

## IMPLEMENTATION OF VIDEO MEDIA IN DEVELOPING RELIGIOUS AND MORAL VALUES IN EARLY CHILDHOOD

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### Abstract

Religious and moral values are very important to instill early in children. Al Washliyah Kelambir Lima Integrated Islamic Kindergarten (TK II) has sought to address religious and moral values in this child by using video media that they made themselves based on needs. This study aims to see the implementation of video media in developing religious and moral values of early childhood, monitor its development, see the advantages of this method and its disadvantages. This study used a qualitative method carried out at TK II Al Washliyah Klambir Lima. To collect data is carried out using interview, observation, and documentation instruments. Meanwhile, data analysis using the Miles and Huberman model where data reduction, data presentation and drawing conclusions are the main techniques. The results of the study showed that the implementation of the video media succeeded in having a positive impact on the development of children's religious and moral values. Thus, it is concluded that the use of video media can provide benefits for developing religious and moral values to early childhood.

**Kata Kunci:** *Media Video; Nilai Agama; Moral, Anak Usia Dini.*

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## INTRODUCTION

Religious and Moral Values (NAM) are very important and should be of particular concern to parents to early childhood. In the Integrated Islamic Kindergarten (IT) Al Washliyah Kelambir These five things are of particular concern to leaders and teachers who since the Covid-19 pandemic have found the phenomenon of eroding the religious and moral values of children in the world of education and the environment. Given how proliferating negative phenomena are occurring and often become an unsettling spectacle. Many in print and electronic media, there are various cases of early childhood who seem to be accustomed to imitating hate speech, profanity, often imitating violent scenes, and it is even very unfortunate to like to imitate adult behavior that should not be done at a child's age. This state of affairs is not without cause, considering that in the phase of children aged 0-6 experts argue that this is an imitative (imitative) phase. No wonder whatever phenomena around the child are quickly absorbed and turned into a habit. If the scene observed by this child is negatively charged, the child's behavior will also be negative.

This study aims to describe the implementation, development, advantages and disadvantages of using video media in developing children's religious and moral values in TK IT Al Washliyah Klambir Lima. So related to that, it is also known that the development of religious and moral values is part of the national education system which has a hand in the cultivation of the basic development of children as provisions until they grow up. It's just that it is very unfortunate the phenomenon in society that awareness of the cultivation of religious and moral values for early childhood among the Islamic ummah itself is still concerning and not in accordance with expectations (Ardiansari & Dimiyati, 2021). We agree that the phenomenon of declining religious and moral values should not occur in early childhood where at this age children should enjoy the world of play and their growth and development more optimally with the supply of religious and moral values from educators and their environment. It takes a variety of surefire methods and strategies to develop and instill strong religious and moral values in this generation. To be able to take advantage of this variety of early childhood potential as a development of religious and moral values, at least we can use the high childhood awareness that early childhood usually uses to imitate the behavior of others, collect information quickly and this can allow children to quickly learn from their experiences (Saputra, 2021).

Furthermore, another approach along with this research was also proposed by Safitri (Safitri et al., 2019) where from the results of her interviews and observations concluded that in the implementation of the implementation of children's religious and moral values carried out by educators with the method of exemplifying good attitudes such as saying greetings and wanting to wait in line, that way the cultivation of children's morals becomes better also through habituation of behavior like this.

Albert Bandura in his theory expressed how strong the effects of learning are by imitation or imitation or better known as social-cognitive. Imitation is learning that spontaneously exemplifies giving an example to the child about various things so that the child can imitate what he witnesses to do. Teachers and the family environment should be models or examples that are worthy of children's imitation and this is what should make educators and parents more aggressively become idols for children (Safitri et al., 2019). Then the behavior of others he imitated is said to be model/example behavior. When the imitation activity is strengthened, then the behavior of what he imitates will actually transform into his own behavior.

As with the Behavioristic Theory popularized by Gage and Berliner in decades this theory slowly became a school of learning psychology that had an influence on the development in theory and practice in education as well as being a learning that was touted as a behavioristic stream. The perspective of this stream focuses on the formation of behaviors that are seen as learning outcomes (Juwita, 2018). Changes in behavior due to

learning experiences. It's a very appropriate opportunity to prove how effectively video media is implemented to see how early childhood religious and moral values develop.

In order for the cultivation of children's religious and moral values to be strong, it must be done from an early age (Ananda, 2017). Early childhood is a unique individual that until recently was second to none. Nevertheless human beings who are at the same time social beings are required to be good individuals and develop as independent beings and learn to understand the rules of good and bad as outlined in religious values. Human independence in life is influenced by ability and adaptability since childhood. The ability to adapt to humans is a tool to adjust and express and plan actions that can change themselves, their religious and moral values.

Previously in Hong Kong a study from an international journal entitled Moral education in Hong Kong kindergartens: An analysis of the preschool curriculum guide explained the background on the decline in the moral values of adolescents there. This is based on data that many teenagers are unable to control their own behavior so there was an act of intimidation, suicide in 2016 that alarmed the people of Hong Kong. Includes follow-up data on the decline in the number of children who commit suicide (Chan, 2020). The study highlights the inability of pre-school curriculum guidance in Hong Kong to convey moral values to children. The lack of attention about the values and character that preschoolers should develop is a fundamental problem in implementing preschool moral education in Hong Kong. In this study, moral education is considered to be preferable in the school curriculum, both formal and informal with the aim that the content and assessment can be obeyed by all parties in the school because these moral values are closely related to each other.

Religious and moral values are two values that contribute greatly to shaping the character of early childhood because they contain various important learnings such as respect, sense of responsibility, wisdom, fair behavior, tolerance of others, wisdom, honesty, high discipline, mutual help, empathy, mutual cooperation, courage, and democracy (Nurwita, 2019). Such values are needed by children to be able to grow into individuals with character and benefit many people, especially themselves. Interestingly, all the material mentioned above is fully summarized in the values of the Islamic religion. This is corroborated by research conducted by Asti Inawati in her research which states that in detail in Islam has been taught religious and moral values in early childhood where these values are really able to be applied correctly (Asti, 2017).

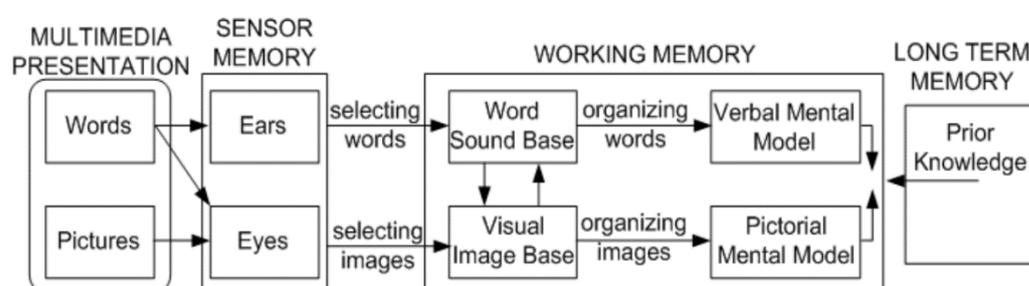
For this reason, an earnest effort is needed in instilling religious and moral values from an early age. The method used must also be interesting because learning media for early childhood although many but still have to be selective in choosing them according to their needs and effectiveness. As well as the video media carried out in this study, it has its own advantages compared to other media. It is still very strong in our minds how video media is so intensely used during the Covid 19 pandemic. At that time, video media was used for distance learning media for all school age groups, including PAUD (Maymunah & Watini, 2021). The material predicted by most educators is the habituation of activities that should be instructed remotely to be carried out in their respective homes.

Video is an audio-visual-based learning medium. Using videos in learning, it can make it easier for teachers to be able to be creative in organizing and listing the learning process and the most important thing is to be able to display moving image illustrations that are easy for children to understand (Khairani et al., 2019). So that the use of video can contribute inspiration and time efficiency in the work to the implementation of learning methods. The effective use of this video as a medium is also an important point in the research of Sofyan Hadi (Hadi, 2017) who examined the effectiveness of this media. In his description, he stated that this video media is really very fun for children, how not this media is able to provide concrete packaging and content, to provide a learning experience that is difficult to forget

for students, where in the study it exemplifies the learning of the history of independence using video.

Previously, a study was also conducted related to various methods that can be done to instill religious and moral values. This research has a special purpose, namely to find out the extent of the cultivation of religious and moral values aimed at early childhood in Goemerlang Sukarame Kindergarten, Bandar Lampung. In his presentation, researchers namely Safitri, Novia Kuswanto, Cahniyo WijayaAlamsyah, Yosep Aspat presented several mottodes that can be applied in instilling religious and moral values in children such as storytelling methods, tourist work methods, demonstration methods, assignment methods, conversational methods and habituation methods (Safitri et al., 2019). The results of the study showed that the cultivation of religious and moral values in Goemerlang Kindergarten Bandar Lampung has been carried out with various methods.

**Figure 1. Cognitive Theory of Multimedia Learning**



A uniqueness of this study is that video media products made by educators that contain material on habits and behaviors are systematically used as repeated children's spectacles. The video media is also made separately from levels 1, 2 and so on. The difference that exists at this level is the material for the implementation of religious and moral values ranging from the actions of common good habits to these behaviors becoming daily habits. Each video is no more than 5 minutes long. The difference that really steals the attention of this study is that previously religious and moral values in children were not so visible at the beginning of kindergarten, but after the implementation of this video media showed positive changes where children have been able to show behaviors that are of religious and moral value..

## METHODOLOGY

This research was conducted at TK IT Al Washliyah Kelambir Lima located at Jl. Kelambir Lima Kebun Gg. Harapan I No.8 Hampan Perak District, Deli Serdang Regency, North Sumatra. Because this research is a qualitative research, this study should not be determined in detail until the researcher gets data and a deep understanding of the objects that are the focus of the study. However, due to considerations of time, cost, and energy, this research can be completed and made a report if it is deemed qualified and achieves data and data analysis as planned. For this reason, this study still has a completion target which is estimated in May-June 2022.

In this study, researchers used a qualitative type of approach. While the method used in this study is descriptive qualitative. The reason for using the descriptive qualitative method is because in this study, the primary data is verbal data, which is described and obtained based on observations on the application of learning to develop children's religious and moral values. Moeleong (2005:4) suggests that qualitative research is a research procedure that extracts descriptive data in the form of spoken and written words from sources of information and observed behavior..

The data sources used in this study came from primary data sources and skunder data sources. (1) Primary data source, Suryabrata (2008: 93) stated that primary data is data obtained and directly collected by researchers from their first source (Rinawati, 2021). This data is data that the researcher collects and collects himself or from himself. Meanwhile, the information obtained

directly comes from actors who see and are directly involved in the research carried out by the researcher. (2) Secondary data source, is data collected directly by the researcher as a support from the first source. In this study, which included Skunder data, namely, a variety of documents such as video media files, learning tools and other related documents..

The instrument of this study is the researcher himself. Researchers have a role and serve as implementers of data collection, analysis, data interpreters and whistleblowers of research data results (Moleong, 2005: 168). Researchers are mentioned as research instruments because various research series are a unit that cannot be separated from the contribution of the researcher himself. Meanwhile, the data collection carried out in this study is (1) Observation, aiming to obtain the data and information needed and collected through direct observation at the location where the research takes place. (2) Interview, is a direct question and answer activity with respondents regarding various related matters to be studied. To obtain valid data, researchers should also conduct interviews with the Principal, Homeroom Teacher and Homeroom Assistant as data sources. (3) Study of documents, i.e. records of events that have passed. This document can be in the form of handwriting, files, drawings, or various works of a person. Meanwhile, the study document in question is where the researcher utilizes documents related to the object under study to obtain data and information to complete the data in the study.

## **RESULTS AND DISCUSSION**

One way to find out the actual condition of children's religious and moral values is to observe the research subjects from the beginning of the implementation of video media carried out on May 16, 2022 to monitor the process and results on May 30 to June 24, 2022. As is well known that the subject of this study is the Aisyah class of TK IT Al Washliyah Kelambir Lima. This observation aims to find out whether the implementation of this video media is able to develop children's religious and moral values and how the development of children after the implementation of this video media. In addition, this observation is also used to find out what are the advantages and disadvantages of implementing the video media.

### **Implementation of Video Media in Developing Religious and Moral Values of Din-Aged Children**

In this particular finding, the researcher conducted observations, interviews and documentation to obtain real information in the implementation of this video media for children in the Aisyah class of TK IT Al Washliyah Kelambir Lima. The researcher conducted an interview with Ibu Sri Windari or who is familiarly called Umi Winda in this kindergarten as the Principal related to what kind of preparation is done by the teacher when using video media for the development of religious and moral values in children.

The choice of video media as a means of conveying material for instilling religious and moral values to children was agreed upon by the Principal and teachers with the fundamental reason that generally children like media that produces video and audio images. In the hope that something that the child likes tends to be easier for the child to understand and can be more effective results. From the observations, the author saw that the child had followed the instructions as shown in the video. The author is also given the opportunity to see what kind of video is shown to the child. The videos provided consist of levels 1 and 2. The video contains a recording of behavior exemplified and acted by a child who has been appointed by a teacher. This video is in mp4 format, which is a standard video format that can be played using a media player on a computer and can also be easily watched via a smartphone. In addition to audio and video, this video is also deliberately added text in it to clarify the delivery language conveyed by the characters who play a role in it to ensure that the message in question reaches the audience. The video link can be obtained on the attachment page. From the results of observations and documentation of each level of the video by referring to the Minister of Education and Culture No.137 of 2014, the researcher formulated it in a charged table as follows:

**Table 1. Video Variants, Content and Content of Religious and Moral Values**

| Video   | Behaviour   | Moral Values   | Religious Values   |
|---------|---|--|--|
| Level 1 | 1. Smiles, greetings and greetings<br>- The child arrives at school giving a smile, saying hello to the teacher, while greeting kissing the hand. | - Identified part of the akhlaq aspect.  | - Part of the manners of manners   |
|         | - The child passing by the older person including the teacher must bend over and walk slowly.   | - Identified part of the akhlaq aspect   | - Part of the manners of manners   |
| Level 2 | 1. Maintain cleanliness, by taking the initiative to pick up visible garbage.   | - Identified part of the aspect of worship and akhlaq                                | - Part of the behavior of maintaining personal hygiene and the environment |
|         | 2. Ablution<br>-The child performs ablutions by rolling up their sleeves and rolling the clothes in the leg area so that they do not get wet      | - Identified part of the worship aspect  | - Parts of personal hygiene behavior                                       |
|         | -The child prays after ablution.<br>- After ablution, the child sits neatly and calmly with his friend's shaf.                                    | - Identified part of the worship aspect.<br>- Identified part of the worship aspect. | -Part of the obligation to perform worship<br>-Part of manners behavior    |
|         | 3. Sholat<br>- Children perform prayers in an orderly manner together (congregation)  | - Identified part of the worship aspect  | - Part of the obligation to practice worship                               |

Based on the table above, it can be seen that various aspects and values of religion and morals are clearly presented in each level of the video made by the teacher which aims to make this video can be imitated and realized by children as a form of achievement of religious and moral values for children.

Respondents explained that the initiation of organizing this method was carried out after the Covid19 pandemic gradually recovered. It was this opportunity referred to above by the Headmaster that was not wasted by educators to immediately apply video media to new students in that year. Researchers tried to find the basis for the decision to start face-to-face learning that year and it is true that the policy has existed where at the beginning of the new school year the government through the Minister of Education and Culture Nadiem Makarim has justified limited face-to-face learning by implementing some special provisions (pmpk.kemdikbud.go.id, 2021).

Nadiem Makarim at that time provided a breath of fresh air for the world of education by justifying limited face-to-face schooling.

The involvement of various parties ranging from Management, Principals, teachers, students and parents is the key to running this activity. This is recognized by the Head of Kindergarten where in addition to teachers, principals, students and parents even involve school management. The management together with the teacher and the principal at this stage repeatedly held meetings to discuss the right, effective, efficient and interesting way for the child until finally a very simple video method was created but was considered feasible and effective for the child. The Homeroom Teacher also explained that, where each element in the school is involved in this project. This is because the content material in this video requires the participation of the parties above who contribute to completing each stage of making video media that has been conceptualized to completion.

Students are fully involved in religious and moral value development activities using this video media. Specifically, the subject of this study was in Aisyah's class, which numbered 25 children. As stated by the Master that there are about 25 children in Aisyah's class. The head of the kindergarten also stated that in the school year, the students who registered were two rombels (study groups) from two classes in TK IT Al Washliyah Kelambir Lima and a total of 51 children. Half of that number was in Aisyah's class which was the subject of research.

From the results of observations at the location, it shows that the set time is 09.00 WIB, which is 20 minutes before the joint dhuha prayer is carried out. The principal explained that the choice of time in the morning is usually the child is still fresher and ready to be instilled with new and good insights for the child. This is also strengthened by documents found by researchers in the form of RPPH (Doc 1, RPPH).

In practice, children are collected in one conducive time and one place. The choice of time and place is also very influential on the excitement of the playback of this video. Activities are carried out in the classroom using a projector to get larger images so that visually it makes it easier for children to see every detail of images and videos. As explained by the teacher, one of the devices used is a projector that must first be prepared before students enter the room. The principal also gave a unidirectional explanation where the video that was shown should be watched together by the children. In the last session of this activity, children are given the opportunity to voluntarily come to the front of the class to practice and imitate morally valuable behaviors in the characters in the video. In a week this video will be viewed at least 1 time.

Children love and are able to immediately practice what they witness. In this very short time, it can be seen that children have mastered part by part of each duration of the video that is shown. Children perform dhuha prayers together, after dhuha prayer activities the teacher gives the opportunity to children alternately imitate behaviors that are worth manners such as videos that have previously been watched together.

### **Development of Children's Religious and Moral Values**

Next, researchers find out whether there is a development of children's religious and moral values in TK IT Al Washliyah Kelambir Lima after the implementation of video media. As with most early childhood, play is an important part of their daily habits. However, among the play activities in the school environment, children at least have the habit of upholding religious and moral values. Whether it's when playing with friends or towards people around him including teachers. What is the state of development of the child's previous religious and moral values whether it does have bad behavior. The principal explained that although children's behavior is not classified as bad, in recent years during the Covid19 period where face-to-face meetings are only occasionally carried out, it is undeniable that children do not understand that they must have polite and polite behavior such as saying greetings when entering the classroom. At least there are changes that occur after the implementation of this video screening activity as the researcher witnessed.

In the field, it can be seen that the child is so excited every morning since coming to school. Starting from coming to be escorted by parents, children have been greeted by teachers who are in

front of the school fence. Getting off the vehicle he was riding in, the child immediately grabbed and greeted his parents' hands while greeting. Likewise, when entering the front of the school fence, children immediately say hello and addressed the teacher. Although actually in previous years the habit of greeting parents and teachers when they arrived at school was still not done by a small number of children. Children have a tendency to imitate their friends doing good things. In line with what the teacher and principal stated that children's habits are influenced by the environment at home before entering school, but bad habits at least change when starting kindergarten with the direction of teachers and implementing this video media.

The researchers then found out how teachers can assess how successful the cultivation of religious and moral values is after the implementation of video media is carried out. Because the teacher's daily life is always with students, every change and development of children's attitudes and behaviors does not go unnoticed by the teacher. It is recognized by teachers that there are many opportunities for teachers to give special assessments of children's religious and moral values, especially some children who have received special notes. It is in religious values as seen in the field that children have a high interest in getting ready to perform prayers in congregation. Meanwhile, on moral values, it can be seen that children have good habits in the ablution queue with their friends. This kind of scene is the subject of positive assessment for everyday teachers. The principal also emphasized that the position of the teacher as the parent of both children in the school environment, so automatically the teacher's attention is so attached to the child. Habituation such as cultural norms or customs is also called normative habituation in moral education (Mufarohah et al., 2018). When a new good habit is found from a child, the teacher gives a note indicating an increase in positive habits in his daily life.

The video screening, which is an innovation in developing children's religious and moral values, clearly shows an output or result in the form of behavior. Children's behavior, which is reflected after the continuous implementation of the video, is the responsibility of all parties in the school and parents at home. However, from each stage of this application, there must be someone responsible if there are things that happen unexpectedly. The Headmaster has full responsibility for all the outputs of these concepts and systems in the school. It can be seen from the intensity of teachers and principals who regularly during meetings discuss and follow the development of religious and moral values of children who have certain records. In line with the teacher's response stating that although the teacher is responsible for the implementation of this video, the Principal has full responsibility for the final results of all these activities. While at home the responsibility of parents can be known from the intense communication between teachers and parents. Through effective communication where the teacher asks about the child's habits at home it has become important information for the teacher to ascertain whether the child also has good behavior while at home or vice versa. Usually parents never hesitate to tell it. This is where parental responsibility really comes true.

Maintaining good children's habits is not easy, so researchers are trying to find out whether there are efforts or ways for the school, especially teachers, to anticipate this. Children who live their daily lives with good habits and moral values as well as strengthening their religion can continue to survive and even increase. Not without reason, this happens because the reward strategy carried out by the teacher has also been well regulated and structured. It can be seen from the teacher's reaction every time the child performs good actions and behaviors religiously and morally, the teacher does not hesitate to directly praise the child. Moreover, the teacher also gives a sign of achievement in the form of a star to the child periodically on the child's name displayed on the wall side by side with the star of his friends. There is a reward system that is a special discussion in FGDs (focus group discussions) that are routinely carried out by teachers and principals. The principal has prepared a variety of attractive gift packages for children who collect up to a certain number of stars according to the teacher's recommendation. The Headmaster explained that it comes down to getting stars that children usually feel very happy. The colorful stars created by the teacher are affixed to the interesting design of the classroom. So that children

feel very happy when the colorful star is affixed to the side of the name. In his time for the child who has collected many stars there are special gifts that the teacher gives him.

### **Advantages of Using Video Media in Developing Children's Religious and Moral Values**

Using video media in developing religious and moral values has now become one of the best ways for teachers of TK IT Al Washliyah Kelambir Lima. This is because teachers and parents have seen the results of the implementation of this activity on children. The tendency of children to imitate good behavior makes it easy for children to adopt a variety of good behaviors including religious and moral values shown from within the video. However, whether the creation of this video media requires special skills or not, the researcher when asking this question received an answer from Winda as the Principal. The principal explained that the audio-visual video media containing material for student activities to behave politely and commendably is a medium that children like. This video is relatively easy to make because it has been conceptualized in a simple and easy way to exemplify. This video also does not require complex editing touches and only uses a simple application on the teacher's smartphone. In the manufacturing process, it does not require the touch of video professionals, teachers only use simple features on smartphones such as video recording and video editing applications that are commonly used. The teacher explained that each stage of the work already has its own task. Such as creating concepts, directing movements, recording to video editing.

From the observations of researchers, another advantage of using this video media is the involvement of objects and subjects known to the child. The subjects in the cast of this video are the students themselves, namely the children who are their own friends. Through observation in the field when the video playback is seen that plays the role of the object, figures who should be respected such as teachers, principals and parents are also involved. Directly these characters are played originally. The teacher explains that the involvement of real objects is to give children an idea of the real person they will meet on a daily basis. As exemplified in one of the scenes in the video, it shows how the child's behavior that should be when he just arrived at school the child immediately greeted the parents and followed by meeting the child's teacher immediately greeted, smiled and said hello. While the teacher admits that there is an impression that can be seen from the child's reaction, seeing the child is so comfortable and accustomed to doing good behavior like the one in the video media. Although the teacher admitted that previously in the first week this video was presented to children, it seemed that the child was still shy about doing polite behavior like the one in the video. But over time the child gets used to it and is very comfortable with this good habit. Likewise, the Headmaster admits that what is seen today proves that children are very fond of behaving with good moral values.

According to the Principal, another advantage of this video media is also because the audio-visual is played by people the child knows such as his own classmates and teachers and Sekolah Heads who he knows as well. With this audio-visual-based video media, the presentation display becomes interesting and children become very fond of it. While according to Anggita there is another reason why this video material is interesting. Every time he watched this video, the principal said that the child had memorized it. While the teacher also explained that this video is considered by the child to be very interesting to the point that he wants to also be played by other children who watch it. The child feels that there is something in common that they have already done and they realize that it is a good habit. Another advantage according to the principal is good habits that are more dominant in children. When interviews are asked about the impact on children until school continues to do so.

If in previous years the teacher had to spend time many times reminding and exemplifying to the child directly the behavior and good habits at school, this time no longer. By playing videos at a predetermined time periodically, it is enough to remind children how

important the habit is and be part of shaping the child's personality that is of high religious and moral value.

To maximize the use of this video media from time to time the teacher and the Principal must at least conduct an evaluation. In fact, the evaluation of the excitement of this video media was carried out very intensely on the weekend before the holiday. The principal explained that this evaluation is divided into 2, namely short-term and long-term evaluations. Short-term evaluations are usually carried out when teachers get unique findings on the realization of these activities. For example, there is a tendency for children to not understand one of the video scenes that we have made. Then in the time of the day it should also be evaluated, revise the video material and directly replace the video file. The child should not be allowed to drag on confused by the intention of the content of the values of the video media. Then we also do a weekly evaluation. Led by the Principal, during the FGD we start with the report of each class teacher. Furthermore, each existing problem will be asked for advice and opinions from each teacher, so that one result or solution is chosen to be applied to overcome the problem. Then the solutions that have been implemented in the next week will again be evaluated for effectiveness. Retained or replaced media material.

No kidding, the successful use of video media in learning has been tested where the results of the effectiveness test on learning videos fall into the very effective category (Suryana & Hijriani, 2021). This research, conducted last year, proves a great success that educators can use to develop religious and moral values in a sustainable and innovative manner.

### **Disadvantages of Using Video Media in Developing Children's Religious and Moral Values**

Using video media in developing religious and moral values is certainly inseparable from a few weaknesses. From the many benefits obtained, it also found several important points that became obstacles ranging from the implementation process to the output. The principal, when interviewed, said that starting from the creation of video media, the obstacle found was that the preparation and process of making videos in this activity really took a long time. Although the concept is very simple, when the video recording process the cast of each character in the video has difficulty playing them because of embarrassment or something else that makes them nervous. The Headmaster responded to this as a challenge for teachers who do the recording in addition to having to be patient and meticulous in repeatedly recording until they get the minimum footage as desired even though it doesn't have to be like a professional video cast on TV. While from the teacher's point of view all the actors that the child recorded were his toughest challenges. This is because it is not necessarily easy to wait for the child's mood to be in good condition to record and should not be forced. As with the research conducted by (Dayan, 2012) of some of the most striking weaknesses of video media is in the revision process. Although it is currently very possible and easy to revise video material, in fact, the step of making revisions takes a short time and saturates even though it is easy to find various video editor applications. This happens because the difficulty of the edited video material varies greatly according to its needs.

In addition, another weakness found was the behavior and habit of applying moral values such as respecting the parents of other students. From the results of observations in the field, researchers found a phenomenon where children were not so interested in giving the same treatment to the parents of other students they met at school. This situation is clearly seen when at a certain time the child crosses paths with the parents of other students, the child still seems ignorant. When asked by the Headmaster whether the child's polite and courteous behavior was also done to other parents he acknowledged this and was working to find the right pattern to bring the child closer to the habituation of respecting his elders through the next video material to be made. According to the teacher assistant homeroom teacher, this happens because the child is not very familiar with the parents of other students. Thus, the teacher together with the Principal are still trying to find the best way to get the child used to implementing the right way so that the child can also be selective in respecting other parents. There is anxiety of teachers and principals as well about this, not just about respect or not but worrying about other threats behind it that vulnerable

children worry about being too friendly with everyone who is also unsafe in the environment outside the school.

Al Washliyah Integrated Islamic Kindergarten Kelambir Lima has made an important breakthrough in efforts to develop children's religious and moral values by using video media created and designed by the Principal and Teachers themselves carefully, patiently and compassionately. In previous research conducted by (Sholihah et al., 2018) (El Iq Bali, 2019) explained that in learning Islamic Religious Education that uses video media in real terms has succeeded in increasing the effectiveness of learning where teachers as educators also get convenience in teaching religious values. This is in line with what happened in TK IT Al Washliyah Kelambir Lima where it became easier for teachers to convey messages of religious content to children.

Meanwhile, in research conducted by (El Iq Bali, 2019) on the development of moral and religious values in children using video-based VCD media with fiqh material content and Upin and Ipin cartoons that are able to significantly increase the cultivation of children's moral and religious values. More specifically, this study reveals that children are able to distinguish good behavior / polite and disrespectful, understand the religion they adhere to, get used to worship and respect others. This study has the same dominant results and is directly proportional to the results of research conducted at Al Washliyah IT Kindergarten. The similarity is in the habituation of children to practice manners in moral values, to the child's penchant for always worshipping.

(Nur Ulfa Alfiah, 2019) who examined the use of Nusa and Rara video media in the role playing method also succeeded in improving akhlaqul karimah behavior in early childhood. The study is very similar to the excitement carried out by teachers at TK IT Al Washliyah Kelambir lima where children are able to simulate or re-imitate how commendable behavior is in videos that have previously been watched to children. It's just that the difference in the research at TK IT Al Washliyah is that the video material is made by the teacher himself according to the needs of achieving what moral values specifically want to be developed to children gradually.

Meanwhile, research related to habituation carried out by children explained the results that every habituation activity carried out by children with demonstrations and other habituations succeeded in instilling religious and moral values. In line with the results of research at TK IT Al Washliyah Kelambir Lima that it is true that the willingness to demonstrate or habituation behavior-habituation displayed to children can strengthen the habit of behaving in a manner full of religious and moral values. What slightly distinguishes Al Washliyah Kelambir Lima IT Kindergarten from research conducted by Novia where demonstrating this commendable behavior using video media that has been specially made.

It is different from the research conducted by (Tanfidiyah, 2017) where the research targets the reasons for the unsuccessful cultivation of religious and moral values in schools. Some of the reasons for its inadequacy are due to not being accustomed to worship, children do not know noble behavior, and cannot distinguish good behavior and not, until few are familiar with religious rituals. This research requires effective direct action. This situation is contrary to the implementation of video media in TK IT Al Washliyah Kelambir Lima which succeeded in instilling religious and moral values in children.

From several previous studies juxtaposed with research on the implementation of video media in developing religious and moral values in TK IT Al Washliyah Kelambir Lima is known to be in line and proven successful for children to significantly have religious and moral values.

## CONCLUSION

Based on the results of the analysis, it can be concluded that the implementation of video media was chosen to instill religious and moral values in early childhood because (1) Children prefer moving images accompanied by audio because they are considered very attractive (2) The development of children's religious and moral values after the implementation of this video media has succeeded in changing children's behavior for the better in everyday life. (3) The advantage is that it does not require professional personnel, just done by the teacher and played by several

people who are needed in the cast. (4) The downside is that the video recording process takes a relatively long time. In addition, new children are able to carry out moral behavior to people they know only as they are in the video media they watch only not to others.

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