THE USE OF VIDEO MEDIA TO IMPROVE THE RELIGIOUS CHARACTER VALUES OF GRADE III STUDENTS OF MIN 17 ACEH BARAT

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Abstract

This study aims to determine the use of video media to improve the religious character values of third-grade students of MIN 17 Aceh Barat, the types of video media used in improving the religious character values of third-grade students of MIN 17 Aceh Barat, and the supporting and inhibiting factors in the use of video media to improve the religious character values of third-grade students of MIN 17 Aceh Barat. The method used is a qualitative method using observation, interview, and documentation techniques for data collection. After the materials are collected, they are analyzed using qualitative analysis techniques by interpreting them in simple sentences so that they can be understood to obtain conclusions as research results. Based on the results of the study, the use of video media has been applied to third-grade students of MIN 17 Aceh Barat in improving religious character. The types of media used to improve religious character values are cartoon videos and Islamic animations, while the supporting factors in improving religious character in students are teacher expertise in managing learning media. While the inhibiting factors are the lack of use of video media in MIN 17 Aceh Barat due to the lack of infocus (school facilities/infrastructure), the expertise of teachers and students themselves and difficulties in the internet network so that it wastes learning time when accessing the video.

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 problem that has been a challenge throughout history in the world. 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 task that must be carried out and implemented by parents and teachers at school. The contribution of educators at school in fostering students is inseparable from responsibility, guidance, and assistance to achieve maturity. From this, the task of a teacher today must emphasize the development of children's morals or character. Therefore, teachers must accustom their students' wills towards good habits. Teachers have a very important task; they are not always encouraged to be able to interpret the meaning of learning. Because the most important thing is the process where learning becomes a forum for the formation of students' character and personality. Therefore, teachers are advised to choose learning methods or techniques carefully.

A teacher can use video as a medium in delivering character education that is interesting for children. Forming children's character is a long 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. In Aceh, such religious values are further reinforced by the province's distinctive Islamic legal institutions, including the Mahkamah Syar'iyah (Wahyudi et al., 2026).

However, in these activities, it was still found that many students were not active in reciting prayers or short surahs, and some did not recite them at all. In addition, it was also found that students were less focused, preoccupied with themselves, liked to talk (noisy in class), rarely greeted when entering class, rarely shook hands with the teacher both when entering class and going home, did not greet the teacher when meeting outside of class, did not perform prayers, and lied, among others. 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

The author uses a field research method with a qualitative approach. Qualitative research departs from the philosophy of constructivism which assumes that reality has multiple dimensions, interactive, and an exchange of social experiences interpreted by individuals or groups to obtain and give meaning to certain units. This qualitative research is aimed at understanding social phenomena from the participants' point of view or perspective (Bungin, 2011).

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.

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

The results of observations on the use of video media to improve the religious character of third-grade students of MIN 17 Aceh Barat show 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, as seen from the observation sheet list, although there are 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.

Observation Sheet

NO	Observed Aspects	Assessment Criteria		
		Very good	Good	Fair
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			√
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

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

Based on interviews with the principal and teachers regarding the use of video media to improve the religious character values of third-grade students of MIN 17 Aceh Barat with question number 1 "Does MIN 17 Aceh Barat use video media to improve the religious character of third-grade students?" Mr. Almaida said that "Yes, but not too often because the school does not provide many InFocus projectors." Mrs. Yeni Merlinda said that "In my opinion, yes. It's just that the use of this video media is not very active because the InFocus projectors are limited." According to Mrs. Wardana, "Yes, this applies to all classes and depends on the lesson." Mrs. Ratih Fajrin revealed that "Some teachers apply the use of video media. Of course, this really helps students understand the material presented." Mrs. Hera Maizanniar Lubis mentioned that "Yes, not too often because there are not enough InFocus projectors. Actually, this video media is not only for Grade III."

Based on interviews related to the application of video media to third-grade students of MIN 17 Aceh Barat with question number 2 "What lessons often use video media?" Mr. Almaida said that "The use of video media can actually apply to all subjects. However, due to inadequate school facilities and infrastructure, only a few teachers apply it. So for history lessons, it is very necessary because children can see how a historical event occurred. Likewise with *IPAS* (Natural and Social Sciences) lessons. Through video media, students can learn many things such as protecting the environment, loving nature, and others. Where all these things are part of a religious

attitude, namely God's command. In addition, for religious learning, especially for grade III, the lessons that use video media are *SKI* (History of Islamic Culture) and *Aqidah Akhlak* (Islamic Morals). These two lessons will greatly help the formation of students' religious character. So this video media is not only used for religious lessons." Mrs. Yeni Merlinda said that, "Lessons that often use video media are *SKI*, *IPAS*, and *Aqidah Akhlak*. For other lessons, it seems no one has tried because the InFocus projectors are limited. Even though *fiqh* (Islamic jurisprudence) lessons like mine are also good using video media. It's just that I haven't planned it. You know, I'm old, so it's a bit difficult when operating a laptop and projector." According to Mrs. Wardana, "Actually, it depends on the lesson material. For me, *Al-Qur'an Hadith*, so I rarely use video media like cartoon films. Because it focuses more on reading the Qur'an and hadith. This is also because the projectors provided at school are not many." Mrs. Ratih Fajrin revealed that, "In my *Aqidah Akhlak* lesson, I also use it, it's just not too often." Mrs. Hera Maizaniar Lubis mentioned that "For lessons like mine, *SKI*, it is highly required to use video media. It's just that there are not enough projectors, so my friends and I are not free to apply this method. Usually, I will first inform the other teachers that today I am using the projector so it's not taken, so first come, first served."

Then based on interviews related to the application of video media to third-grade students of MIN 17 Aceh Barat with question number 3 "What are your views, teachers, regarding the understanding of religious character?" Mr. Almaida said that "Religious Character accustoms students to pray before and after learning. Religious character is a character that makes religion the basis of every speech, attitude, and action. Children who have religious character are expected to be able to have and behave with measures of good and bad based on religious provisions and stipulations." Mrs. Yeni Merlinda said that "In my opinion, religious refers more to behavior recommended by religion. In Islam, this attitude is based on the norm of goodness that is in accordance with what is commanded by Allah, namely following what is commanded and avoiding what is forbidden." According to Mrs. Wardana, "Religious attitude is a behavior inherent in the prophets and apostles that must be embedded in students." Mrs. Ratih Fajrin revealed that "Religious attitude refers to noble morals that must exist in everyone. Instilling religious attitudes is very necessary for elementary school children by introducing good behavior like the Prophet Muhammad SAW." Mrs. Hera Maizanniar Lubis mentioned that "In *SKI* learning, it clearly shows the behavior of the prophets and apostles as well as the companions which are part of a religious attitude. So a religious attitude is definitely a commendable behavior that must exist in everyone."

Based on interviews related to the application of video media to third-grade students of MIN 17 Aceh Barat with question number 4, "What is your opinion about the religious character of students at MIN 17 Aceh Barat, is it perfect?" Mr. Almaida said that "When viewed from the behavior and actions of students as a whole, they are at a growth stage that is still immature. Even so, the religious behavior of students is already very good. They are able to greet and give greetings with a friendly smile when meeting teachers and friends at school. This also applies to third-grade students who are at an age I can say is still quite early, already willing to learn to perform the 5 daily prayers, give greetings, read prayers when starting lessons, obey, not argue, help each other, be disciplined and diligent, of course." Mrs. Yeni Merlinda said that "Actually, this religious attitude in students is fundamentally already within them.

Before entering elementary school, parents have already taught their children to behave well. So at school, this behavior will improve, although not entirely, because after all, children have different mindsets, like third-grade students who are still busy with their world of play, making them difficult to manage." According to Mrs. Wardana, "My opinion about the religious character of third-grade students is already quite perfect or quite good. Although there are still some students with slightly slower growth, so it is natural if there are students who are difficult to manage and like to argue." Mrs. Ratih Fajrin revealed that "It's quite perfect in my opinion. Because some third-grade students have started to actively participate in religious activities and behave politely to their teachers. For the whole, maybe not yet, because they can be said to still be in the learning stage." Mrs. Hera Maizanniar Lubis mentioned that "In my opinion, the religious character of all students is already very good. This is seen in how they interact or communicate politely with both teachers and friends. Almost all students, even third graders, always participate in religious activities actively."

Based on interviews related to the application of video media to third-grade students of MIN 17 Aceh Barat with question number 5, "What do you do to improve the religious character of third-grade students?" Mr. Almaida said that "There are many ways that can be used to improve religious character in students. One of them is religious programs such as reading Yasin and memorizing short verses and daily prayers, Dhuha and Dhuhr prayers. In this case, the more important instillation of religious character is in the teachers themselves. Because teachers are a reflection of the students. So I strongly encourage every teacher, whether young or old, to show good behavior or deeds in front of their students, for example, dressing neatly, speaking softly, inviting students to perform prayers, not yelling at students, and others. In addition, the use of video media to improve religious character in students, in my opinion, is fine to use, as long as it does not harm the students." Mrs. Yeni Merlinda said that, "What is certain is that I and the teachers at school always remind students to behave well to everyone by helping each other, being filial to parents, behaving politely and speaking honestly, and being diligent in worship. Why is this? Because in Islamic teachings, this is highly required, so that our lives as humans are directed." According to Mrs. Wardana, "The main thing I do to improve this religious character is to speak by giving advice to always be children of good character. Especially in the Qur'an and hadith, this good behavior is highly recommended, such as the 5 daily prayers are obligatory, being filial to parents is obligatory, and many others that must be obeyed, and if not, the consequence is Hell. Actually, the activities held at school are quite supportive of the formation of religious character. But as a teacher, I really have to carry out my role to the fullest in guiding students." Mrs. Ratih Fajrin revealed that "The use of video media is one way that is also considered effective in improving the religious character of third-grade students. And this can be a new breakthrough in the education system if it is successfully carried out optimally. Even so, the improvement of religious character is not only influenced by video media. So there are many ways that can be done, such as applying a healthy lifestyle by consuming healthy food, protecting the environment, always being grateful, and not being envious. That can actually be taught to students." Mrs. Hera Maizanniar Lubis mentioned that "Actually, *SKI* learning will easily be able to improve the religious character of third-grade students, because the scope of the subject I hold is about the history of Islamic culture. Where there are the best figures throughout Islamic history with noble characters that really must be used as role models. For, this

video media is one way for me to improve students' religious character perfectly. So it's not just based on religious programs."

Based on interviews related to the application of video media to third-grade students of MIN 17 Aceh Barat with question number 6 "What do you, teachers, think about the improvement of religious character in Grade III students of Min 17 Aceh Barat through video?" Mr. Almaida said "This question is almost the same as the previous question about the religious character of students which is not yet perfect. So the improvement of religious character in Grade III students of MIN 17 Aceh Barat can be said to be mostly very good, although not yet perfect." According to Mrs. Yeni Merlinda, she said that "Religious character in students is sometimes embedded on its own in them, and that is the result of observing what they see and hear. Therefore, as older people, we must show commendable behavior that can be followed or emulated by students. This religious attitude is a manifestation of the traits of the prophets and apostles who have noble morals. With character, students' lives will be more directed to the right path. Students are able to greet, give greetings, and smile at teachers and friends at school, students also actively participate in religious activities at school, and participate in preserving nature and many others that show the development of their religious attitudes is quite good." Mrs. Wardana said "The religious character of students can be observed in class, namely when they start interacting with each other. Politeness, care, and respect will be clearly visible from their actions. Yes, for the evaluation, in my opinion, the religious attitude of the third-grade students of MIN 17 Aceh Barat is quite perfect, both from participation in preserving the environment, Dhuha prayer, thinking positively, greeting teachers with a smile, and many others. This improvement can be driven by many things, one of which is video media." Mrs. Ratih Fajrin said "Through religious character, students will be well-behaved, obedient, and polite. Their lives will be directed to the right path, namely by obeying all of God's commands and avoiding His prohibitions. For third-grade students, instilling religious values is very necessary because they are at an early age and can be influenced by many things, both positive and negative. So there needs to be a role for parents and teachers in it. So that the students' character grows well. This improvement is not only influenced by video media but also supported by other factors. In my opinion, this improvement can be known through the class evaluation stage, and almost some of the third-grade students have very good behavior, and some others are quite good." Mrs. Hera Maizanniar Lubis "The improvement of religious character in grade III students based on the evaluation I conducted is already very good, although not fully perfect. The evaluation results show that some of the third-grade students of MIN 17 Aceh Barat are able to give greetings politely, smile warmly, participate in religious activities, study hard, and pray at the beginning and end of learning."

Based on interviews related to the application of video media to third-grade students of MIN 17 Aceh Barat with question number 7, "How is video media used to improve students' religious character?" Mrs. Yeni Merlinda said that "Its use is the same as other learning activities. It's just that this video media is not used too often, especially for *fiqh* subjects like mine. So actually, this religious attitude is not only driven by video media. Even so, some other teachers, such as *SKI* lessons, really need video media so that the material presented can be easily absorbed by the students. For its application, in my opinion, the most important thing is to determine the theme of the video that will be watched by students. It should be in accordance with the *RPP*

(Lesson Plan)." Mrs. Wardana mentioned that "In my opinion, the use of video media in improving religiousness in students is the same as other learning. Where the first thing done is to prepare an *RPP* so that learning activities with students are structured." Mrs. Ratih Fajrin said that "I prepare the *RPP* first, both in terms of what strategy will be used, student seating positions, determining the type of video, and others. So that the use of video media runs smoothly and students don't feel bored. Of course, the video used is a religious video." Mrs. Hera Maizanniar Lubis "When entering the class, students have given greetings. Before displaying the video, I will briefly explain the video to be shown. The goal is so that children easily understand the content of the video. Of course, the stages of using video media are in accordance with the *RPP* that I have designed beforehand, so I don't show the wrong video to be watched by students. As for the type of video, it is an Islamic cartoon with interesting characters in it, so students don't get bored quickly."

Types of Media Used to Improve the Religious Character Values of Grade III Students of MIN 17 Aceh Barat

Based on interviews related to the application of video media to third-grade students of MIN 17 Aceh Barat with question number 8 "What types of video media are used to improve the religious character values of third-grade students of MIN 17 Aceh Barat?" Mr. Almaida said "Actually, this type of video is more of a short film, yes. Of course, with a short duration according to the time limit of each teacher's lesson hours. The chosen film is more of a cartoon or religious animation." Mrs. Yeni Merlinda mentioned that "The type of video used, in my opinion, is cartoon animation video for history or *aqidah akhlak* learning. For my lesson, of course, there isn't any." Mrs. Wardana said that "Film is also part of video media. It would be good if the teachers who use video media choose films with short durations so students don't get bored easily. For third-grade students, it is better to use religious cartoon films that are appropriate for their age. As for myself, it's not that I don't want to, it's just that I'm still not familiar with using laptops and projectors." Mrs. Ratih Fajrin said that "Usually I prefer to use religious cartoon films or animations so students easily understand the message in them and make an example of these characters." Mrs. Hera Maizaniar Lubis said that "I often use cartoon videos, Islamic animations. Animated films of the religious genre with an Islamic historical background are in accordance with the subject I teach. Now, films like that are very easy to find on various video apps."

Based on interviews related to the application of video media to third-grade students of MIN 17 Aceh Barat with question number 9 "What videos do you use to improve the religious character of third-grade students of MIN 17 Aceh Barat?" Mr. Almaida said "The videos used to improve religious character, from what I see, most teachers choose religious cartoon videos such as cartoons of the prophets and apostles, Omar and Hanna, and other animations. Actually, there are videos that are recommended to improve religious character, but some of them have a long enough duration so it is impossible to show. So I always advise teachers who want to use video media during their lesson hours to choose types of videos with short durations, videos that are meaningful and can teach students good behavior." Mrs. Yeni Merlinda said that "I don't really know. Because I've never used it. But from the info I got, most of the videos used are like animated videos of Prophet Noah, Jesus, and other animations. Only that." Mrs. Wardana said that "What is certain is that the video

used is a video that can form religious character for students. What I see, the videos shown are like stories of the prophets and apostles." Mrs. Ratih Fajrin mentioned that "I usually use religious cartoons that tell the stories of the prophets and other cartoons that contain religious values." Mrs. Hera Maizaniar Lubis said that "The videos taken, of course, feature characters from which lessons can be learned concerning Islamic values. The history of the prophets is good for students to watch because it reflects very noble behavior, usually films about the stories of prophets like Jesus, Moses, Noah, and Solomon. For other Islamic civilization history, the film Bilal is actually very good to be watched, but the duration is too long, so it takes a long time. Now there is also the story of the Prophet Muhammad. But to show that, I must first explain to the students so they don't misunderstand the characters played in the film."

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

Based on interviews related to 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 with question number 10 "In your opinion, is the use of video media effective for improving the religious character of third-grade students of MIN 17 Aceh Barat?" The Principal of MIN 17 Aceh Barat, Mr. Almaida, said that "The use of video media to improve religious character in students is quite effective. However, I am concerned that students might only focus on the video's content, not on what they should learn from the video. So they don't know the message conveyed from the video. So the teacher's role is important to direct students to understand what they see and hear. Therefore, the learning system is direct, where the teacher and students are connected." Mrs. Yeni Merlinda said that "In my opinion, it's between effective and less effective, yes. Same as positive and negative. It's less effective because not all students will have high concentration and be able to understand the video displayed. It's effective because it really helps students understand the material taught by the teacher." Mrs. Wardana said that "In my opinion, this depends on the perspective of each teacher, yes. For some teachers, perhaps those who often use video media will assume it is very effective, and for some, it may not be effective. For me, it is quite effective to help both teachers and students during the learning process." Mrs. Ratih Fajrin mentioned that "Very effective because it indeed makes it easier for students to understand religious character. Through video media, students will clearly see how religious attitudes are displayed in the film, so it will be very easy for them to imitate. Of course, the video displayed must be interesting so students don't get bored easily." Mrs. Hera Maizanniar Lubis said that "The effectiveness of using video media is very good, but it still has negative impacts. It's like the wise use of a smartphone. When someone is able to apply digital devices well, the impact obtained will be good, and vice versa. So this video media will be able to form students' religious character if the teacher is able to use this learning method effectively and responsibly. Because negligence from a teacher will make students undirected, making them very difficult to manage. Yes, even so, the impact caused is also quite good because students are more interested in videos."

Based on interviews related to 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 with question number 11 "What do you, teachers, think about the impact caused by video media on improving the religious character of grade III students of

MIN 17 Aceh Barat?" Mr. Almaida said "The use of video media to improve religious character in third-grade students has a positive impact on student behavior. Films shown via video are clearly able to stimulate students' thinking patterns to follow or imitate. The improvement in religious behavior is a result of the influence or impact caused by video media. Where students are able to help their friends, have an attitude of tolerance, do not mock other religions, speak softly, politely, friendly, and smile when greeting teachers, and many others. Although this improvement is not only influenced by video media, the use of video media is quite effective to be applied." Mrs. Yeni Merlinda mentioned that "The impacts are many, yes, students can behave honestly, worship diligently, are able to speak politely, and actively participate in religious activities." Mrs. Wardana said that "The impact of using video media is able to form religious character in some third-grade students very well. This is evident from the students' attitudes which are starting to change positively, such as not lying or speaking honestly, being able to memorize short verses or daily prayers, participating in religious activities, and many other behaviors that may have been mentioned by other teachers." Mrs. Ratih Fajrin said that "This impact indeed slowly forms religious character in students. Usually, if students are difficult to manage, now they are starting to obey and not lie when making mistakes. Always ready to accept advice and behave politely." Mrs. Hera Maizan Niar said that "In my opinion, the impact caused by video media in improving religious character in students is significantly quite good. Where students are able to behave politely both when speaking or facing the teacher. They also understand the importance of discipline and obeying school rules such as dressing neatly, arriving early, doing assignments, which are forms of religious attitude. Not only that, students happily participate in religious activities held by the school. So the development of this religious character is a manifestation of the impact caused by religious behavior."

Based on interviews related to 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 with question number 12 "What are the supporting and inhibiting factors in the use of video media to improve the religious character values of third-grade students of MIN 17 Aceh Barat?" Mr. Almaida said "In my opinion, the inhibiting factors for the use of video media in improving religious character include the inadequate availability of projectors and limited *BOS* (School Operational Assistance) funds, so teachers are not free to use this learning method. Not only that, the teacher's ability is also a major obstacle in the use of video media. Where there are still some teachers who do not understand how to operate a laptop or InFocus projector. I don't really know why, because some of the teachers here can be said to be old, including myself, maybe that's why they have difficulty using the InFocus. As for the supporting factors, it's also related to the teachers themselves. A teacher's creativity in managing video media will facilitate the formation of religious character in students. In addition, students are also a supporting and inhibiting factor for the use of video media." Mrs. Yeni Merlinda said that "For the supporting factor, yes, from the teachers themselves, how creative they are in managing video media and the classroom atmosphere so students don't get bored easily, as well as in the selection of the type of video. As for the inhibiting factor, it is the lack of InFocus media. This is also because the school's *BOS* funds are limited." Mrs. Wardana said that "Actually, the use of video media really helps the formation of religious character. Especially now that religious films about Islamic history are easy to find. Unfortunately, at MIN 17 Aceh Barat, the allocation of *BOS* funds is insufficient, so InFocus projectors are

not adequately available. Even though if there were, it would really help the teachers, right, so it's not limited like that. As for the support, from the teachers themselves, how well they are in using this learning method, be it determining the film, and others." Mrs. Ratih Fajrin said that "The supporting factor, from what I observe, is the teachers themselves. The inhibiting factors are the lack of school facilities (InFocus) and the teachers' lack of skill in using these facilities. So many teachers tend not to use this video media." Mrs. Hera Maizanniar LubisS said that "The use of video media almost entirely influences students' religious character. This depends on the strategy used by the teacher, like this, in using video media creatively so students don't tend to get bored, enjoy and are interested in every scene in the video. While the inhibiting factor is often difficulties in terms of the internet network, thus consuming learning time in accessing the video."

DISCUSSION

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

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 *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.

Types of Media Used to Improve the Religious Character Values of Grade III Students of MIN 17 Aceh Barat

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. 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). The influence of digital media on behavior is not limited to children; among adult Muslims, social media has been shown to drive concrete actions such as consumer boycotts (Rizki et al., 2025).

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 worshiping Allah SWT (Fathurrohman, 2015). Based on the results of interviews and observations 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. The importance of maintaining prayer is also reflected in the MUI's guidance that preserves the obligation of prayer even under constrained conditions, such as for health workers wearing protective equipment (Oktalita & Rizki, 2021).
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. Fostering respect for people of other faiths from an early age is in line with religious moderation efforts in Indonesia that aim to prevent radicalism (Murad & Rizki, 2022), and with the harmonious interfaith relations that have been documented in West Aceh itself (Fitri et al., 2026).
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 use of video media in improving the religious character of third-grade students of MIN 17 Aceh Barat 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 video to be shown, choosing a video 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.

The types of media used to improve the religious character values of third-grade students of MIN 17 Aceh Barat are cartoon videos and Islamic animations. The supporting factor in improving the religious character of third-grade students of MIN 17 Aceh Barat is the teacher's expertise in managing learning media. While the inhibiting factors are the lack of use of video media at MIN 17 Aceh Barat caused by the lack of InFocus projectors (school facilities/infrastructure), minimal *BOS* funds, the skills of the teachers and students themselves, as well as difficulties in the internet network, thus wasting learning time when accessing the video.

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