

The Use of Video Media to Improve the Religious Character Values of Grade III Students of MIN 17 Aceh Barat

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Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya inovasi dalam pembentukan karakter religius siswa di tingkat Madrasah Ibtidaiyah, di mana metode konvensional seringkali kurang efektif dalam menginternalisasi nilai-nilai agama. Permasalahan utama dalam penelitian ini adalah adanya stagnasi dalam pembentukan karakter religius siswa kelas III di MIN 17 Aceh Barat yang disebabkan oleh kurangnya media pembelajaran yang interaktif, sehingga nilai-nilai religius belum sepenuhnya terimplementasi dalam perilaku keseharian. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan penggunaan media video, mengidentifikasi jenis media yang digunakan, serta menganalisis faktor pendukung dan penghambat dalam meningkatkan nilai karakter religius siswa. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Data yang terkumpul dianalisis secara deskriptif-kualitatif melalui interpretasi data untuk menarik kesimpulan yang komprehensif. Hasil penelitian menunjukkan bahwa penggunaan media video telah diterapkan sebagai instrumen penguatan karakter di kelas III MIN 17 Aceh Barat. Jenis media yang digunakan meliputi video kartun dan animasi Islami yang relevan dengan perkembangan anak. Faktor pendukung utama adalah keahlian guru dalam mengelola pesan moral di dalam media. Namun, penelitian ini juga mengungkap hambatan serius, yaitu keterbatasan sarana prasarana seperti proyektor (infokus), kendala jaringan internet, serta manajemen waktu pembelajaran yang belum efisien saat mengakses konten digital.

Kata kunci: Video Medi; Religious Character Value; and Students

Abstract

This research is motivated by the importance of innovation in developing the religious character of students at the Madrasah Ibtidaiyah (Islamic elementary school) level, where conventional methods are often ineffective in internalizing religious values. The main problem in this study is the stagnation in the development of religious character in third-grade students at MIN 17 West Aceh, caused by the lack of interactive learning media, resulting in religious values not being fully implemented in daily behavior. Therefore, this study aims to describe the use of video media, identify the types of media used, and analyze the supporting and inhibiting factors in improving students' religious character. This study used a qualitative approach with data collection techniques through observation, interviews, and documentation. The collected data were analyzed descriptively and qualitatively through data interpretation to draw comprehensive conclusions. The results indicate that the use of video media has been implemented as a character-building instrument in third-grade students at MIN 17 West Aceh. The types of media used include Islamic cartoons and animation videos relevant to child development. A key supporting factor is the teacher's expertise in managing moral messages within the media. However, this study also revealed serious obstacles, namely limited infrastructure such as projectors (infocus), internet network constraints, and inefficient learning time management when accessing digital content.

Keywords: Video Media; Religious Character Values; and Students

INTRODUCTION

Education is crucial in life. Through education, humans gain various sciences that develop from time to time along with the development of the era. The education that humans receive can realize national development as expected. Education is an important part of human life. In Law No. 20 of 2003 concerning the National Education System, Article 1 states that education is a conscious and planned effort to create an atmosphere so that the student learning process can actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by themselves, society, nation, and state (Tim Pustaka Yustisia, 2013).

In the National Education regulation, Article 3 Number 20 of 2003 states that the purpose of national education is to foster skills, form valuable character to build an intelligent and civilized nation. Thus, it can be understood that education can influence the development of students' character and abilities to become faithful individuals, obedient to the creator, responsible, democratic, independent, and others (UU SISDIKNAS, 2008). According to Ki Hajar Dewantara, to build a solid education, a strong foundation needs to be built as a basis for educational development. This basis refers to the values that apply in society, whether religious values, moral values or noble character, as well as cultural and legal values so that compatibility and similarity of views are achieved in an effort to achieve national and state goals through educational activities. In creating quality and potential human beings, facilities are needed, one of which is the application of character education (Saidah, 2017).

Character education for children ranks highest compared to moral education, because it not only emphasizes good or bad behavior, but also teaches how to instill good habits. This is certainly able to develop sensitivity, care, and commitment as well as foster broad insights for children (Suratmi & Munhaji, 2015). Character education is something that has an influence on the formation of one's physique, mind, and morals, from birth until observed. Moral education is a major challenge that has been a crucial issue throughout the history of world civilization. Currently, the character crisis among the younger generation is increasingly evident with increasing cases of bullying and degradation of manners due to exposure to unfiltered digital content. This phenomenon is also a serious problem at MIN 17 West Aceh, where the process of developing students' religious character faces significant challenges due to a lack of innovative learning media. The main problem identified is the low effectiveness of internalizing religious values due to reliance on conventional methods, which is exacerbated by limited resources such as projectors (infocus) and internet connection constraints. This condition creates a gap between the needs of character visualization for third-grade students and the reality of school facilities. Therefore, the use of Islamic animated video media is necessary as a strategic solution to strengthen students' moral foundations amidst existing limitations.

In this modern era, there are many kinds and ways of providing education. This modern era has a lot of diverse television shows. If parents are not selective in providing television shows to children, these shows can damage the development of the child's soul and mind. The progress of science and technology experienced by humans today has not a few negative impacts on their attitudes and behavior. Both as religious human beings, as well as individual and social beings (Mahjuddin, 2017).

Character building is a fundamental task that must be carried out synergistically by parents and teachers at school. Educators' contribution to student development is inseparable from their responsibility to provide guidance and support to achieve moral maturity. In line with Lickona's (1991) theory in Educating for Character, teachers must emphasize children's moral development by instilling good habits in students. In this context, teachers play a role not only as instructors of academic material but also as character architects who must carefully select learning methods. The relevance of this method selection is supported by various recent studies, such as the study by Pratama et al. (2023), which showed that the use of digital storytelling through animated videos is highly effective in increasing empathy and religious values in elementary school students due to its concrete nature. Furthermore, the character-based Project-Based Learning (PjBL) method is currently trending because it can foster independence and responsibility through concrete actions. The use of video media at MIN 17 West Aceh is a strategic step to bridge abstract values into concrete behavior, while also responding to the challenges of the global moral crisis through an audio-visual approach that is more familiar to the world of children today. This also aligns with Suryanti's (2024) research, which emphasized that technology integration in the curriculum must focus on developing contextual and values-based media. She emphasized that the use of digital media such as videos and e-learning platforms has been proven effective in increasing student emotional engagement, which is key to internalizing religious character at the elementary school level.

The use of video media in delivering character education for elementary school children is based on its effectiveness in visualizing abstract values into relevant narratives. Recent research by Nastiti et al. (2024) and Fodouop Kouam (2024) confirms that children in the digital age actively internalize the values they watch into their personality development. The mechanism of video in this learning process is based on the Cognitive Theory of Multimedia Learning (Mayer, 2020), where information is processed through visual and auditory channels simultaneously. This allows for stronger empathy stimulation and behavioral modeling than conventional lecture methods, significantly increasing student retention of religious values (Pratama et al., 2023).

However, despite its power to increase student engagement by up to 80-90%, the use of video also poses challenges and dangers that require vigilance. Research by Wang (2024) warns that exposure to videos without proper curation and teacher guidance can reduce attention span and cause cognitive overload if the content is too complex. Therefore, the effectiveness of videos at MIN 17 West Aceh depends heavily on teachers' ability to choose the right duration and curate content that aligns with Islamic values. Therefore, videos are not merely a medium for entertainment, but rather a strategic instrument that, if managed wisely, can be an effective bridge in transforming students' religious character amidst limited physical facilities. A teacher can use video as a medium in delivering character education that is interesting for children. Forming children's character is a long

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process and cannot immediately change their character. Through lessons by watching videos, children can at least remember and understand the character education material presented and make the learning atmosphere enjoyable.

MIN 17 Ranto Panyang Aceh Barat is a school that has implemented character education. Based on observation results during field experience practice, character education at this MIN is developed. The researcher taught in grade III, where the application of character education in the class was implemented through good habits such as praying before studying and reading short *surahs* before learning begins to foster religious character in children. Likewise, when using videos to improve students' religious character, the teacher opens the lesson by greeting, greeting, and praying, the teacher takes student attendance, then the teacher delivers the lesson material and explains the sub-chapters on the material being studied. Of course, those related to religious character that can be emulated by students. Then the teacher displays a video that can be watched together by the third-grade students with focus. Students are asked to observe the images and understand the material contained in the video shown.

However, The current state of the religious character of students at MIN 17 West Aceh shows serious challenges in terms of behavior and religious discipline. Observations reveal a decline in etiquette, such as low consistency in reciting prayers and short *surahs*, lack of focus in class, and inappropriate behavior such as lying and skipping prayers. Furthermore, there is a decline in interpersonal etiquette, with students rarely greeting or shaking hands with teachers, both inside and outside the school environment. This phenomenon aligns with researchers' concerns about the negative side or perils of uncontrolled visual media consumption. Research by Wang (2024) and Choi & Kim (2024) explains that excessive exposure to short videos significantly reduces students' attention span, causing them to become bored quickly, have difficulty focusing, and tend to seek instant stimulation in class (such as making noise). Furthermore, Fodouop Kouam (2024) emphasized that the failure of character internalization often occurs when video media is only considered as entertainment without any moral discourse process, so that noble values such as honesty and respect for teachers are neglected by individualistic behavior patterns adopted from unfiltered digital content. Therefore, this research is very urgent to change the role of video from mere entertainment to an instrument for forming concrete religious behavior.

Therefore, the researcher wants to know more clearly about the use of video media in improving the religious character values of third-grade students of MIN 17 Aceh Barat. Based on the background above, the author is interested in studying further about the thesis entitled "The Use of Video Media in Improving the Religious Character Values of Grade III Students of MIN 17 Aceh Barat"

METHOD

This research uses a field research method with a qualitative Case Study approach. The case study approach was chosen because the researcher wanted to conduct an in-depth investigation of a specific phenomenon in a real-life context, namely the use of video media to enhance religious character in a particular location (MIN 17 West Aceh). Theoretically, qualitative research departs from the philosophy of constructivism which assumes that reality has multiple dimensions, is interactive, and is an exchange of social experiences interpreted by individuals or groups to give meaning to certain units. In line with Bungin's (2011) view, this qualitative research aims to understand social phenomena from the perspective of participants in a complete and comprehensive manner.

The location of research that the researcher studied was MIN 17 Aceh Barat. The research implementation time conducted by the author was from August 28 to October 16, 2024. The subjects in this study were the principal and 4 teachers. The reason for choosing 4 teachers was due to the limited number of teachers teaching religious subjects, so the author only interviewed 1 Islamic religious education teacher, 1 *aqidah akhlak* teacher, 1 *qur'an hadith* teacher, and 1 teacher who taught the history of Islamic culture to match the religious character values being studied.

The sample determination technique in this study used purposive sampling. According to Sugiyono (2016), purposive sampling is a sample determination technique with certain considerations, meaning that sampling is based on certain considerations or criteria that have been formulated in advance by the researcher.

The data collection techniques that the author used in this study are as follows:

1. **Interview** An interview is one form of data collection technique that is widely used in qualitative descriptive research. This interview is intended to obtain data from individuals and is carried out individually. In this study, the author wanted to interview the principal, the teacher who teaches Islamic religious education, the *aqidah akhlak* teacher, the *qur'an hadith* teacher, and the teacher who teaches the history of Islamic culture.
2. **Observation** Observation is a technique or way of collecting data by conducting observations of ongoing activities (Sugiyono, 2016). The observation conducted in this study was on the application of video media in improving the religious character values of third-grade students of MIN 17 Aceh Barat, as well as recording characters or behaviors and events as they occurred in the actual situation. Observations were made to obtain a general description of MIN 17 Aceh Barat and to find out directly the course of the teaching and learning process at MIN 17 Aceh Barat.

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3. **Documentation** Documentation is a data collection technique obtained in the form of secondary data, because the data already exists in various documents, we only use the existing data (Abbas, 2001). The documentation data that the author needed are the school profile, the condition of teachers, the condition of students, and the condition of facilities and infrastructure at MIN 17 Aceh Barat.

The data analysis technique in this study uses qualitative analysis techniques, with the following research stages:

1. **Data Reduction** Data reduction means summarizing, selecting the main things, focusing on the important things, and looking for themes and patterns. Thus, the reduced data will provide a clearer picture and make it easier for researchers to conduct subsequent data collection.
2. **Data Presentation** After the data is reduced, the next step is to present the data. Data presentation in qualitative research is carried out in the form of short descriptions in narrative text.
3. **Conclusion** The final stage of qualitative research is drawing conclusions. The initial conclusions put forward are still temporary and will change if strong evidence is not found to support the next stage of data collection (Sugiyono, 2016).

FINDINGS

Observation Results

Observations of 28 third-grade students at MIN 17 West Aceh showed that integrating video media into the learning process was effective in significantly improving students' religious character. Based on observation sheet data, the use of this visual media was able to provide a more concrete and engaging depiction of religious values for students. Although this achievement was very positive, its success was still limited by several technical constraints, such as the limited number of InFocus projectors and the need to strengthen teachers' understanding of the material presented through this media. With appropriate solutions to these infrastructure constraints, the use of video media in the future can be optimized to form a stronger foundation of religious character for students.

Observation Sheet

NO	Observed Aspects	Assessment criteria		
		Very good	Good	Enough
1	Students smile, greet, and salute teachers and friends at school	√		
2	Students often invite friends to perform congregational prayer			√
3	Students actively participate in religious activities held at school	√		
4	Before starting learning in class, students participate in Dhuha prayer first			√
5	Students participate in preserving nature and not damaging plants		√	
6	Students study hard because they want to get good achievements	√		
7	Students pray every time they start and end activities	√		
8	Students invite friends to pray when starting activities		√	
9	Students always remind friends to pray	√		
10	Students respect friends of different religions		√	
11	Students respect other religious holidays			√

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12	Students reject acts of violence in the name of religion	√		
13	Students do not disparage other religions		√	
14	Students perform worship on time	√		
Total		7	5	3

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The following findings summarize the qualitative data gathered from the principal and teachers. While video media is universally recognized as a powerful tool for spiritual and moral development, its implementation faces logistical hurdles. The use of video media has proven highly effective in delivering narrative-rich material, such as the History of Islamic Culture (SKI) and Aqidah Akhlak, because it can visualize the noble character of the Prophets in a tangible way for students. However, this success is still hampered by technical obstacles referred to as "InFocus barriers," namely the limited number of projectors that trigger competition for use of equipment among teachers on a first-come, first-served basis. Despite these infrastructure challenges, the school continues to view religious character formation as a holistic growth effort; character is not only assessed by learning outcomes in the classroom, but also reflected in students' daily lifestyles, from the habit of greeting, discipline in worship, to concern for environmental sustainability.

Category	Key Findings & Teacher Perspectives	Challenges / Constraints
Current Usage	Media is used across various subjects (SKI, IPAS, Aqidah Akhlak) but is inconsistent due to equipment availability.	Shortage of InFocus projectors; Some senior teachers struggle with laptop/projector operation.
Impact on Character	Significant improvement in student engagement. Helps students visualize historical events and moral lessons that are otherwise abstract.	Not all subjects are "video-friendly" (e.g., Al-Qur'an Hadith focuses more on active recitation).
Definition of Religious Character	Using religion as the basis for speech and action; imitating the traits of the Prophet; habits like praying before/after class .	Students are in a "growth stage"; some are still "immature" and prioritize play over discipline.
Student Progress	Most students already show "Very Good" progress, seen through polite greetings, smiles, and active participation in Dhuha prayers.	Progress is not 100% "perfect" yet; some students still argue or are slow to adapt to rules.
Implementation Strategies	Teachers follow the RPP (Lesson Plan) , using Islamic cartoons and brief pre-video explanations to ensure comprehension.	Resource competition; teachers must "book" equipment in advance to ensure they can use it.
Supporting Factors	Character is also built through teacher modeling (neat dress, soft speech) and school programs (Yasinan, Dhuhr prayers).	Home environment; parents' initial teachings play a major role before the school's influence.

Quotes from educators at MIN 17 West Aceh provide a vivid picture of the dynamics of character education at the school. The principal, Mr. Almaida, emphasized the importance of role models, stating that teachers are reflections for students, thus he consistently encourages teachers to demonstrate noble character, such as dressing neatly and speaking softly. However, digital transformation efforts through video media still face technical and facility challenges; Ms. Hera Maizanniar Lubis revealed

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that limited equipment means teachers have to compete for projectors on a "first come, first served" basis. On the other hand, personal challenges also arise, as acknowledged by Ms. Yeni Merlinda, who feels that her age makes it quite difficult to operate laptops and projectors while teaching.

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The interview results indicate that video selection at MIN 17 Aceh Barat is a deliberate process. Teachers prioritize content that balances entertainment with strong moral messaging to ensure religious values are communicated effectively to third-grade students. Below are video types and content applied to foster religious character values of grade three students of MIN 17 Aceh Barat.

Table 2. Video types and content applied to foster religious character values of grade three students of MIN 17 Aceh Barat.

Category	Key Findings	Teacher References
Primary Format	Religious Animation & Cartoons: Chosen specifically for 3rd graders to maintain engagement and prevent boredom.	Mrs. Ratih, Mrs. Hera, Mrs. Wardana
Duration Criteria	Short Films: Preference for brief durations that fit strictly within lesson hours for time efficiency.	Mr. Almaida, Mrs. Wardana
Popular Content	Stories of the Prophets: (Nuh, Isa, Musa, Sulaiman) and popular series like "Omar & Hanna."	Mr. Almaida, Mrs. Yeni, Mrs. Hera
Core Objective	Exemplary Behavior (Uswatun Hasanah): Videos featuring characters with noble traits for students to emulate.	Mrs. Ratih, Mrs. Hera
Sourcing	Streaming Apps: Teachers utilize various digital platforms to easily find Islamic history materials.	Mrs. Hera

Video media at MIN 17 Aceh Barat focuses on short-duration animated stories of the Prophets and educational cartoons, designed to transform abstract religious values into tangible behaviors through the power of visual storytelling.

Supporting and Inhibiting Factors in the Use of Video Media to Improve the Religious Character Values of Grade III Students of MIN 17 Aceh Barat

The interviews with the Principal and teachers of MIN 17 Aceh Barat highlight a consensus: video media is a powerful catalyst for character growth, but its success is heavily dependent on the teacher's role and the school's infrastructure. Below is table regarding to supporting and inhibiting factors in the use of video media (MIN 17 Aceh Barat).

Table 4. Data of supporting and inhibiting factors in the use of video media (MIN 17 Aceh Barat).

Category	Key Findings	Supporting Factors (+)	Inhibiting Factors (-)
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Effectiveness	High, provided there is direct instruction to connect video scenes to religious values.	Teacher creativity in managing the classroom and selecting engaging videos.	Risk of students focusing only on the "show" rather than the moral message.
Behavioral Impact	Significant improvement in politeness, honesty, and worship diligence.	Visual stimulation makes it easier for children to understand and copy noble characters.	Concentration levels vary; not all students absorb visual info at the same speed.
Infrastructure	Major bottleneck due to limited BOS (School Operational Assistance) funds.	Easy access to diverse religious content (Prophet stories) on the internet.	Critical shortage of InFocus projectors and unstable internet connectivity.
Human Resources	A "generational gap" exists in technology usage among the faculty.	Teachers' willingness to provide advice and serve as "reflections" of the videos.	Lack of digital literacy among senior teachers (difficulty operating laptops/projectors).

The field observations and interviews conducted at MIN 17 Aceh Barat demonstrate that the integration of video media is highly effective in shaping student character; however, a critical caveat emerged indicating that this technology does not function as a "magic bullet." The findings suggest that active teacher mediation remains essential, as without direct guidance, students tend to focus on the entertainment value of the footage rather than internalizing the underlying moral lessons. Regarding specific behavioral outcomes, the study identified three primary transformations: a clear trend of ethical internalization through behavioral mimicry, where students replicate the polite speech and "smile, greet, and salute" culture depicted in films; a strengthening of integrity and discipline, reflected in the courage to speak truthfully and an improved adherence to school rules such as punctuality and neatness; and finally, an escalation of social empathy, manifested through increased peer solidarity and a proactive willingness to help one another in daily social interactions.

DISCUSSION

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This research was conducted at MIN 17 Aceh Barat. The research subjects were the principal and teachers of MIN 17 Aceh Barat. The first research with subjects began on October 10, 2024, starting with setting an appointment for an interview without any element of coercion and continued with interviews with the subjects. The research conditions can be known through the description of the real situation that became the research background, the case history of the subjects. Before conducting the research, the researcher first contacted the school that would be the research location. The research implementation began in the 2023/2024 academic year using primary data and secondary data. Primary data was obtained from observation results and interviews with the principal and teachers. While secondary data was obtained from documentation. to express the intent and purpose of the research.

The observation results on the use of video media to improve the religious character of third-grade students of MIN 17 Aceh Barat showed a picture of learning activities based on video learning media. This observation was conducted by the researcher on 28 third-grade students. Based on the observation results, it was found that the use of video media can improve the religious character of third-grade students of MIN 17 Aceh Barat very well, although there were still many obstacles faced by teachers, such as weakness in understanding the material and the unavailability of sufficient InFocus projectors by the school. By overcoming these obstacles, it can facilitate teachers in using video media to improve the religious character of third-grade students of MIN 17 Aceh Barat.

Video, in general, is a learning medium that functions to channel messages (learning materials), thus stimulating students' attention, interest, thoughts, and feelings to achieve learning goals (Nawaga, 2000). Therefore, it is natural for educators to use video media to improve religious character in students. This is as done by MIN 17 Aceh Barat school, which uses video media with the aim of improving the religious character of third-grade students. Based on the interview results, the author concludes that the use of video media at MIN 17 Aceh Barat can take place for all classes and lesson materials. However, the inadequate availability of projectors hinders the activities of some teachers. Thus, the use of video media at MIN 17 Aceh Barat is not actively or frequently carried out.

Some lesson materials that use video media at MIN 17 Aceh Barat for grade III are not only focused on religious subjects. From the interview results above, it is clear the teachers affirmed that video media used to improve students' religious character would be very good to apply to history and *IPAS* (Natural and Social Sciences) lessons, which are also related to religious elements. History lessons also show the journey of human life in the past, be it the period of the spread of Islam by the

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Wali Songo, Islamic kingdoms, the colonial period, and others. Likewise with *IPAS*, which is related to nature and social life. Here, Grade III students will learn how to take good care of themselves and the environment, such as brushing teeth, bathing, not littering, and not cutting down trees illegally, and others. This is clearly inseparable from the religious attitude that encourages every human being to behave well towards themselves, the environment, and others. Moreover, religious character has a broad scope that is inseparable from commendable behavior and the creator.

In addition, *SKI* (History of Islamic Culture) and *Aqidah Akhlak* (Islamic Morals) also become one of the subjects that frequently use video media compared to other religious subjects such as *Al-Qur'an Hadith* and *Fiqh*. This is because there are still some teachers who are less capable or knowledgeable in operating InFocus projectors and laptops, possibly due to age factors. The use of video media in the current era is no longer an unfamiliar thing in the world of education. Video as a learning medium provides convenience for teachers in delivering various lessons. Where, students' concentration and comprehension will increase. Students will focus on observing, listening, and interpreting, as well as imitating every scene contained in the video, especially commendable behavior that refers to religious character (Bahri, Djamrah, & Zain, 2002).

The definition of religious character based on the opinions of the teachers at MIN 17 Aceh Barat school in the interview on October 16, 2024, can be concluded by the researcher as a noble behavior based on the norms of goodness that must be possessed by every human being so that their lives are directed. This behavior is a reflection of the attitudes of the prophets and apostles, as well as the companions, who can be used as role models for students' lives. A religious attitude is also a manifestation of obedience and compliance with the creator's commands.

The meaning of religious above is in accordance with what was expressed by the Ministry of National Education, that religious character is defined as belief in the creator. With the belief that there is a supernatural intensity (great power) above humans, and religious belief is animistic and dynamistic (KBBI). Surayadi said that religious character is obedience and compliance in understanding the teachings of the religion adopted, this includes behavior of respecting the worship routines of other religions (Suyadi, 2013).

The formation of religious character values in students can be done in many ways. In this case, the teachers of MIN 17 Aceh Barat form religious character in third-grade students not only through video media, but also based on religious activities such as memorizing short verses, daily prayers, reading Yasin, and Dhuha/Dhuhr prayers. Not only that, the instillation of religious character in students is also done by teachers by giving advice or reminding students to behave well wherever they are, especially being filial to parents and always performing the 5 daily prayers. The improvement of the teachers themselves is also one of the best ways teachers use to improve the religious character of third-grade students. This is because teachers are reflections and role models for students. So before forming religious character, it would be very good for each teacher to improve their behavior to become a better person or have commendable morals, for example, dressing neatly, speaking softly, inviting students to perform prayers, not yelling at students, and others. The religious character of third-grade students at MIN 17 Aceh Barat, based on the interview results, can be concluded to be very good, although not yet fully perfect. This is because the mindset of each student is different, so the growth of their behavior is also different and slightly delayed. It is natural if there are still students who like to argue, do not obey school rules, and are difficult to manage. However, the use of video media is significantly quite effective, thus able to form the religious character of third-grade students very well, such as students being able to give greetings politely, smile warmly, participate in religious activities, study hard, pray at the beginning and end of learning, and respect friends of different religions, not disparaging other religions, and inviting friends to perform congregational prayer. The improvement of religious attitudes in detail has been described in the observation sheet of learning activities.

The use of video media is the same as other learning, which begins with the opening greeting and prayer from the teacher and students. Then, the teacher will start speaking by asking how the students are before briefly explaining the learning material. This activity is carried out in accordance with the planning that has been prepared in advance in the *RPP* (Lesson Plan) before entering the class, such as determining the theme/title of the film to be shown, choosing a film with a short and enjoyable duration, arranging student seating positions, and others, so that learning activities at school are structured. After displaying the video, the teacher will conduct a review in the form of an attitude evaluation, which will be clearly visible from their actions when interacting in class. Thus, the teachers can conclude how much the religious character of third-grade students of MIN 17 Aceh Barat has improved with video media.

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Basically, the use of video media shows that educational activities are not only sourced from books, but can be obtained through various more interesting media, be it television or the internet, such as YouTube, in the form of short films or feature-length films. Especially now, video/film screenings on digital media conflict with religious and cultural values, so children who watch these films, which are indecent, deviant, and erode morals, can damage the character and morals of teenage life (Putri, 2023). Therefore, it is very important for every teacher to educate students' character through educational learning videos.

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Because, after all, there are still many religious films/content that are very good to watch and can form students' religious character naturally; this will certainly make it much easier for teachers during the teaching process. One of them is cartoons or religious animations, which are films that convey stories, religious values, or religious messages in an interesting and easily digestible way (Uyuni, 2023).

In addition, to make learning activities with video media successful, teachers need to determine the type of video to be shown. The type of video shown is a learning video. As stated by Hazzam Pagarra, learning videos can replace the role of educators during the teaching and learning process. Teachers or educators apply video learning media to save energy when explaining teaching materials to students orally. The teacher only becomes a companion for students or acts as a facilitator.

Besides, learning videos are not only equipped with material, but also evaluation questions, answer keys, and others according to the creator's ability (Pagarra, 2022). Usually, the determination of the video is in accordance with the interests and age of the child, which is why *SKI* (History of Islamic Culture) teachers use religious animated films that are in accordance with the characteristics of third-grade students who still tend to be childish. Through the interview results, it shows that the type of video used is cartoon or religious animation video, which can be used as a means of *da'wah* (Islamic preaching) that is different from conventional *da'wah*. The stories of the prophets and companions are one of the films shown to students, whether it's the story of Prophet Isa (Jesus) a.s, Musa (Moses), Prophet Sulaiman (Solomon), Nuh (Noah), and others. Clearly, these films are very thick with religious elements, both in their actions and words. Because, after all, the stories of the prophets and apostles cannot be separated just like that from every human being. So it is highly obligatory for every student to know or get to know the 25 prophets and apostles along with the companions so that religious character is easily formed. From these films, students' religious character, such as attitudes of respect, filial piety, polite behavior, speaking honestly, and mutual respect, among others, can increase.

The videos shown by the teachers of MIN 17 Aceh Barat are relatively short or not long in duration. This is because the learning time for each teacher is too short. So, it will be very good to use short films, so students do not get saturated or bored while watching. In this case, the teacher's creativity in using video media will increase the likelihood for students to learn more, understand what they are learning better, and improve performance in performing skills in accordance with the learning objectives (Susilana & Riana, 2009). Thus, students' learning efficiency will increase. As stated by Hujair Ah Sanaki, video media can maintain the relationship between learning and goals, as well as increase learning concentration (Sanaky, 2011).

Supporting and Inhibiting Factors in the Use of Video Media to Improve the Religious Character Values of Grade III Students of MIN 17 Aceh Barat

To achieve optimal learning objectives, it is very necessary to use media as a tool in the learning process. Video learning media greatly helps teaching staff in achieving learning effectiveness, especially in subjects that are majority practical and meet the demands of the progress of the educational era, especially in the use of the media technology field. This media is also useful for providing a more structured understanding of skills and maximizing the achievement of learning objectives in a short time (Daryono, et al., 2020).

The effectiveness of using video media to improve religious character, from the interview results above, has slightly different perspectives. Some teachers think that video media is quite effective to use because there are concerns that students will not focus, will be difficult to manage, and will not be able to understand what the message of the video content shown is. It is possible they are only interested in the characters contained in the video. So that the formation of religious character in students through video media will only be in vain. In addition, the effectiveness of using video media for some other teachers is considered very good because it can maximally help teachers deliver material and students understand lessons. Video can clearly provide stimulation quickly to students' behavior patterns so that religious character will be very easily formed.

The impact caused by video media greatly affects student behavior. This is because video media is easily witnessed by many students, motivates students, is able to complete the basic experiences of students, during reading activities, and is not boring (Arsyad, 2011). In this case, video media has a major influence on improving the religious character of Grade III students of MIN 17 Aceh Barat, which is very good, although not yet perfect. As for this behavior, it fulfills the values contained in religious character, which include the value of worship, the value of honesty, the value of respect, the value of discipline, the value of responsibility, care, and respect (Fathurrohman, 2015).

Here is the explanation:

1. **Value of Worship** is something very important to be applied in every student, so they have an awareness of the importance of worshipping Allah SWT (Fathurrohman, 2015). Based on the results of interviews and observations

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conducted on Oct 10-14, it shows that third-grade students are able to invite their friends to perform congregational prayer and perform Dhuha prayer quite well. Students are also able to participate in religious activities, remind friends to pray, and invite friends to pray when starting and ending activities very well.

2. **Value of Honesty**, refers to a moral character that has positive and noble traits such as integrity, full of truth, and straightness, as well as the absence of lies, cheating, or stealing (Kesuma, et al., 2012). In this case, the third-grade students of MIN 17 Aceh Barat are already quite good at speaking honestly to their teachers when they make mistakes.
3. **Value of Respect** is a value that teaches everyone to respect people with good and polite attitudes. Here, third-grade students are already very good at respecting their teachers, both in their behavior and words. Students are also able to give smiles, greetings, and salutations to teachers and friends, and students respect friends of different religions very well.
4. **Responsibility** is a person's skill in carrying out their obligations on their own will (Munir, 2010). At this stage, students are responsible for maintaining environmental sustainability, doing homework, and studying hard very well.
5. **Value of Care** is related to tasks/obligations, roles, and relations (relationships) (Sudarman, 2014). The attitude of care in third-grade students of MIN 17 Aceh Barat is seen in how they remind their friends to always pray both when starting or ending activities. Then this also shows that third-grade students are able to invite their friends to pray Dhuha together. Not only that, maintaining environmental sustainability is also a form of care. Likewise, respecting other religions and helping others is a form of tolerance.

In addition, the use of video media fully has advantages and disadvantages. These advantages are in the form of supporting factors that smooth the process of learning activities using video media. While the disadvantages are in the form of inhibiting factors that hinder an activity so it does not run smoothly. Usually caused by the smallest or largest things. Based on the interview results, it shows that the lack of use of video media at MIN 17 Aceh Barat is caused by the lack of InFocus projectors (school facilities/infrastructure), minimal *BOS* (School Operational Assistance) funds, the skills of the teachers and students themselves, as well as difficulties in the internet network, thus consuming relatively long learning time just to access the video.

As is known, InFocus is an interactive projector used to display learning materials. Therefore, it is natural that this media is the most important point that must exist when using video learning media. The lack of InFocus projectors at school clearly makes most teachers use the usual learning system. Where the teacher explains the material, students listen, and ask questions. The inadequate availability of InFocus projectors is due to the lack of *BOS* funds received by MIN 17 Aceh Barat school. Not only that, the lack of skill of some MIN 17 Aceh Barat teachers in operating InFocus projectors and laptops makes the use of these learning media rarely used.

On the other hand, the teacher's creativity in managing learning methods with video media becomes a supporting factor for the success of forming religious character in third-grade students of MIN 17 Aceh Barat. The creativity possessed by *SKI/Aqidah Akhlak* teachers shows their expertise or intelligence, both when compiling learning strategies, mastering the class, determining films, and creating a comfortable and enjoyable classroom atmosphere. This success can be seen from the evaluation of the observation sheet regarding the evaluation of students' religious character, which is considered quite good and very good. Although this improvement is also influenced by several other factors.

CONCLUSION

The implementation of video media to strengthen the religious character of third-grade students at MIN 17 West Aceh was carried out in a structured manner through the integration of habituation activities, such as greetings and opening prayers, as well as the delivery of material in accordance with the Lesson Implementation Plan (RPP). Teachers played an active role in selecting relevant content, such as short Islamic cartoons and animation videos to maintain student focus. Evaluation was carried out through observation of attitudes and direct interactions after the video screening to ensure internalization of values. Although teacher expertise in managing media was a major supporting factor, this study revealed significant technical barriers, including limited projector equipment (infocus), minimal allocation of *BOS* funds for digital media, low technological literacy, and internet network disruptions that hampered the efficiency of learning time.

RECOMMENDATIONS

Based on these findings, several recommendations are proposed for relevant parties:

For Educators and Schools: Teachers are advised to prepare video materials in offline formats to avoid internet constraints, while schools need to prioritize budgets for procuring adequate audio-visual equipment.

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For Policy Stakeholders: Support from relevant agencies is needed in the form of training to improve digital competency for educators and assistance with technology infrastructure in madrasas.

For Future Researchers: It is recommended to conduct further research using experimental methods or Classroom Action Research (CAR) to measure the effectiveness of video media on changing student behavior in a more measurable and in-depth manner.

RESEARCH LIMITATIONS

This study is limited by its focus on third-grade students in one school, making the results incapable of generalization to a broader context. Furthermore, because it used a qualitative approach, the assessment of character change is descriptive and subjective based on behavioral observations over the research period, and is heavily influenced by the stability of the technological resources available at the time of data collection.

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