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The Values of the *7 Kebiasaan Anak Indonesia Hebat* in the *Shimajiro* Cartoon and Their Relevance to Children's Character Education

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ABSTRACT

This study aims to determine the values of the 7 Kebiasaan Anak Indonesia Hebat contained in the Shimajiro cartoon and the relevance of those values to the 7 Kebiasaan Anak Indonesia Hebat. This study employs a qualitative approach with the content analysis method. The population of this study comprises all episodes of the Shimajiro cartoon. The research subjects consist of 15 episodes selected using the purposive sampling technique. The object of this study is the values contained in the Shimajiro cartoon that have the potential to reflect the 7 Kebiasaan Anak Indonesia Hebat. Data were collected through observation and documentation. The data were analyzed using the content analysis technique according to Krippendorff, which consists of six stages: unitizing, sampling, coding, reducing, inferring, and narrating. During the observation, the values of the 7 Kebiasaan Anak Indonesia Hebat were found in the Shimajiro cartoon, namely waking up early, worshiping, exercising, eating healthy and nutritious food, being fond of learning, participating in society, and going to bed early. The relevance of the values contained in the Shimajiro cartoon to the 7 Kebiasaan Anak Indonesia Hebat was also identified, proving that the values in the Shimajiro cartoon align with the 7 Kebiasaan Anak Indonesia Hebat. Thus, it can be concluded that the Shimajiro cartoon contains values relevant to the 7 Kebiasaan Anak Indonesia Hebat, so parents and teachers can consider and use it as a reference in choosing appropriate entertainment sources that provide positive learning messages.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui nilai-nilai 7 Kebiasaan Anak Indonesia Hebat yang terkandung dalam kartun Shimajiro, serta relevansi nilai dalam kartun Shimajiro dengan 7 Kebiasaan Anak Indonesia Hebat. Pendekatan dalam penelitian ini menggunakan pendekatan kualitatif dengan metode content analysis. Populasi penelitian ini adalah seluruh episode dalam kartun Shimajiro. Subjek penelitian ini adalah 15 episode yang dipilih menggunakan teknik purposive sampling. Objek penelitian ini adalah nilai-nilai yang terkandung dalam kartun Shimajiro yang berpotensi mengandung nilai 7 Kebiasaan Anak Indonesia Hebat. Teknik pengumpulan data pada penelitian ini menggunakan observasi dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik content analysis (analisis isi) menurut Krippendorff yang terdiri atas enam tahapan, yaitu unitizing, sampling, coding, reducing, inferring, dan narrating. Pada saat observasi ditemukan nilai-nilai 7 Kebiasaan Anak Indonesia Hebat yang terkandung dalam kartun Shimajiro, seperti nilai bangun pagi, beribadah, berolahraga, makan sehat dan bergizi, gemar belajar, bermasyarakat, dan tidur cepat. Ditemukan juga relevansi nilai yang terkandung dalam kartun Shimajiro dengan 7 Kebiasaan Anak Indonesia Hebat yang membuktikan bahwa nilai-nilai dalam kartun Shimajiro sejalan dengan 7 Kebiasaan Anak Indonesia Hebat. Dengan demikian, dapat disimpulkan bahwa kartun Shimajiro memiliki nilai-nilai yang relevan dengan 7 Kebiasaan Anak Indonesia Hebat sehingga orang tua dan guru dapat menjadikannya

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pertimbangan serta acuan dalam memilih sumber tontonan yang sesuai dan memberikan pesan pembelajaran positif.

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1. Introduction

Rapid technological advancements have influenced various aspects of life, including education. Children no longer learn solely through books and explanations provided by teachers, but also through technology-based learning media. One of the most commonly used types of learning media is audiovisual media, such as movies, thematic introduction videos, and cartoons. These media can be accessed via digital devices such as televisions, cell phones, and laptops (Widayati & Adhe, 2020).

The development of digital devices has also contributed to increased access to online video platforms such as YouTube among young children. Data from the National Socioeconomic Survey indicate that 41.02% of young children access the internet and 42.25% use cell phones (*Badan Pusat Statistik*, 2025). These figures demonstrate that the use of digital technology has become a part of children's daily lives. In line with these findings, various studies show that YouTube is a platform widely used by young children. Research by Maharani and Budianti (2022) reveals that children enjoy watching YouTube. Similarly, Iskandar and Nadifa (2021) state that children frequently access and consume videos from YouTube for entertainment and as a learning tool. Furthermore, a study by Kurniawati and Utama (2022) found that young children most frequently use YouTube to watch animated shows and children's cartoons. These findings are supported by Melvi in Aulia et al. (2022), who also noted that cartoons are the most popular type of content among children (Aulia et al., 2022; Kurniawati & Utama, 2022; Maharani et al., 2022; Puspita, 2020). This indicates that cartoons are a highly appealing type of content favored by young children.

Cartoons have a strong appeal because they typically feature bright colors and simple, humorous images; they are visual representations that use symbols to convey information about specific situations or events quickly and concisely (Aziz et al., 2024). Children are easily drawn to cartoons because of their engaging animations. This aligns with Piaget's theory of cognitive development, which states that during the preoperational stage, children engage in more symbolic thinking than in previous stages; they begin to represent the world using images, words, or even mental representations (Nasution et al., 2023).

Furthermore, Albert Bandura, in his social cognitive theory, explains that learning occurs not only through direct experience but also through observation, modeling, and reinforcement of observed behavior (Trismayanti et al., 2026). Therefore, cartoons can be used as a learning medium, because children tend to imitate what they see and the characters they like or admire.

Among the many cartoons that have the potential to serve as educational tools, one that is quite popular and has a large subscriber base is the *Shimajiro* cartoon. This cartoon conveys positive values that can serve as valuable lessons for children, such as honesty, responsibility, social interaction, doing good deeds, and maintaining good hygiene, which children can emulate. The process of imitation greatly aids in effective learning; children will more easily understand the content, values, and messages derived from both their direct experiences and those they observe, and these experiences will help shape their positive character.

The development of children's character and positive attitudes is closely tied to the government's systematic efforts designed to foster positive character traits. One such initiative to foster character and positive attitudes among children in Indonesia is the *7 Kebiasaan Anak Indonesia Hebat* program. This program consists of a series of good habits aimed at building the character of Indonesian children so they become individuals who are healthy, disciplined, intelligent, and resilient in facing future challenges (Ministry of Primary and Secondary Education, 2025). These habits must be taught consistently from an early age so that children can grow up to be individuals of strong character.

The success of instilling the *7 Kebiasaan Anak Indonesia Hebat* program cannot depend solely on the family and school environments; it is also influenced by the media children consume. Cartoon programs, as a form of audiovisual learning media, have great potential to capture children's attention and influence their attitudes and behavior. This is because children tend to better understand messages conveyed through images and character symbols that are familiar to them rather than through lectures or reading (Aziz et al., 2024).

One cartoon that has the potential to convey values and relevance to the *7 Kebiasaan Anak Indonesia Hebat* is the *Shimajiro* cartoon, as its characters embody positive values and attitudes closely tied to children's daily activities. As shown in one episode titled "Let's Eat Vegetables," which encourages children not to be afraid to try vegetables since many children dislike them, this episode teaches them to get into the habit of eating vegetables. In the episode "If Only I Could Read," a character is shown learning to read to understand the contents of a letter given to him, which motivates the other characters to learn to read as well, setting a good example for them. Furthermore, several previous studies have also shown that cartoons are linked to children's character development.

Several studies have been conducted on the use of cartoons as a learning medium to foster the *7 Kebiasaan Anak Indonesia Hebat*. Among them, a study by Haryanto and Pratama (2025) found that watching the animated series *Shaun the Sheep* had positive effects, including fostering helpful and intelligent behavior, which aligns with the *7 Kebiasaan Anak Indonesia Hebat*. Another study conducted by Shafira et al. (2022) found that the cartoon *Cloud Bread* contains character education elements, including hard work,

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creativity, discipline, friendliness or good communication skills, peacefulness, a love of learning, honesty, social awareness, and responsibility, thereby demonstrating that cartoons can be used as a medium for character education.

Based on the findings of previous researchers, it can be concluded that cartoons have educational value and the potential to serve as a learning medium for instilling positive habits in children. However, studies specifically addressing the relationship between cartoons and the development of the *7 Kebiasaan Anak Indonesia Hebat* are relatively limited. The studies on the cartoons *Shaun the Sheep* and *Cloud Bread* mentioned above also generally highlight the value of positive habits in general, rather than specifically addressing the *7 Kebiasaan Anak Indonesia Hebat* habit-forming program.

The *Shimajiro* cartoon series can serve as an alternative medium for instilling the *7 Kebiasaan Anak Indonesia Hebat* in children. However, an in-depth analysis is needed to determine the extent to which the *Shimajiro* cartoon series truly embodies values that support the development of the *7 Kebiasaan Anak Indonesia Hebat* and how relevant it is to these habits. Therefore, research on "The Values of the *7 Kebiasaan Anak Indonesia Hebat* in the *Shimajiro* Cartoon and Their Relevance to Children's Character Education" is important to conduct in order to contribute to the development of strategies and the use of cartoons as a medium for character education for children in Indonesia.

2. Methods

This study uses a qualitative approach with the content analysis method. Content analysis is a technique to collect and analyze content from texts. The contents of the text include not only written words or images, but also ideas, themes, messages, meanings, and symbols contained in them, whether in written form such as books, magazines, newspapers, advertisements, official letters, song lyrics, poems, and so on (Verawati, 2019). The population of this study is all episodes in the *Shimajiro* cartoon, and the research subjects are 15 episodes selected using purposive sampling. The objects of the study are the values contained in the *Shimajiro* cartoon that have the potential to reflect the *7 Kebiasaan Anak Indonesia Hebat* values. The data collection techniques in this study use observation and documentation. The data analysis technique used in this study is the content analysis technique according to Krippendorff, which consists of six stages, namely unitizing, sampling, coding, reducing, inferring, and narrating (Krippendorff, 2018).

Table 1. List of Research Subjects

No	Episode Title	Source	Duration
1	*Jam yang Aneh Punya Shimajiro*	Shimajiro Club Indonesia	9 minutes 21 seconds
2	*Natal yang Mengejutkan*	Shimajiro Club Indonesia	8 minutes 17 seconds
3	*Jogging itu Membuat Hati Senang*	Shimajiro Club Indonesia	8 minutes 14 seconds
4	*Lompatlah Mimi-Lynne*	Shimajiro Club Indonesia	7 minutes 59 seconds
5	*Ayo Makan Sayur*	Shimajiro Club Indonesia	8 minutes 25 seconds
6	*Pilah Pilih Makanan*	Shimajiro Club Indonesia	8 minutes
7	*Makna Ucapan Selamat Makan*	Shimajiro Club Indonesia	8 minutes 24 seconds
8	*Membuat Buku Bergambar*	Shimajiro Club Indonesia	10 minutes 10 seconds
9	*Belajar Berbagi Bersama Teman*	Shimajiro Club Indonesia	7 minutes 59 seconds
10	*Andai Aku Bisa Membaca*	Shimajiro Club Indonesia	7 minutes 59 seconds
11	*Teman Sebangku yang Seru*	Shimajiro Club Indonesia	8 minutes 1 second
12	*Rasa Percaya kepada Sahabat*	Shimajiro Club Indonesia	9 minutes 21 seconds
13	*Tolong-Menolong*	Shimajiro Club Indonesia	8 minutes 25 seconds
14	*Menginap Sendirian*	Shimajiro Club Indonesia	8 minutes
15	*Menginap*	Shimajiro Club Indonesia	7 minutes 58 seconds

3. Results and Discussion

1. The Values of the *7 Kebiasaan Anak Indonesia Hebat* in the *Shimajiro* Cartoon

The research results show that the *Shimajiro* cartoon contains the values of the *7 Kebiasaan Anak Indonesia Hebat*, namely waking up early, worshiping, exercising, eating healthy and nutritious food, being fond of learning, living in society, and going to bed early. Each of the seven habit values is conveyed through scenes and dialogue that simply depict everyday life activities close to children.

The findings above are in line with the cognitive development theory according to Jean Piaget. Piaget states that young children enter the preoperational stage. In this stage, children develop symbolic thinking; they begin to represent the world using words, pictures, or mental images (Nasution et al., 2023). In the *Shimajiro* cartoon itself, the delivery of its values is through dialogue and

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scenes in each episode, which shows that the *Shimajiro* cartoon aligns with Piaget's cognitive development theory stating that children learn through words and symbols.

First, the value of waking up early is shown through a scene in which one of the characters is awakened by an alarm clock in the morning. In that scene, there is no dialogue that directly says the character is waking up early at that time, but from the visuals shown it can be seen that when the sun rises and the clock shows 7 a.m., the alarm rings and the child then wakes up. In that episode, there is also dialogue stating that one of the characters is always awakened by a household assistant every morning; from that, it can be seen that the habit of waking up early is consistently practiced in the *Shimajiro* cartoon, both through aids such as an alarm clock and with help from adults. Therefore, the delivery of learning values through scenes, dialogue, and everyday activities in the *Shimajiro* cartoon is in line with the learning characteristics of children.

Second, the value of worship is shown in dialogue depicting preparation for Christmas, Christmas celebrations, and expressions of gratitude. As in one episode, every character celebrates Christmas in their own homes, and the habit of expressing gratitude is seen in several episodes before the characters eat; expressions of gratitude in this cartoon are done by saying *bon appétit* as a form of gratitude for what will be enjoyed. Therefore, the delivery of learning values through scenes, dialogue, and everyday activities in the *Shimajiro* cartoon is in line with the learning characteristics of children.

Third, the value of exercising is shown in a joint jogging scene by the characters, and at the end of the episode in a dialogue about them going jogging together again. From the dialogue and visuals shown, it can be seen that the characters are developing a habit of jogging together. Therefore, the delivery of learning values through scenes, dialogue, and everyday activities in the *Shimajiro* cartoon is in line with the learning characteristics of children.

Fourth, the values of healthy and nutritious eating are shown in several dialogues indicating that one of the characters maintains the habit of eating vegetables continuously, as seen from a dialogue stating that the character still tries eating tomatoes; one episode also shows them preparing meals emphasizing nutrition and a dialogue stating that eating vegetables can add energy. From this, it can be seen that the *Shimajiro* cartoon demonstrates healthy and nutritious eating habits through dialogue and visuals. Therefore, the delivery of learning values through scenes, dialogue, and daily activities in the *Shimajiro* cartoon is in accordance with the learning characteristics of children.

Fifth, the value of enjoying learning is shown in several dialogues illustrating the characters seeking new things wherever they are, such as learning about scarecrows during jogging, learning to queue and share while playing, and learning about clouds; the characters also show high curiosity and complete the tasks provided. From this, it can be seen that the *Shimajiro* cartoon demonstrates the habit of enjoying learning through the dialogues and visuals presented. Therefore, the delivery of learning values through scenes, dialogue, and everyday activities in the *Shimajiro* cartoon is in line with children's learning characteristics.

Sixth, the value of living in society is shown in a scene where one of the characters helps an elderly woman when her groceries fall. In that scene, there is no dialogue that directly states that the character helps the grandmother, but from the visuals shown, it can be seen that the character helps the grandmother who is having difficulties. Another example is shown in an episode where the characters work together to complete their school assignments. Therefore, the delivery of learning values through scenes, dialogue, and everyday activities in the *Shimajiro* cartoon is in accordance with the learning characteristics of children.

Finally, the value of going to bed early is shown in a scene where the alarm clock indicates that dinner is soon, followed by a scene of a character who has fallen asleep; there is also a dialogue showing the character listening to a fairy tale, after which they fall asleep. From this, it can be seen that the *Shimajiro* cartoon demonstrates the habit of going to bed early through the dialogue and visuals presented. Therefore, the delivery of learning values through scenes, dialogue, and everyday activities in the *Shimajiro* cartoon is in line with the learning characteristics of children.

The results of this analysis are also in line with the research by Bariyah (2022), which shows that the *Shimajiro* cartoon contains moral values that are relevant to students' learning motivation. In line with that research, this study also examines the *Shimajiro* cartoon. The difference is that this research does not focus on children's learning motivation, but on the values of the *7 Kebiasaan Anak Indonesia Hebat*, the relevance of values in the *Shimajiro* cartoon to the *7 Kebiasaan Anak Indonesia Hebat*, and their use as learning media.

Similar research was also carried out by Shafira et al. (2022), which shows that educational cartoons can become a medium for delivering learning because they contain positive values such as honesty, discipline, a love of reading, creativity, high curiosity, hard work, communication skills, social care, and responsibility. In line with that research, this study also examines positive character values. The difference is that this research focuses specifically on the values of the *7 Kebiasaan Anak Indonesia Hebat* and the relevance of the values in the *Shimajiro* cartoon to the *7 Kebiasaan Anak Indonesia Hebat*.

According to the researchers, the values of the *7 Kebiasaan Anak Indonesia Hebat* in the *Shimajiro* cartoon are evident because this cartoon uses dialogue rather than direct lectures, features attractive visual images of characters that can be observed, heard, and followed by children, and presents everyday activities close to children, such as hesitating to eat vegetables, expressing gratitude, waking up with help, and so on.

2. The Relevance of Values in the *Shimajiro* Cartoon Series to the *7 Kebiasaan Anak Indonesia Hebat*

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Based on the analysis, the values found in the *Shimajiro* cartoon series are relevant to the *7 Kebiasaan Anak Indonesia Hebat*. This relevance is demonstrated through scenes and dialogues featuring the characters, such as waking up early after the alarm goes off, giving thanks, exercising together, eating nutritious food, studying together, interacting and helping one another, and going to bed on time. This relevance is demonstrated not only by the children practicing the *7 Kebiasaan Anak Indonesia Hebat*, but also by the way the characters build an understanding of the importance of these habits. Several episodes show that children do not immediately adopt these habits, but go through a learning process involving experiences, friends, parents, and the community. The cartoon, presented in this way, illustrates that good habits are developed gradually, not simply by following rules.

The *7 Kebiasaan Anak Indonesia Hebat* program, developed by the Ministry of Primary and Secondary Education, emphasizes the importance of cultivating positive behaviors in children's daily lives, with the goal of shaping children who are resilient, healthy, disciplined, and intelligent (*Kementerian Pendidikan Dasar dan Menengah*, 2025). Thus, the relevance between the *Shimajiro* cartoon and the *7 Kebiasaan Anak Indonesia Hebat* program lies not only in the activities carried out but also in the goals to be achieved.

These findings are in line with the *7 Kebiasaan Anak Indonesia Hebat* guidelines developed by the Ministry of Primary and Secondary Education, which emphasize the importance of instilling positive behaviors in children's daily lives. These positive behaviors are organized into seven habits: waking up early, praying, exercising together, eating healthy and nutritious meals, enjoying learning, being socially engaged, and getting adequate sleep (*Kementerian Pendidikan Dasar dan Menengah*, 2025). Based on the analysis, these seven habits can be found in the *Shimajiro* cartoon, demonstrating alignment between the cartoon's content and the *7 Kebiasaan Anak Indonesia Hebat* program.

The findings of this study are also consistent with the research by Haryanto and Pratama (2025), which shows that animated programs can be used as a method for instilling discipline because they promote positive values such as discipline, solidarity, mutual aid, and intelligence. In line with that study, this research also addresses values relevant to the *7 Kebiasaan Anak Indonesia Hebat*. The difference is that this study does not focus on analyzing discipline itself, but rather on analyzing the values contained in the *Shimajiro* cartoon, their relevance to the *7 Kebiasaan Anak Indonesia Hebat*, and their use as a learning medium.

According to the researchers, the relevance of the values in the *Shimajiro* cartoon to the *7 Kebiasaan Anak Indonesia Hebat* was identified through the alignment of values found in the *Shimajiro* cartoon with the guidelines of the *7 Kebiasaan Anak Indonesia Hebat*, and the values are conveyed through simple, child-friendly activities that involve the school environment, family, community, and peers. Involving other parties to implement these habits makes it easier for children to become familiar with and understand the *7 Kebiasaan Anak Indonesia Hebat*.

4. Conclusion

Based on the results of the research conducted, it can be concluded that the *Shimajiro* cartoon contains the values of the *7 Kebiasaan Anak Indonesia Hebat*, which include waking up early, worshiping, exercising, eating healthy and nutritious food, being fond of learning, socializing, and going to bed early. These values are displayed through dialogues and scenes close to the daily life of children, such as the family environment, school, and community, which not only provide information about habits but also present behavioral examples that can be understood by children during the observation process because they are close to their lives. The results also show that the values contained in the *Shimajiro* cartoon have relevance to the *7 Kebiasaan Anak Indonesia Hebat*, because the values contained align with the guidelines of the *7 Kebiasaan Anak Indonesia Hebat* and their presentation is done through positive activities that are close to children. The implication is that parents and teachers can consider and use it as a reference in choosing appropriate viewing sources that provide positive learning messages.

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