Jurnal Kajian Keislaman dan Kemasyarakatan

http://journal.iaincurup.ac.id/index.php/JF/index
P-ISSN: 2548-334X; E-ISSN: 2548-3358

Research Article

Development Of Islamic Religious Education Learning Media Based On Animation Videos

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Abstract. This problem is motivated by several issues that the author found at Public Middle School 1 Banuhampu West Sumatera, especially in the subject of Islamic religious education in class VII, where in the learning process, the media used is poor and does not keep up with the times to cause student apathy towards the concentration of P.A.I. subjects so that it causes low student learning outcomes. The research aims to restore the enthusiasm of students' learning that has disappeared. So that students can learn more enthusiastically in the future. The research method used in this study is the Research and Development (R&D) method using the 4D or 4P model, which has 4 phases: defining, designing, developing, and disseminating. This test was carried out in three stages: a validity test conducted by several experts in their fields, such as material, appearance, and language using Aikens' V. The next practicality test was performed with educators. The next practicality test was carried out with educators at school using the Kappa moment (K). The feasibility test was conducted on several students, namely VII 5 and VII 6 class students using G-Score (<g>). The validity test results with a value of 0.90 were declared feasible, the practicality test results with a value of 0.92 were declared very helpful, and the feasibility test results obtained from the T-test results on the limited trial showed a T table value of 10.422 with an a value of 0.000. If tested with a confidence level of sig 0.05, the a result is smaller than 0.05. Thus, the effectiveness of learning using animated video-based learning media is higher than in classes that only use conventional, so H1 is accepted. In addition, Islamic religious education learning media based on animated videos is feasible for learning at Junior High School.

Keywords: Development, Learning Media, Islamic Religious Education, Animated Videos

Introduction

The world of education is an object that is always interesting to discuss. Education is also a complex problem and will only partially be resolved. There are many complex perspectives to unravel the issues in education to provide satisfactory answers for various parties (Achmad et al., 2021). Education is not only related to increasing knowledge but must include aspects of attitude and behavior to make children pious, knowledgeable, and noble human beings (Sani & Kadri, 2019).

Increasing interest in Islamic Religious Education learning is only done with an apparent reason and purpose because no matter how small the changes made, they significantly impact a person's life. One way to increase interest in Islamic religious education learning is by making interesting animated videos for students.

Article info:
https://doi.org/ 10.29240/jf.V9i2.36704

The challenges will become increasingly complex when linked to the era of millennials and the strawberry generation. Morals among these groups are increasingly being eroded by the flow of technology that tends to be modern. As expressed by Aeni, modern society (today's society) wants everything to be instant, which results in many rules being violated (Aeni et al, 2022).

In addition, in carrying out their duties as educators, teachers also need to be guided by steps by the teachings of Islam, namely the word of Allah S.W.T. in the letter An-Nahl verse 44:

بِٱلۡبَيِّنَٰتِ وَٱلزُّبُرِۗ وَأَنزَلۡنَآ إِلَيۡكَ ٱلذِّكۡرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيۡهِمۡ وَلَعَلَّهُمۡ يَتَفَكَّرُونَ ٤٤

Meaning: We sent them) with (bringing) clear proofs (miracles) and books. We sent down to you the aż-Żikr (the Qur'an) that you explain to humanity what has been sent down to them and that they may reflect.

The teaching and learning process must differ from the strategies, methods, and media teachers use (Panjaitan et al., 2020). The learning process using learning media, especially computer media, will create an exciting and enjoyable learning atmosphere for students without leaving out the substance of the learning that must be conveyed (Suryana & Hijriani, 2022).

Thus, Islamic Religious Education teachers, in particular, must develop their skills in using technology in the learning process to manifest their professional competence. In implementing learning, teachers are required to be able to follow the development of science and technology as stated in Law No. 14 of 2005 concerning teachers and lecturers, the chairman's section regarding the rights and obligations of teachers in article 20 b which reads, "In carrying out professional duties, teachers are obliged to: b. improve and develop academic qualifications and competencies sustainably in line with the development of science, technology, and art".

The rapid development of technology today. Technology can affect various things, including learning and how to deliver material in schools' teaching and learning process. With the development of technology in the current industrial revolution era, it should be able to improve the quality of the learning process in terms of teaching materials and media that support learning so that it becomes exciting and enjoyable learning so that it can improve student learning outcomes (Lia et al., 2023). Technological advances and globalization have positive and negative impacts on the development of adolescent morality. Therefore, technological advances are not only enjoyed by adults; elementary school students can also enjoy the results of current technological developments. Technology is widely used throughout education as a means and infrastructure for interaction between educators and students. An educator must be proficient in using technology so that learning can get optimal results (Oktaviani et al., 2022). In education, technological developments have a positive impact, one of which is that they can make learning more interactive and exciting. The use of information and communication technology in education has many benefits both for the interests of teaching and learning and for the interests of school administration management. Junior high school is one level of education that is starting to take advantage of the

development of technology and communication. With the development of science and technology, we must adapt to the changes happening today and be ready to accept changes from the influence of globalization (Hapsari & Zulherman, 2021). The use of technology in learning extensively helps teachers to convey information to students (Dewi & Negara, 2021).

Based on the results of initial research conducted by analysts at Public Middle School 1 Banuhampu, especially on the subject of Islamic Religious Education in class VII, analysts found that educators only used ordinary learning techniques (lecture methods) in teaching and had not tried to steal the attention of students, along with the learning techniques that educators usually use tend not to involve students to be proficient in learning, the accompanying media used by educators in learning are only limited to materials and powerpoints. This media has not been able to steal the attention of students. Both of these media also have drawbacks; for example, the textbooks provided are thick and not attractive to read because they make students bored and tired; on the other hand, so that students can observe the teaching process well, the proper and adequate media for delivering material must contain elements of movement so that learning becomes productive.

They are considering the results of the analyst's interview with Mr. Ali, one of the Islamic education subject teachers at Public Middle School 1 Banuhampu. Here are the results of the interview with Mr. Ali. "Learning materials are usually delivered through talk and talk strategies and periodically using PowerPoint media, but in general, students will feel tired in learning and not focused; the student's center is only for a short time after that, students will feel tired and sleepy again when the father explains because the media that the father uses is still limited and not yet suitable for use by students, so sometimes the father feels hesitant to use learning media in understanding the lesson because the father is not very talented in making creative media. Therefore, the father appreciates Ananda, who wants to make this active video media, "I believe that by using this animated video media, students will focus on learning and increase student movement." (Ali, 2023).

In addition, if seen from the results of observations conducted in 2 classes, each consisting of 32 people, it can be seen that almost 85% of students, especially classes VII.5 and VII.6 Public Middle School 1 Banuhampu, think that they are very tired of the media that conveys the material they get. From the student's explanation above, the researcher can assume that the media used is not imaginative and creative, so students are less interested in concentrating on Islamic education subjects, causing student learning outcomes to decline. This information was obtained from the meeting results during the observation at the student analysis stage. The absence of student response in paying attention to the educator's explanation and low learning achievement indicate that there are obstacles in teaching that interfere with the lessons that students should have received.

With the above problems, the researcher intends to develop a learning aid in the form of animated video media that will help the effectiveness of the learning process and delivery of messages and the content of the lessons at Public Middle School 1 Banuhampu. Many studies have shown that animated video media has demonstrated its superiority in helping teachers and teaching staff deliver learning

messages quickly and more easily understood by students. According to Hamka 2018, learning media can be defined as a physical or non-physical aid deliberately used as an intermediary between educators and students in understanding learning materials to be more effective and efficient. This will allow the learning material to be more quickly received by students and attract students' interest in learning further (Nurfadhillah, 2021).

Tafonao argues that the role of the learning media in the learning and teaching process is an inseparable part of education. Learning media can convey messages from senders to recipients, stimulating students' thoughts, feelings, attention, and interest in learning (Tafonao, 2018).

Learning media can be used to convey messages to stimulate thoughts and feelings, arouse enthusiasm, attention, and interest, and the willingness of recipients of information (Sulryana & Hijriani, 2021).

The researcher created animated video-based learning media because most students use smartphones. Students can later reaccess this video media at home using a cell phone or computer. This media is believed to help students achieve learning goals. Given the previous statement, the author was encouraged to direct a study entitled "Development of Islamic Religious Education Learning Media Based on Animated Videos in Class VII at Public Middle School 1 Banuhampu."

Method

This study uses the Research and Development (R&D) method. Research and development (R&D) is used to produce specific products and test their effectiveness. In this study, the product produced is an Islamic Religious Education learning media based on Animation videos, which are expected to increase students' enthusiasm for learning commendable behavior material (Sugiyono, 2015). The development procedure in this R&D study uses the 4D or 4P model development model, which has 4 phases: definition, design, development, and dissemination. (Fitriyenni et al, 2023).

Results and Discussion

This study aims to develop animated video-based learning media in class VII of State Junior High School 1 Banuhampu to find out how high the level of validity of the learning media products that researchers make and to find out whether the experimental class that uses Islamic religious education learning media based on animated videos is higher than the control class that only uses conventional learning methods. This is in line with the research conducted by Melati, who stated that using animation and learning materials can motivate students to learn (Melati et al., 2023).

In the initial stage, namely the definition, the researcher analyzes the curriculum and characteristics of students, materials, and assignments and formulates objectives. The first is curriculum analysis; in the initial stage, researchers must review the curriculum used at State Junior High School 1 Banuhampu. This ensures that the expected learning stays consistent with learning outcomes. According to Fiska in her article, curriculum analysis and evaluation are essential because of developments and changes in various areas of life (Wibowo & Andaryani, 2023). The learning achievement flow used in this study is to describe the negative impacts of gossip and foster a tabayun attitude, to be able to analyze the difference between gossip content and criticism and product reviews on social media so that the belief is

embedded that Allah S.W.T. is All-Knowing and All-Seeing and is accustomed to creating social harmony by avoiding gossip and fostering a tabayun attitude.

The learning objective flow is for students to correctly describe the message of Islam for social harmony by avoiding gossip and fostering a tabayun attitude, examining the difference between gossip content and criticism and product reviews on social media, and compiling content reviews on social media.

At the characteristic analysis stage, the results of interviews with students were obtained. Through interviews, observations, and tests, researchers were able to find out that children tend to get bored with Islamic Religious Education learning. Ahmad Taufik's research stated that a teacher in the learning planning process needs to understand students' characteristics and initial abilities (Ahmad, 2019).

Material analysis: At this stage, the researcher focuses on Islamic religious education subjects, including material on avoiding gossip and carrying out tabayyun. Before transforming learning materials for students, educators first analyze learning materials (Akyas, 2023).

Task analysis aims to identify the skills students must achieve from studying the material systematically. Singgih Ariyanto (2014) assumes that task analysis is analyzing or breaking down tasks that are considered difficult into straightforward tasks according to the child's abilities (Aini & Iswari, 2019).

The skills to be achieved include 3 aspects: cognitive, affective, and psychomotor. This aligns with Bloom's taxonomy, which was initiated by Benjamin Bloom (Di Ohanes et al., 2022). From a cognitive perspective, the tasks given to students support the development of abilities and understanding of the material to avoid gossip and carry out tabayyun. From an affective perspective, it is seen from the attitude and interest of students in learning. From a psychomotor perspective, it is seen from the ability of students to act after receiving learning experiences.

Next, formulate the objectives. This stage aims to make learning videos to motivate children to learn independently. Formulating objectives can be used to evaluate the effectiveness of the learning process (Hijryah, 2012). The second stage is design, which compiles materials and image layout. The material included in the product is based on the teaching module at Banuhampu 1 State Middle School, which the Islamic Religious Education subject teacher gives. Before the video compilation stage is carried out, the design plan for the learning is first carried out. This is by learning design principles (Mawikere, 2023). At the beginning of the first slide, there is a logo from the Agam Regency, the Tut Wuri Handayani logo, a picture of a clock, a picture of a standing teacher, a blackboard, and a wall; on the second slide, it is the same as the first slide, but on the blackboard, there is a chapter and learning title written on it. The third slide is the same as the first one e, except that there is a written learning objective on the blackboard. The contents of the first slide are a blackboard, and then there is a written definition of gossip and a picture of someone eating human flesh. The second slide is almost the same as the first slide; only the writing is different; on this second slide, on the board, there is a subtitle, there is a picture of 2 people, and next to it, there is a discussion of gossip. The third slide has a blackboard and a moving picture of gossip and taboos. Finally, the closing section of this section for the display is the same as the first slide at the beginning; only on the board on the left is a hadith, and on the right is a picture of a scholar.

Development stage: All stages of definition and design have been validated by expert lecturers and are ready to be displayed in front of the class as teaching materials for teachers and students.

The purpose of developing Islamic religious education learning media based on animated videos is to determine how high the product validation is by experts

(Melati et al., 2023). Before conducting product validation, the instrument that will be given to the validator is first validated by a validator who is an expert in methodology; instrument validation gets a value of 0.84 with a high category, content validation of 0.85 with a high category, construct or display validation of 0.91 with a very high category and language validation of 1 with a very high category. In addition to knowing how high the expert validation is, it is also essential to see whether the effectiveness of learning using animated video-based learning media is higher than conventional.

Product Test

There are three product tests conducted at this stage, namely, the first is to conduct a validity test to the validation lecturer to test whether this animated video media is valid and can be used, the second is a practicality test conducted by the Islamic religious education subject teacher to find out whether this media is practical to use and the last is an effectiveness test tested on grade VII students at Banuhampu 1 State Middle School, to find out whether this animated video media is effective for use in learning.

Before conducting a product test, an expert lecturer validates the product test instrument in advance to see whether it can be used in research. Dr. Arifmiboy S.Ag., M.Pd, and Dr. Wedra Aprison, M.Pd, conducted the instrument validity test.

Table 1. Instrument Validity Results

Number	Validator Name	Average Value V/item	Number of Items
1	Bapak Dr. Arifmiboy S.Ag., M.Pd	0,75	4
2	Bapak Dr. Wedra Aprison, M.Pd	0,93	4
Amount		1,68	8
Average V Value		0,84	Valid

The data from the feasibility sheet test results carried out by two testers suggest that the feasibility test sheet that the analysts have can be used in research and given to testers to determine the feasibility of a product.

1. Product Validity Test

Table 2. Product Validity Results

Number	Types of Validity	Validator Name	Average Value V/item	Number of Items
1	Content	Dr. Muhidir Kamal, M.Pd	0,71	7
		Dr. Charles, S.Ag., M.Pd.I	1	7
2	Construction	Riri Okra, M.Kom	0,91	6
		Gusnita Darmawati, S.Pd., M.Kom	0,91	6
3	Language	Veni Roza, SS., M.Pd	1	5
Amount			4,53	31
Average V Value			0,90	Valid

Based on the feasibility test results above, the overall average is 0.90, with a very high category. Thus, the Islamic Religious Education learning media based on animated videos is declared valid and feasible.

2. Product Practicality Test

Table 3. Practical Validity Results

Statement	Tester Ali Akbar, M.Pd	
	Score	Value
1	4	80
2	5	100
3	5	100
4	4	80
5	5	100
6	5	100
K	0,92	
Average	0,92	
Category	Very Practical	

The table above shows that the overall average is 0.92, with the category being convenient and usable.

3. Product Effectiveness Test

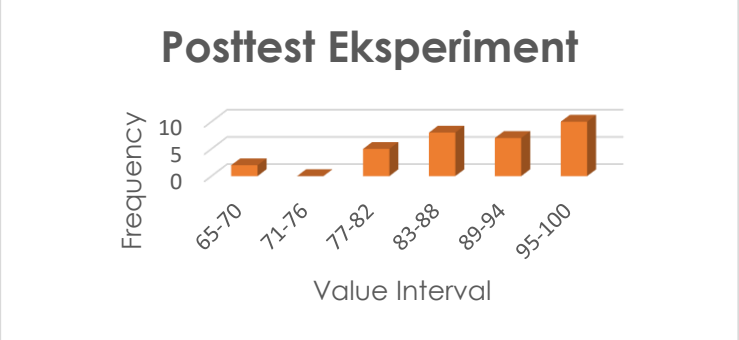
a. Research Result Data

1) Experimental Class

Table 4. Post-test results of the experimental class

Number	Value Interval	Frequency
1	65-70	2
2	71-76	0
3	77-82	5
4	83-88	8
5	89-94	7
6	95-100	10

Visually, the results of the posttest using animated video-based learning media can be seen in the following chart:



Graph 1. Experiment Posttest Results

2) Control Class

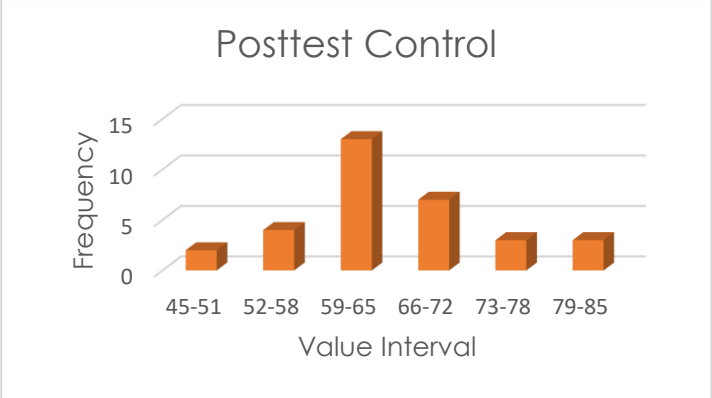
Table 5. Post-test results of the control class

Number	Value Interval	Frequency
1	45-51	2
2	52-58	4

3	59-65	13
4	66-72	7
5	73-78	3
6	79-85	3

Based on the table above, we can see the significance value. In the experimental class, the posttest value sig 0.065> 0.05 and the control class for the posttest value sig 0.200> 0.05, so it can be concluded that the experimental class and control class are normally distributed.

In the table above, it can be seen that the posttest value of 32 students in the control class of State Junior High School 1 Banuhampu who obtained a score of 45 to 51 were two students, between 52 to 58, there were four students, between 59 to 65 there were 13 students, between 66 to 72 there were seven students, between 73 to 78 there were three students, Between 79 to 85 there were three students. Visually, the results of the posttest of the control class, which only used conventional methods, can be seen in the following graph:



Graph 2. Posttest control

b. Data analysis

1) Requirements Analysis Test

Table 6. Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	f	ig.	Statistic	f	ig.
Islamic	Experiment	.15			.9		
Religious	Pretest	4	2	053	44	2	100
Education	Posttest	.15			.9		
Learning	Experiment	0	2	065	16	2	016
Outcomes	Pretest	.10			.9		
	Control	0	2	200*	69	2	472
	Posttest	.11			.9		
	Control	8	2	200*	66	2	397

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, we can find the significance of the value. In the trial class (experiment), the posttest score sig 0.065> 0.05 was obtained, and the control class for the posttest value sig 0.200> 0.05, so it can be concluded that the experimental class and control class are normally distributed.

Table 7. Data homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	f1	f2	ig.
Islamic Religious Education Learning Outcomes	Based on Mean	.375		2	543
	Based on Median	.430		2	515
	Based on Median and with adjusted df	.430		1.635	515
	Based on trimmed mean	.422		2	519

The table above shows that the significance value is 0.543. Because this value is greater than 0.05, namely 0.543 > 0.05, the posttest data can be said to be homogeneous.

Table 8. t-test Results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	sig. (2-tailed)	Mean Difference	std. Error Difference	Lower	Upper
Islamic Religious Education Learning Outcomes	Equal variances assumed	.375	.543	-10.422	62	000	-22.500	.159	-26.816	-18.184
	Equal variances not assumed			-10.422	60.512	000	-22.500	.159	-26.818	-18.182

From the table above, we can see that the T score of the table is 10.422 with an a value of 0.000. If tested with a confidence level of sig 0.05, the results obtained a are smaller than 0.05. Thus, learning using animated video-based learning media is more effective than classes that only use conventional ones.

Based on the T-test above, the research hypothesis H1 is accepted, which means that the experimental class that uses animated video-based learning media is higher than the control class that only uses conventional. In addition, the T-test can be concluded that H1 is accepted because $\mu 1 \geq \mu 2$ means that the effectiveness of learning using Islamic religious education learning media based on animated videos is higher than only using conventional methods. So, it can be concluded, based on the significance value obtained less than 0.05, that H1 is accepted, and animated video-based learning media is said to be successful.

Conclusion

Based on the results of the experiments that the researcher has made and presented, it can be concluded that there is a development of animated video learning media in the subject of Islamic Religious Education in terms of material on avoiding gossip and carrying out tabayyun at State Middle School 1 Banuhampu, so the analyst has succeeded in creating animated video-based learning media by utilizing the Canva Pro and Capcut applications. This media is believed to help schools, mainly Islamic religious education teachers, deliver material on avoiding gossip and carrying out tabayyun so that students can understand it and make students dynamic in completing learning. Suppose the animated video media plan has been completed. In that case, the expert will conduct an instrument approval test to check the instrument before it is given to the product validator, which expert research lecturers carry out; an average of 0.84 is obtained. Then, the validity test was carried out by lecturers who were experts in their fields, namely language, media, and material, so that an average result of 0.90 was obtained. The practicality test got an average value of 0.92. This feasibility test was tested on seven lecturers, the results of which were then processed, namely that it was suitable for use. After testing the validity of a product, a practicality test was carried out again to check the practicality of the product that the researcher made. One educator carried out it, with the final result being practical. Finally, the effectiveness test was tested on all students in the experimental class, and the results of the product effectiveness test in the form of animated video-based learning media were very influential.

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