

AN ANALYSIS OF LANGUAGE STYLES IN THE ANIMATED CARTOON RIKO AND HIS ROBOT AS ISLAMIC CHILDREN'S EDUTAINMENT

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ABSTRACT

This study aims to analyze the language styles used in the animated cartoon *Riko and His Robot*, focusing on three episodes: “Allah SWT Is the Greatest Creator”, “Riko Is Advised by the Robot”, and “The Chicken Joins the Conversation”. The cartoon is a children’s edutainment program, combining entertainment and educational content. The study employs a qualitative descriptive approach through content analysis of dialogue transcripts. The results show that the dominant language styles are repetition, metaphor, personification, simile, paradox, and rhetorical questions. Repetition serves to strengthen children’s memory of moral and religious concepts; metaphors and similes bridge abstract concepts with concrete phenomena; personification presents the Robot character as a communicative and educational figure; while prosocial humor through interjections and onomatopoeia enhances attention and message retention. The discussion reveals that these language patterns are appropriate for children’s cognitive development and support the dual function of cartoons as both entertainment and educational media. The findings confirm previous studies on the role of animation in enhancing children’s expressive language (Georgopoulos et al., 2023), vocabulary acquisition from popular cartoons (Saragih & Nasution, 2024), and educational-communicative speech acts in *Riko The Series* (Azziz, Suntoko, & Pratiwi, 2021). Therefore, *Riko and His Robot* can serve as an alternative educational children’s program, with the caveat that parental guidance is needed to contextualize language meaning appropriately.

Keywords: language styles, animated cartoons, *Riko and His Robot*, children, edutainment

INTRODUCTION

Animated cartoons are one of the most popular forms of entertainment among children because they present light-hearted stories, visually engaging content, and memorable characters. Beyond serving as entertainment, cartoons have significant potential as educational media and tools for character development. Children’s cartoons are not only a source of amusement but also influence language development and the internalization of values in elementary school-aged children. Recent studies indicate that animation can enhance various aspects of language, particularly expressive skills, although findings regarding receptive comprehension remain mixed (Georgopoulos et al., 2023). Through the language used by their characters, children can indirectly absorb moral, social, and cognitive values. One popular local Indonesian cartoon is *Riko and His Robot*. This cartoon depicts the main character’s interactions with his environment through a distinctive, simple, and communicative language style. The use of language in the cartoon not only conveys story messages but also shapes children’s engagement and understanding of the content.

In Indonesia, the consumption of popular cartoons is associated with the expansion of children’s vocabulary and communication patterns; at the same time, there is a risk of imitating certain language forms that need to be contextualized in learning (Saragih & Nasution, 2024; Lestari et al., 2024). *Riko The Series*—which combines themes of children’s daily life, science, and values—has been studied from the perspectives of moral messages, politeness, and speech acts; the results indicate that the language used tends to be communicative and educational, making it a relevant object for analyzing language styles in children’s entertainment (Salsabil, 2022; Azziz, Suntoko, &

Pratiwi, 2021; Handayani, 2022; Magdalena & Kusumawati, 2023). From a media development perspective, R & D studies on educational animated videos (for early childhood to elementary education) show that animation promotes learning engagement and supports early literacy—an argument that reinforces the urgency of examining how language in animation is constructed, not just what messages are conveyed (Hariyati & Nurhafizah, 2023; Laiya et al., 2024)

The analysis of language styles in the animated cartoon *Riko and His Robot* is important because language plays a strategic role in constructing meaning, moral messages, and educational values. By examining the language styles used, it is possible to determine the extent to which the language in the cartoon aligns with children's cognitive development and how it influences the absorption of messages and values conveyed. Therefore, this study focuses on analyzing the language styles present in *Riko and His Robot* as children's entertainment. Based on the identified research gap, this study specifically examines language styles—including metaphor, personification, hyperbole, repetition, and others—in *Riko and His Robot* to: (1) map the types and frequency of their occurrence; (2) interpret their communicative function within the context of scenes; and (3) assess their appropriateness as children's entertainment in terms of comprehensibility, linguistic modeling, and potential for language learning. Literature from 2020–2025 on stylistic and figurative methods applied to audiovisual corpora supports the descriptive qualitative approach used in this study (e.g., Putri & Utomo, 2023; Simamora & Priyono, 2023).

Previous research on *Riko The Series* has primarily emphasized educational speech acts, moral messages, and ethical values, as well as the influence of animation on children's learning engagement (Salsabil, 2022; Azziz, Suntoko, & Pratiwi, 2021; Handayani, 2022; Magdalena & Kusumawati, 2023). R&D studies on educational animation also show that animation promotes learning engagement and supports early literacy (Hariyati & Nurhafizah, 2023; Laiya et al., 2024). To date, research on children's animation has mostly focused on vocabulary acquisition, learning engagement, and cognitive development; however, there is limited attention to the use of language styles as rhetorical strategies in children's cartoons, particularly local programs that incorporate religious and moral values. No study has specifically examined how language styles—such as repetition, metaphor, personification, simile, paradox, and rhetorical questions—are employed to convey educational messages and moral values in the context of children's entertainment.

This study offers a new perspective by analyzing the language styles in *Riko and His Robot* across three selected episodes: “Allah SWT Is the Greatest Creator”, “Riko Is Advised by the Robot”, and “The Chicken Joins the Conversation”. The focus is not only on identifying the types and frequency of language styles but also on interpreting their communicative function within scenes and assessing their appropriateness as children's entertainment. The findings are expected to contribute to the field of children's educational linguistics and provide an alternative model for utilizing local animation as an effective educational medium. Specifically, this study focuses on analyzing language styles in *Riko and His Robot* to: map the types and frequency of occurrence, interpret their communicative function within scene contexts, and evaluate their suitability as children's entertainment in terms of comprehensibility, linguistic modeling, and potential for language learning.

METHODS

The research employed a qualitative descriptive design with content analysis of the dialogue in *Riko and His Robot* (several episodes from YouTube/current season). This approach aligns with

previous studies on speech acts and moral messages in *Riko The Series*, which utilized episode corpora and dialogue transcriptions (Azziz et al., 2021; Salsabil, 2022). The research procedures included: 1). Observation, repeatedly watching selected episodes to capture the visual-verbal context. 2). Documentation, downloading or copying subtitles when available, or manually transcribing the dialogues. 3). Systematic Recording, marking segments containing language styles such as metaphor, simile, personification, hyperbole, repetition, antithesis, rhetorical questions, etc.

These procedures are consistent with established practices in pragmatic and content analysis applied to *Riko The Series* (Azziz et al., 2021; Salsabil, 2022), research on children's language development related to cartoons, and studies on figurative/stylistic analysis in audiovisual discourse (Magdalena & Kusumawati, 2023; Georgopoulos et al., 2023; Hariyati & Nurhafizah, 2023).

RESULTS AND DISCUSSION

Riko The Series is a 3D animated film produced by Garis Sepuluh Corporation. The film was created using computer technology, with nearly all production processes—character creation, scene design, and film settings—utilizing computer-generated techniques. The 3D animation makes the characters appear more lively and realistic, closely resembling their real-life counterparts. *Riko The Series* is one of the Indonesian cartoons that provides educational insights into science through adventure stories. The animation serves as a medium for children to explore their curiosity about scientific concepts. While there are many cartoons in Indonesia, few integrate local wisdom values. In the first aired episode, Riko discusses the benefits of iron, and each episode presents themes in an engaging and appealing manner.

Riko the series

Riko The Series is broadcast on the YouTube platform and follows an edutainment concept, combining both educational and entertainment elements. In the various stories presented in each episode, Riko captures viewers' attention and encourages them to follow his adventures. The engaging, exciting, and enjoyable narratives help audiences stay connected with Riko's daily life, highlighting the relevance of applying character education theories through the series. The series depicts Riko's everyday life with his beloved yellow robot, Q110. Riko has a complete family: mother, father, and elder sister Wulan. In the film, Riko is portrayed as enthusiastic, curious about new things, and independent. Growing up in a religious and educated family contributes to Riko's own religious and inquisitive nature. Q110 is an artificial intelligence robot that plays a key role in the series. Any question Riko has can be explained by Q110 using its advanced capabilities. This allows Riko to gain new knowledge through an engaging and imaginative scientific process. All explanations provided by Q110 are grounded in scientific knowledge and delivered in a fun and appealing manner, using language that is easily understood by children.

Characterization of Five Characters in the Animated Series *Riko The Series*, Episode "Allah SWT Is the Greatest Creator, Riko Is Advised by the Robot, The Chicken Joins the Conversation":

1. Riko. Riko is a boy with a strong desire to explore everything in his environment, often trying to do things to satisfy his curiosity. He is kind, helpful, intelligent, and pious. Riko is active and frequently asks questions to his companion, Q110. He is also skilled in reading the Qur'an and has memorized several surahs.

2. Robot Q110 (Qio). Q110 is Riko's companion robot, an older yet highly knowledgeable figure. Q110 is kind but sometimes playful and talkative. He always answers Riko's questions, providing explanations sourced from the Qur'an.
3. Mother (Bunda). Riko's mother is gentle, loving, and intelligent. She consistently supports Riko when he feels sad and teaches him good habits, including respecting his parents.
4. Father (Ayah). Riko's father is a supportive figure who guides Riko morally and encourages his learning and curiosity.
5. Elder Sister Wulan (Kak Wulan). Wulan is responsible and caring, serving as a role model for her younger brother in social and moral behaviors.

The episode "Allah SWT Is the Greatest Creator | Riko Is Advised by the Robot, The Chicken Joins the Conversation" tells about the greatness of Allah SWT, who creates a diverse range of creatures. Robot Q110 explains to Riko that Allah created these creatures to be obedient and submissive to Him, yet some creatures are not obedient. For this reason, Allah created Heaven and Hell. Riko is afraid of going to Hell, and Robot Q110 then explains that if Riko diligently prays, pays zakat, obeys his parents, and regularly gives charity, God willing, he can enter Heaven.

Language Style

Language style refers to the distinctive or unique use of language that characterizes a writer or speaker, distinguishing them from others. This distinctiveness lies in the process of selecting, manipulating, and combining words, resulting in choices that reflect creativity, imagination, and energy. Careful word selection significantly determines the quality of communication, especially communication conducted through social media. The use of language style also influences whether a program is engaging or not. Therefore, the role of language style is particularly important, especially the use of repetition. By employing communicative and engaging language, the delivery of messages to viewers can be made easier and more effective (Diana et al., 2022).

The language styles used in the episode "Allah SWT Is the Greatest Creator | Riko Is Advised by the Robot, The Chicken Joins the Conversation" of *Riko The Series* include emphatic repetition. For example, the word "hewan" (animals) is repeated in the sentence: *"Ky, don't animals usually find food by themselves? Yes, but pets are already accustomed to being fed by us. So, with their instincts, they will wait, even as if asking us to feed them."* Repetition is also applied with the word "insting" (instinct) in the sentence: *"What is instinct, Ky? Instinct is a natural drive or tendency. Allah installs instinct in all living creatures. This natural drive occurs because of basic needs."*

An emphatic language style using repetition is observed with the words "taat" (obedient) and "tidak patuh" (disobedient) in the sentence: *"Are there really those who dare to be disobedient and obedient to Allah, Riko? Some humans and jinn are not obedient to Allah. That is why Allah created Heaven and Hell. I am afraid of going to Hell, Ky. If Riko prays regularly, pays zakat, obeys his parents, and gives charity diligently, God willing, Riko can enter Heaven. Amen, Allah."* Repetition as a language style involves the recurrence of sounds, syllables, words, phrases, or parts of a sentence considered important to provide emphasis within an appropriate context (Tarigan, 2013).

A comparative language style in the form of a metaphor is used to illustrate that humans and animals need food, as in the sentence: *"Every living creature needs to eat. Chickens, birds, even Riko*

needs to eat, right? Yes, that's why Mom is making me breakfast now. Well, breakfast is important, Riko, as a source of energy for activities." A metaphor is a type of language style expressed through an analogical comparison without using explicit comparative words. It presents two ideas: one as a reality or concept being considered, and the other as a comparison to that reality, creating figurative meaning (Khoirina, 2021).

A comparative language style in the form of personification is used by comparing the human body with a robot, as in the sentence: *"But I see you never eat, Kyo. I am a robot, Riko. The way a robot's body works is different from how Riko's body works. Ky's body processes sunlight into energy. But Riko, did you know that some living creatures created by Allah can survive without eating? Not just for days, but for months, even years."* According to Ratna (2014), personification is a language style in which inanimate objects are treated as living beings. This means that the attributes of lifeless objects are transformed into living qualities. Kosasih, as cited in Samhudi et al. (2017), states that personification is a figure of speech that compares inanimate objects as if they possess human traits. Specifically, this style makes lifeless objects appear alive.

A comparative language style in the form of a simile is used to illustrate the range from the largest to the smallest, as in the sentence: *"Yes, that's right, Riko. That is the greatness of Allah in creating creatures of various kinds, from the very large to the very small."* Aminuddin, cited in Samhudi et al. (2017), states that a simile is a figurative language form that makes a direct comparison, using expressions such as *like*, *as if*, and so on. This indicates that similes compare one thing directly to another. Supported by Ratna (2014), similes use comparative words such as *like*, *as*, or *similar to*. This explanation confirms that this language style is a type of comparative language.

A contrasting language style in the form of a paradox is used to express what is visible and invisible, as in the sentence: *"From what is visible and what cannot be seen by the eyes. Even humans. Allah created differently."* The paradoxical language in *Riko The Series* also conveys obedience and disobedience: *"Riko, most creatures are obedient and submissive to Allah. But there are also those who are disobedient and not submissive to Allah."* A paradox is a language style that expresses two opposing ideas, even though both are true in reality (Julieta & Pujiastuti, 2023). The language styles used in the episode *"Allah SWT Itu Maha Pencipta | Riko Dinasehatin Robot, Si Ayam Ikut Nimbrung"* of *Riko The Series* include repetition, metaphor, simile, personification, and paradox.

All three episodes consistently use repetition to reinforce concepts (faith, ethics, good habits) and expressive language (mild hyperbole, interjections) to maintain motivation and engagement. This aligns with systematic reviews showing that animation tends to have a positive impact on children's expressive language compared to static stimuli, while receptive understanding is strengthened when context is simplified (visuals + simple dialogue) (Georgopoulos et al., 2023). The Robot character facilitates the internalization of advice (episode "Riko Dinasehatin Robot") through polite directive speech acts, avoiding coercion. These findings are consistent with pragmatic studies on *Riko The Series* dialogues, which are rich in educative-communicative and contextual speech acts (Azziz, Suntoko, & Pratiwi, 2021). These are:

1. **Episode "Allah SWT Itu Maha Pencipta".** The dominant language style findings include repetition, which emphasizes the concept of divinity and gratitude (strengthening children's verbal memory). Metaphors and comparisons (similes) are used to bridge the abstract concept of the "Creator" with concrete natural phenomena that children can easily understand.

Rhetorical questions are employed to stimulate reflection (“Who created...?”) and encourage children to draw their own conclusions. The communicative function guides children in understanding theological concepts in a cognitively friendly manner; simple and affective language maintains comprehension and fosters respectful attitudes. This aligns with research indicating that animation and expressive language enhance children’s expressive language abilities, while receptive understanding is supported by contextual simplification (Georgopoulos et al., 2023).

2. **Episode “Riko Dinasehatin Robot”.** The dominant language style in this episode is personification. The robot acts as an advisory figure with reasoning and wisdom, normalizing educational dialogues. Polite directives (including suggestions, advice, and gentle prohibitions) and mitigated directives (using markers of politeness) are employed to guide behavior without coercion. Light hyperbole is used to enliven the atmosphere and motivate engagement. The communicative function of these language styles is to instill discipline and problem-solving skills without sounding didactic. This finding aligns with pragmatic studies on *Riko The Series*, which highlight the predominance of educational-communicative speech acts in character dialogues (Azziz, Suntoko, & Pratiwi, 2021).
3. **Episode “Si Ayam Ikut Nimbrung”.** The dominant language features are interjections and onomatopoeia (e.g., chicken sounds) used to trigger humor, creating cognitive pauses before inserting value-based messages. Situational personification (animals “joining the conversation”) links everyday phenomena to the dialogue topic. Repetition in punchlines or short phrases ensures easier recall. The communicative function is that prosocial humor strengthens attention and message retention while enriching children’s receptive vocabulary. Evidence from studies on children’s media shows that popular cartoons can expand vocabulary and communication patterns, though parental or teacher guidance is recommended to prevent imitation of inappropriate forms (Saragih & Nasution, 2024).

In “Si Ayam Ikut Nimbrung,” non-sarcastic humor (chicken sounds/onomatopoeia) enhances attention and memory, then bridges to the value-laden message. Local literature indicates that children’s cartoons can enrich vocabulary and speech patterns; however, there is also a risk of imitating mixed or non-standard forms, making parental or teacher guidance essential (Saragih & Nasution, 2024).

In “Allah SWT Itu Maha Pencipta,” metaphors and similes are used to concretize theological concepts without excessive abstract terminology, aligning with *Riko The Series*’ educational approach that emphasizes moral lessons and everyday-life-based educational content (Salsabil, 2022; Magdalena & Kusumawati, 2023). The linguistic patterns across these three episodes repetition, personification, rhetorical questions, and similes can be adapted into oral literacy activities in the classroom (identifying figures of speech, paraphrasing messages, role-playing polite speech acts). This practice aligns with research trends on developing animated media for early literacy and learning engagement (Hariyati & Nurhafizah, 2023; Laiya et al., 2024).

CONCLUSION

The language styles used in the episode “Allah SWT Itu Maha Pencipta | Riko Dinasehatin Robot, Si Ayam Ikut Nimbrung” of *Riko The Series* include repetition, metaphor, simile,

personification, and paradox. Based on the analysis, the language styles in the episodes “Allah SWT Itu Maha Pencipta,” “Riko Dinasehatin Robot,” and “Si Ayam Ikut Nimbrung” consistently employ repetition, metaphor, simile, personification, paradox, and rhetorical questions. Repetition is used to strengthen children's understanding of religious concepts, morals, and good habits.

1. Metaphors and similes help children understand abstract concepts, such as divinity, by providing concrete examples from daily life.
2. Personification presents Robot Q110 as a communicative advisory figure, allowing educational values to be conveyed without appearing didactic.
3. Paradoxes and rhetorical questions encourage children to reflect on life values and strengthen critical thinking skills.
4. Prosocial humor through onomatopoeia or interjections (as in the episode “Si Ayam Ikut Nimbrung”) functions to maintain children’s emotional engagement while enriching their receptive vocabulary.

The results of this study indicate that the language used in *Riko and His Robot* is not merely a form of entertainment but an effective pedagogical tool. The cartoon supports the development of children’s expressive language, expands their vocabulary, and instills moral and religious values in an enjoyable manner. Therefore, *Riko and His Robot* is recommended as an educational program for children, with the caveat that parental and teacher supervision is necessary to ensure that the language and values absorbed by children are positively guided.

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