants to express his aspirations. Omar complains that his aspirations are not like those of his friends who can help others. However, his friends quickly said that Omar could also help others with his aspirations. The teacher also encouraged Omar through a song. So Omar seemed to regain his enthusiasm and confidence in his aspirations.
Myth	Teachers and friends can be a supporting factor for Omar's motivation to believe and be confident in his goals. Because through the appreciation given by the teacher and his friends Omar can be more confident.

Based on the results of this analysis, it can be seen that through the episode "my dreams" provides educational messages to children, especially in terms of building confidence to express their dreams in front of the class. This is in accordance with Abraham Maslow's Humanistic theory of

self-esteem needs because through self-confidence children are encouraged to dare to state their goals in front of the class and help increase self-confidence and a sense of being appreciated. In addition, this episode also provides learning for children to recognize their potential and try their best to achieve their goals. This is also in line with the concept of self-actualization in Maslow's theory, which emphasizes the importance of achieving one's full potential as the pinnacle of human psychological development. However, in this case the children are only directed and taught to achieve self-actualization through effort and believe in their dreams.

**Discussion**

The data from the research results previously presented, it can be seen that Omar and Hana animated films contain various educational values that play an important role in supporting early childhood development, especially in instilling moral and social values in the family, school and community environments. As in the research (Westri & Pransiska, 2021) which states that there are several religious and moral values in Omar and Hana animated films based on the eight episodes that have been analyzed, namely introducing prophets to early childhood, teaching children to always speak honestly, help each other, always be grateful to Allah SWT, have an attitude of cooperation, always maintain cleanliness, do not waste and always save when using water. Furthermore, (Rahmasari, 2023) in his research also stated that in the movie Omar and Hana there are character education values and religious values for children. In addition, in research (Safitri, 2020) which explains that in the movie Omar and Hana there are moral education values. Furthermore, in research (Krismiyani, 2023) also explained that in the animated film Omar and Hana there are Islamic educational values.

Based on previous studies, it can be seen that in the film Omar and Hana there are various educational values, both character, moral, moral, and social educational values that can support early childhood development. Through several

episodes that researchers analyzed, Omar and Hana introduced educational values, such as adab in eating, maintaining cleanliness and health, helping attitudes, self-confidence and efforts. These values and attitudes are very important to instill in children from an early age.

#### 1. Manners of eating

Instilling adab in eating is very important from an early age so that children grow up with good and regular habits. One of the media that can be utilized is through the animated film Omar and Hana episode “eating manners”. The episode provides a direct example of how to eat properly according to Islamic teachings, such as starting with bismillah, eating with the right hand, and not overdoing it. Through interesting visuals and easy-to-understand storylines, children can learn the adab of eating while enjoying a fun spectacle. This can shape children's character from an early age with good habits that are internalized through the stories they like. As in research (Sholeh & Basuki, 2022) which utilizes the films *Nusa Rara*, *Omar Hanna* and *The Kids* as educational media about the manners of eating and drinking to children. Furthermore, in research (Mardiah & Munisa, 2024) stated that the introduction of Islamic manners through cartoon animation is effective in shaping religious character in early childhood. This is also reinforced by (Afni & Taja, 2022) that Omar and Hana animated films can be used as media and learning resources for religious character education because they contain religious character values. In addition, teaching children about manners in eating this episode is also relevant to Abraham Maslow's Humanistic theory, namely physiological needs.

Physiological needs are some of the most urgent needs and receive top priority in their fulfillment because they are directly related to physical conditions and survival (Devianti & Sari, 2020). These needs include food, drink, biological needs, air and so on (Jauhari, 2022). Based on the researcher's analysis, the episode “eating manners” reflects the basic human needs according to Maslow's hierarchy of needs, namely physiological needs. Eating is one of the basic needs, but in this episode, children are taught to fulfill these needs with good manners,

such as praying and being polite. This shows that although the need to eat is physiological, the way to fulfill it can be done in a morally and spiritually meaningful way.

#### 2. Maintain hygiene and health

Awareness of the importance of maintaining cleanliness and health must be instilled from an early age (Handayani et al., 2016; Harahap et al., 2022; Purwana et al., 2024). One simple way to instill awareness of maintaining cleanliness and health from an early age can start from the family environment, namely by teaching children to wash their hands before eating. This is because the habit of washing hands is part of health maintenance and efforts to avoid various diseases (Yuhanna & Mumtahanah, 2019). In addition, the habit of washing hands using soap needs to be taught from an early age (Wijaya, 2023). As in the movie Omar and Hana episode “Wash your hands first” which illustrates the importance of maintaining cleanliness and health, such as washing hands before eating because the habit of maintaining cleanliness, such as washing hands, is not only beneficial for yourself, but also for others. In addition, this episode also teaches that by maintaining cleanliness, not only does it protect yourself from the dangers of disease, but it also helps create a safe and healthy environment. This is in line with Abraham Maslow's theory, which states that a sense of security is one of the important needs in individual development.

The need for security and protection is also included in the basic needs which are at the second level after physiological (Bujuri, 2018; Rohmah & Amar, 2020; Hanafi, 2021). He needs that can be categorized as the need for security are security, stability, dependence, protection, freedom from fear and chaos, the need for structure, order, law, limits, strength in protection and so on (Artiyanto et al., 2024; Agnesia et al., 2024). Based on the researcher's analysis, the episode “Wash your hands first” reflects the need to feel safe from all diseases by maintaining cleanliness and health. In addition to being part of the prevention of germs and diseases, the habit of washing hands also provides concrete protection for children. Through this episode, children are invited to

realize the importance of protecting themselves from invisible disease threats, such as viruses and bacteria that can cause fear if left without preventive measures. This reinforces the understanding that protection from health risks, as outlined in the episode, is an important part of the need for security in Maslow's theory.

### 3. Helpful attitude

Helping is one of the praiseworthy morals because it can help others when they are in trouble (Nilamsari et al., 2023). Therefore, the cultivation of this attitude is very important, especially from an early age because childhood is a crucial period in the formation of character and moral values. As stated by (Karima et al., 2022) that the cultivation of religious and moral values is important to start from early childhood as an initial arrangement for good character in the future. Furthermore, (Kamriana, 2022) explains that the character education process needs to be carried out early on by parents as the first madrasa to form character for children and must be maximized at primary school age. This is because moral learning in children is very important to be instilled early, especially through media that is fun and easily accepted by children. Like the animated movie *Omar and Hana* in one of the episodes entitled "let's help" which illustrates the importance of helping others. Even in small things as a form of concern and empathy for the surrounding environment. This is in line with Abraham Maslow's humanistic theory of the need for compassion and belonging.

The need for belonging and love, namely the need to have harmonious relationships with other people, such as family, partners, children, and friends (Fuadia, 2022). According to Abraham Maslow's hierarchy of needs, the need for love and belonging is related to optimizing children's ability to be able to sympathize with others, channel compassion towards others and care and trust in others that every human being has the need to build relationships and friendships with others (Rahmi et al., 2022). Based on the researcher's analysis, the episode "Jom kita tolong" reflects the basic human needs according to Maslow's hierarchy of needs,

namely the need for love and belonging because through the cultivation of helping attitudes, children can fulfill their needs for love and belonging from an early age. These values not only help build positive social relationships, but also encourage children to become caring and responsible individuals towards their social environment.

### 4. Self-confidence and endeavor

Self-confidence is a positive belief or ability possessed by each individual to do everything that has a specific purpose (Wardani et al., 2021; Masriani & Liana, 2022; Juzvini et al., 2024). Cultivating self-confidence in children is very important because it will continue to affect children's growth and development (Humaida et al., 2022). Therefore, instilling self-confidence in early childhood is very important. As in one of the episodes of *Omar and Hana* entitled "my dreams" describes the character Omar who initially lacked confidence to convey his ideals in front of the class. However, because of the support of his teacher and friends. Omar eventually regained his confidence because Omar felt valued by those around him which in turn increased his sense of pride and self-esteem. This is in line with Abraham Maslow's humanistic theory related to self-esteem needs.

Maslow divides the need for a sense of appreciation into two types, namely, first the need for self-respect or respect/appreciation of oneself, such as self-confidence, desire to have competence, personal strength, education and independence. Second, namely esteem, the need for appreciation from others for what has been done, in the form of recognition, acceptance, attention, position or status, rank, good name and so on (Bujuri, 2018; Hanafi, 2021). Based on the researcher's analysis, the episode "My dreams" reflects the need for self-esteem, as illustrated by the character Omar who gets support and self-esteem from teachers and friends, thus giving rise to self-confidence. However, in addition to self-confidence, this episode also highlights the importance of effort or hard work in achieving goals.

Ikhtiar in general is the attitude of someone who exerts all the effort he has in order to avoid

an attitude of despair, lack of confidence and a sense of wanting to give up with the situation (Oktamilda et al., 2024). This effortful attitude is a reflection of the need for self-actualization in Abraham Maslow's Humanistic theory. The need for self-actualization is the need to fulfill the essential human urge to become a person in accordance with his desires and potential. This need gives individuals the tendency to struggle to do anything in achieving a hope (Bujuri, 2018; Rohmah & Amar, 2020; Hanafi, 2021). Based on the researcher's analysis, this episode also reflects the need for self-actualization, namely through effort and enthusiasm to achieve goals which shows that humans are naturally driven to reach their highest potential. Persistence in making efforts is strong evidence of individual awareness of the importance of optimizing all their potential, so that efforts become a real step in the process of self-actualization.

### Conclusions

The Omar and Hana movie not only provides fun entertainment to children, but also conveys educational values that are relevant to the developmental needs of early childhood. Based on several episodes that have been analyzed, such as eating manners, washing hands first, let's help and my dreams contain several educational values which include: manners in eating, maintaining cleanliness and health, instilling an attitude of helping, confidence and effort. These values are very relevant for early childhood and are also in line with Abraham Maslow's humanistic theory, starting from physiological needs, security needs, love and belonging needs, self-esteem needs and self-actualization needs.

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