

# Utilization of Learning Media Based on Culap-culip Animated Video in Optimizing the Formation of Elementary School Students' Morals

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## Abstract

*Purpose:* This study aims to describe the utilization of Culap-culip animated video-based learning media, identify supporting and inhibiting factors, and propose effective solutions to overcome obstacles in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah.

*Methodology:* The study employed a descriptive qualitative approach with a phenomenological design. Data were collected through observation, interviews, and documentation. Data validity was ensured using source triangulation and technique triangulation, while data analysis included data reduction, data display, and conclusion drawing.

*Results:* The results indicate that the integration of Culap-culip animated video-based media into Islamic Personal Development subjects significantly contributed to the moral development of grade 3 students. Positive behavioral changes were observed, including increased awareness of honesty, discipline, politeness, and responsibility. The effectiveness of the moral formation process was supported by enabling factors and was further reinforced by strategies to overcome implementation challenges.

*Applications/Originality/Value:* This research provides evidence of the effectiveness of animated video-based learning media in character education, particularly in instilling core moral values at the primary school level. It highlights how media tailored to students' developmental stages can be a valuable educational tool, offering practical insights for educators and curriculum developers seeking to promote values-based learning through engaging and contextually relevant media content.

## Introduction

Education is an important aspect of the life of every individual, especially in the midst of technological development and globalization today [1]. Due to these technological advances, the younger generation is now growing up in a digital environment that facilitates access to various information and communication [2]. This condition can potentially cause a decline in morality and morals among today's younger generation (Wulandari et al., 2020). This is in line with the opinion of Munawir (2024) which states that if children are not equipped with the principles of akidah akhlak since childhood, there is a possibility that they will become immoral or immoral individuals when they grow up. Thus, the education needed today is not only focused on academic aspects, but must also be able to integrate comprehensive education to optimize all aspects of the child, including cognitive, physical, social-emotional, creativity, and spiritual abilities in balancing the changing times that continue to develop, to create a smart generation with strong character and noble character [5].

According to Tarpin (2023), morals are behaviors that are embedded in the soul and form a person's personality. Nasution & Abadi (2014) suggests that there are several indicators or examples of praiseworthy morals in elementary schools, including responsibility, fairness, honesty, and wisdom. Imam al-Ghazali (in Suryadarma & Haq, 2015) defines morals as the state of a person's soul to act without requiring thought. Another opinion according to Zuriah (in Hidayati et al., 2017) there are indicators of commendable morals, among others, politeness, discipline, patience, soft-heartedness, honesty, independence, patience, humility, responsibility, willingness to sacrifice, diligence, faith and piety, obeying rules, and the spirit of togetherness.

The formation of praiseworthy morals is one of the main goals of education, especially at the elementary school level, where children are in a sensitive stage of development that is easily influenced by the surrounding environment. Therefore, it is necessary to have early education that maximizes the formation of morals to shape their character in the future [10]. Morals are a reflection of moral and ethical values in an individual's personality [11]. In optimizing moral formation, a teacher plays an important role and is required to be more creative in teaching moral values to students [12].

In this context, the utilization of appropriate media in the learning process is the main requirement to achieve these goals [13]. According to Kharissidqi & Firmansyah (2022), learning media is an intermediary for delivering information from sources to students in a structured manner to create a conducive and efficient learning environment. According to Hasanah

(2021), learning media is a means to make it easier to understand material and encourage student involvement in learning. The variety of types of media, of course, a teacher needs to choose innovative and creative learning media that are effective in conveying messages and relevant information to improve student understanding [16]. One form of innovative and interactive media that is popular in the world of education today is animated video, which is a combined media between audiovisuals that can attract students' attention [17].

According to Afifah (2021), animation video is an interesting audio-visual media with detailed object displays to clarify difficult subject matter. Meanwhile, according to Suzianti & Dafit (2023), animation video is an interactive media with elements of moving images and sound like a movie. Another opinion according to Fauziah & Ninawati (2022) animation video is a combination of audio and visuals that are packaged creatively to increase student attention and motivation to learn so that a conducive, enjoyable class is created, and optimal learning outcomes and learning experiences are realized.

Some previous studies that show that animation videos are effective for shaping children's character and morals include research conducted by Sinulingga (2022) proved that Islamic cartoons are an effective means of instilling Islamic values in students' lives. Research conducted by Nurhayati (2023) demonstrates that cultivating religious characters through the movie Nussa and Rara impacts the character-building of children aged 5-6 years. Likewise, the findings of research conducted by Hikmah Hayati Sultan (2024) prove that the use of videos clarifies the message conveyed so that it makes it easier for students to understand and apply good morals in life.

Based on observations at SDIT Nur Hidayah, it was found that there were several problems with grade 3 students still showing deficiencies in manners and ethics, discipline, and mutual respect. In overcoming this, it is necessary to optimize moral formation through extracurricular learning using innovative media. In this context, the step taken by the grade 3 teacher at SDIT Nur Hidayah is to utilize learning media based on the Culap-culip animated video as a means of optimizing student moral formation. Culap-culip animation is an Indonesian YouTube channel specifically designed to introduce and teach moral and religious values interactively in the form of animated videos, with interesting characters and stories to make it easier for students to understand and apply moral teachings. Thus, researchers are interested in conducting further research that focuses on the use of Culap-culip animated video-based learning media in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah, which has not previously been studied. The purpose of this study is to describe the utilization of Culap-culip animated video-based learning media, identify supporting and inhibiting factors, and effective solutions to overcome obstacles in the use of Culap-culip animated videos in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah.

## Method

This type of research is descriptive qualitative with phenomenological design. In collecting data in this study, the techniques used were the observation of Culap-culip animated video-based learning in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah, interviews conducted with grade 3 Islamic Personal Development teachers, and interviews with grade 3 students, as well as documentation in the form of archives of Culap-culip animated video media and recap of grade 3 students' attitude scores. Data validity techniques in this study used source triangulation to test the credibility of data by collecting information through several sources and triangulation techniques to test the credibility of data by checking information from the same source but using different data collection techniques, namely observation, interviews, and documentation. Data analysis techniques in this study, namely data reduction, data display (presentation of data), and conclusion drawing.

This research was conducted at SDIT Nur Hidayah located at Pisang street number 12, Kerten, Laweyan, Surakarta City, Central Java 57143, Indonesia. The data studied in this study is the use of learning media based on the Culap-culip animated video in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah.

## Results and Discussion

This research was conducted for 3 months, from July to September 2024. The discussion in this study will present the results of observations, documentation, and interviews regarding the use of Culap-culip animated video-based learning media, identifying supporting and inhibiting factors, as well as effective solutions to overcome obstacles in the use of Culap-culip animated videos in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah.

### ***Utilization of Learning Media Based on Culap-culip Animated Video in Optimizing the Formation of Elementary School Students' Morals***

Culap-culip is one of the YouTube channels from Indonesia that presents Islamic animated videos with religious and moral values suitable for elementary school children. This channel presents content that is creative, interesting, educational, and relevant to moral education. Culap-culip animated videos convey moral messages and Islamic values in a simple yet effective way, using bright visuals and characters that children can easily remember. With colorful animation and easy-to-understand narration, Culap-culip videos offer a fun way of learning. Children learn to understand moral values

such as honesty, responsibility, discipline, and politeness through stories relevant to everyday life. The following table shows the results of observations of the use of Culap-culip animated videos in optimizing the formation of student morals and the Culap-culip animated video media archive.

**Table 1.** Observation Results of the Utilization of Culap-Culip Animated Video in Optimizing Student Moral Formation

Aspects Observed	Description
Student enthusiasm	Students showed high enthusiasm when watching the Culap-culip animation video. Students are actively involved during the video playback, especially when the story touches on moral and religious values relevant to daily life.
Interaction and participation	Students can understand moral concepts such as honesty, responsibility, discipline, and politeness easily.
Understanding of moral values	The use of animated videos makes the learning process more interactive than conventional methods. Students participated more in the discussion session conducted after the video was played.
Effectiveness in enhancing the learning experience	The Culap-culip animation video can provide a more meaningful learning experience. Compared to more theoretical learning methods.



**Figure 1.** Culap-culip Animation



**Figure 2.** Culap-culip Animation

Based on the results of observations, the use of learning media based on Culap-culip animated videos in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah which is integrated into Islamic Personal Development subjects has a significant impact on the moral formation of students. The findings in this study are in line with the results of research by Hulkin & Prastowo (2023) which proves that audio-visual media can produce positive changes in student behavior and research conducted by Hafnidar (2023) and Aziz (2023) proved that the utilization of animated video media Nussa and Rara can effectively increase positive habits that develop moral and religious values in elementary school children. Furthermore, research conducted by Abdullah (2023) proves that Doraemon cartoons can be an effective medium in teaching good moral values to children through its characters, this series conveys a variety of valuable lessons that can be emulated by children. In addition, the findings in research by Kilic & Yesilitas (2021) proved that animation is a very effective teaching tool in student value education because the visualizations and stories conveyed are easier for children to understand and remember. In the context of value education such as respect, animation has a strong impact by depicting relevant situations and characters as role models for students.

Based on the results of observations and interviews with the 3rd grade Islamic Personal Development teacher, the use of Culap-culip animated video media is very effective in creating a more interactive and meaningful learning experience compared to conventional learning approaches that tend to be theoretical. The video offers a wide selection of content that can be customized to suit learning needs. The various themes presented cover values such as honesty, responsibility, politeness, and discipline, giving teachers the flexibility to choose videos that are most relevant to the learning objectives.

This further supports this media in building students' character and morals through varied and inspiring stories with visual displays that can attract students' attention and make students more actively involved in the learning process.

This was clearly seen when the video that was played raised stories that touched on moral and religious values related to students' daily lives. Students seemed to focus on paying attention to every detail of the content and moral messages conveyed in the video. In addition, students are actively asked to note important things such as examples of good behavior that reflect moral values. Through this activity, students can learn to be more critical and aware of the importance of positive behavior in their daily lives.

Student activeness can also be seen after the video has been shown, where the reflection process is carried out through discussions both orally and in writing. This discussion provides space and time for students to participate actively while strengthening their understanding of the relevance of moral values in everyday life. According to Fikri (2021), discussion in learning can improve the ability to respect opinions and increase positive learning experiences for students. With a directed discussion, the learning atmosphere becomes more interactive and fun, so that students are more motivated and enthusiastic in learning [30]. Thus, this activity can train students to explore and explore the meaning of the values contained in the video, so that students not only understand moral concepts theoretically, but also begin to realize the importance of good behavior, which is not only obtained through theory alone, but also from real reflections inspired by the video to apply these values in real actions in both family, school and community environments. This is in line with the opinion of Melati (2023) which states that animation media can optimize students' learning experience through clear, interactive, and interesting visual impressions.

In addition, this discussion can develop students' critical thinking and communication skills, where students are guided to relate their personal experiences to the moral messages contained in the video. With this active engagement, students can be more motivated to apply positive values to their daily lives. This not only enriches the understanding of the learning material but also contributes significantly to strengthening students' character and morals to become better and more responsible individuals in every aspect of life. Thus, the Culap-culip animation video not only provides a fun learning experience but is also more meaningful for students, because it can convey relevant and memorable material.

Based on the explanation above, it shows that there are various advantages of the Culap-culip animation video that can motivate students to not only understand religious and moral values but also apply them in everyday life. For example, in a story about the importance of sharing, students are not only invited to understand why sharing is good, but also how they can do it at home, at school, or in the neighborhood. The moral messages conveyed in the various Culap-culip videos are very relevant to the challenges of modern life, where children of elementary school age today are often faced with a variety of choices and diverse influences. This is in line with the opinion of Widyahabsari (2023), Sukarini, and Manuaba (2021) who state that animated video media has the advantage of combining audiovisuals, thus creating a learning process that is fun, varied, creative, and attracts the attention of elementary school students who like funny pictures, and can improve student learning outcomes and experiences.

However, with all the advantages of the Culap-culip video animation, there are also disadvantages. The disadvantage of this animated video is that the duration is sometimes too short, so the material is not always conveyed in depth. Based on the observation, the efforts made by the teacher to overcome this shortcoming are by always holding questions and discussions after the video has been shown, the teacher asks questions to students, providing additional relevant examples, or asking students to relate the material in the video to their daily experiences. These activities aim to deepen the material presented in the video. In this way, the material that is not conveyed in depth in the video can be explained further, and the students receive a broader understanding according to their abilities. The following are the advantages and disadvantages of the Culap-culip animated video.

**Table 2.** Pros and Cons of Culap-culip Animation Video

<b>Pros</b>	<b>Disadvantages</b>
Educational content	Short duration
Wide selection of videos	
Interesting and creative	
Provides an interactive learning experience	
Relevant to moral education	
Visual creativity	

Based on the explanation of the results of the observations and interviews above, it can be concluded that the utilization of the Culap-culip animation video is proven to be able to increase student involvement during learning, thus creating a dynamic learning atmosphere, where students are not only passive spectators. Thus, the effort to optimize moral formation through the use of Culap-culip animation media can encourage students to develop a deep understanding of praiseworthy morals and apply them in everyday life. This is in line with Durheim's view [34] suggests that education is a continuous effort to impose observations and behaviors on children that cannot be achieved spontaneously. Thus, this approach not only strengthens students' knowledge of good morals but also encourages them to actively reflect and apply these values in social interactions and daily behavior. The positive impact of using this video can be seen in changes in

student behavior, as seen in their increased awareness of the importance of honesty, discipline, politeness, and responsibility. The following is a table of the attitudes of grade 3 students based on indicators of praiseworthy behavior and archival documentation of the attitude scores of grade 3 students at SDIT Nur Hidayah.

**Table 3. Attitudes of Grade 3 Students Based on Indicators of Praiseworthy Moral Behavior**

Indicators of Praiseworthy Behavior		Attitude of Grade 3 Students	
Honesty	Admitting mistakes Returning found items Dare to express ideas		
Discipline	Show up on time Comply with the rules that apply at school Completing tasks on time Performing worship on time Getting used to covering the 'awrah		
Politeness	The habit of smiling, greeting, and saluting Speak politely Saying thank you and sorry Using polite language Respect and honor each other's opinions Help each other and provide support to friends		
Responsibility	Take responsibility for what you do Maintain cleanliness Keeping promises Completes tasks attentively Responsible for assigned tasks Getting used to eating according to Adab		

N O	N A M A	SKL 4				SKL 5				SKL 6				SKL 7																				
		PREK	KOGNITIF	NA	PREK	SKAP	PREK	KOGNITIF	NA	PREK	KOGNITIF	NA	PREK	SKAP	PREK	KOGNITIF	NA	PREK																
1	ABDAS FARHAD BARJALA	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
2	ADRIFFITA RAMDANIYAH SHILAH FALA	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
3	HANIF FARID ATHALILY	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
4	ADYAN ARGENA CHEVALINGA	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
5	ALFATHIR BELAL FAREZY	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
6	ALFA KHA KHA	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
7	ALFANDERA BIMA ARGAN WIBOWO	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
8	ARGENA SHAWI KOGROHO	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
9	ADIA ALFAN GHAFY	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
10	GHAYAS SAHABKA EL BAWIRY	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
11	FAWELDA HUSAINI HABER	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
12	SHANILA SOFIYA AZZARRA	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
13	LUTFIYAH NURRIYAH	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
14	INDA SUPRIENI HASORO	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
15	MUHAMMAD AL FATMA DAQUSTIO	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
16	MUHAMMAD FALH HASANI	B	95	95	90	90	B	95	95	95	B	95	95	90	90	B	95	95	95	B	95	95	90	90	B	95	95	95	B	95	95	90	90	B
17	INDIA ALYSSA ARIFAH	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
18	GATRANCA BIKAYLA YUSUF	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
19	MUHAMMAD FARID ALBANI	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
20	SHREYA GHADA ALINA	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
21	YUSMAN SHADI	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
22	MUHAMMAD ALI NAFIA	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
23	ANISA PRINCESSA KOGROHO	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B
24	FAREZA NURAH AGILA	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B	95	95	95	A	95	95	90	90	B

**Figure 3. Recap of Attitude Score of Grade 3 Students**

Based on Table 3 and image 3 above, it can be stated that the behavior of grade 3 students of SDIT Nur Hidayah is very good and reflects individuals with commendable morals. This is reinforced by the results of interviews with grade 3 Islamic Personal Development teachers, who stated that the use of the Culap-culip animated video effectively optimizes students' learning experience and improves their praiseworthy moral attitudes. Clear evidence can be seen from the scores of grade 3 SDIT Nur Hidayah students who obtained attitude scores in the good and excellent categories.

Thus, it can be concluded first, that the behavior of grade 3 SDIT Nur Hidayah students really shows a high attitude of honesty with the use of the Culap-culip animation video in optimizing the formation of student morals. This can be seen in some positive student behaviors. Students show the courage to admit mistakes and awareness of their responsibilities. This behavior not only reflects an honest attitude but is also an important step in one of the most important aspects of learning because students can learn from mistakes made. Students have a habit of returning items found is an example of honesty and integrity. This behavior shows that students understand the value of owning and respecting other people's property. The habit of students showing courage to express ideas or ideas reflects honesty in thinking and expression. Based on some of the behaviors of grade 3 students, SDIT Nur Hidayah not only internalizes the value of honesty in everyday life but also learns to be a responsible person. The cultivation of honesty in children does not happen instantly or directly. [35]. Thus, a teacher needs to create a supportive learning environment, as well as to reflect or discuss honesty to continue to encourage and support students to internalize the attitude of honesty in various aspects of life so that this attitude becomes

a habit that is embedded in everyday life. This is in line with the opinion of Hidayah (2018) which states that the value of honesty is a moral value that should be learned by students in elementary school. In addition, the value of honesty can encourage students to act according to the norms and truth [37].

Second, the increased awareness of the disciplined attitude of grade 3 students of SDIT Nur Hidayah with the use of the Culap-culip animation video in optimizing student moral formation. This can be seen from several behaviors that reflect their discipline. Arriving on time shows that students value time and have responsibility for the activities they must participate in. Complying with the rules that apply at school reflects a disciplined attitude in obeying the norms and rules that have been set. In addition, completing assignments on time shows students' ability to manage their time and academic responsibilities, which are important skills in daily life. Performing worship on time also reflects discipline in practicing worship, which strengthens their religious character building. Lastly, getting used to covering the 'awrah is a form of discipline in complying with religious values, as well as showing self-awareness to maintain an appropriate dress code. Discipline is an attitude of obedience or the ability to motivate oneself and do what must be done without coercion. Discipline in elementary school-age children is the provision of understanding of which is good and which is bad [38]. Discipline is a pattern of individual behavior that is formed from a guidance process to understand and comply with the rules, regulations, and norms that apply both those set by individuals and groups (Students & Schools, 2018). In addition, several factors that influence discipline include innate, discipline, awareness, interest, and motivation [40]. Thus, this awareness, if continuously nurtured, will form positive habits that support the development of students' characters to become disciplined, responsible, and noble individuals in everyday life.

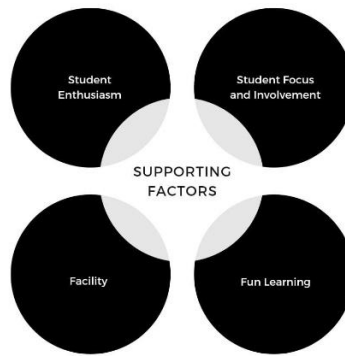
Third, the politeness embedded in grade 3 students of SDIT Nur Hidayah with the use of the Culap-culip animation video in optimizing student moral formation. This is reflected in some student behaviors that show their politeness, such as the habit of smiling, greeting, and greeting, which is the first sign of respect for others. In addition, speaking politely shows respect for the interlocutor, while saying thank you and sorry reflects an awareness of the importance of appreciating and admitting mistakes. The use of polite language shows students' ability to communicate well, and mutual respect and respect for friends' opinions show that they appreciate differences and respect the diversity of opinions. Moreover, the behavior of helping each other and providing support to friends shows empathy and solidarity, which is an important part of politeness. Politeness is also known as ethics or good behavior towards others to respect others [41]. Polite behavior is a fundamental component in socializing in everyday life, courtesy can be interpreted as a person's manners that respect, respect, and good manners must be upheld [42]. Cultivating good manners takes a long time, especially cultivating the character of good manners in early childhood [43]. Thus, polite behavior must be instilled from an early age, because courtesy is not an easy thing to make a habit. Through these efforts, politeness can become one of the important aspects of student character building, which will have a positive impact on their social interactions, both in the school environment and outside of school.

Fourth, the attitude of responsibility of grade 3 SDIT Nur Hidayah students is high with the use of the Culap-culip animation video in optimizing student moral formation. This can be seen from some student behaviors that reflect an attitude of responsibility, such as being responsible for what is done, which shows students' awareness of their own actions, this is by Atevenson's opinion (in Ansori 2021) which states that responsibility means that we must be responsible for what we do, fulfill promises, be honest about mistakes, and be ready to bear the consequences. In addition, students' habits of maintaining cleanliness not only reflect responsibility for themselves but also for the surrounding environment such as in cleaning and teaching classroom facilities. Students also show responsibility through completing which reflects awareness to keep promises and fulfill obligations, where students always, ensure that each task is done seriously and on time. Shows awareness to keep promises and fulfill obligations. In addition, students are accustomed to eating according to adab, which reflects responsibility in maintaining health and reflects the level of politeness of students. Lickona 1992 (in Hastuti 2019) defines responsibility as carrying out obligations both in the family, school and at work wholeheartedly and giving the best. Thus, instilling an attitude of responsibility in students increases trust and the ability to help others, supports future success, and plays an important role in personal and academic development [46].

Based on the explanation above, shows that moral formation in elementary school-age children cannot occur instantly or directly. Therefore, it is necessary to optimize efforts in the formation of students' morals, honesty, discipline, politeness, responsibility, and so on, so that these attitude values can become habits that are inherent in them. This process must be carried out gradually through various interesting learning habits and experiences as well as space for reflection and discussion. One effective way is to utilize relevant learning media. One of them, the animated video Culap-Culip, can depict real situations, teach moral values that can provide positive learning experiences, and support children's character development so that they can apply good morals in their daily lives to support their personal and academic development in the future.

### ***Supporting Factors for the Utilization of Culap-culip Animated Video-Based Learning Media in Optimizing the Moral Formation of Elementary School Students***

Based on the results of observations and interviews with teachers of Islamic Personal Development and grade 3 students, prove that the success in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah through the use of learning media based on Culap-culip animated videos cannot be separated from the existence of supporting factors, here are four main factors that play an important role in achieving goals.



**Figure 4.** Supporting Factors

Supporting factors for success in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah through the use of learning media based on the first Culap-culip animation video, namely student enthusiasm. Learning that is in tune with the times is one of the efforts to increase activeness and enthusiasm in learning supported by the application of media that is by the learning style and character of students (Intaniasari et al., 2022). In addition, student enthusiasm in learning is an indicator of success in the learning process [48]. Enthusiasm is a feeling of excitement about something, which raises enthusiasm in oneself through experiences that have occurred [49]. In this context, students showed high enthusiasm for the use of the Culap-Culip animated video. This positive response can be seen from students' excitement when waiting for the next video show as well as students' excitement when the Culap-culip animated video is shown, and the questions that students often ask, namely about when the video will be shown again. This enthusiasm is the main supporting factor for the use of Culap-culip animation media in optimizing the formation of grade 3 SDIT Nur Hidayah students because when students feel more interested and happy with the material being taught, they tend to be more open to learning and accepting the moral values conveyed.

The second factor, student focus, and involvement is also an important factor that supports the successful use of Culap-culip animation media in optimizing the formation of grade 3 students at SDIT Nur Hidayah. This engagement is reflected in students' interactions during question and answer sessions and discussions after watching the video and during the process of viewing this video or learning, students appear very focused and engaged while watching. This happens when the applied media is interesting and interactive and can attract their attention to the maximum. With visual elements and interesting narratives, students are not only passive listeners, but actively involved in learning [50]. In addition, student participation and engagement play an important role in learning, when students are actively involved in learning they are more motivated and interested in the material which has a positive impact on learning outcomes and experiences [51]. When students are directly involved in learning, they feel a closeness to religious teachings so and this involvement encourages students to continue learning and practicing the values of Islamic teachings [52].

The third factor is fun learning. Learning that takes place in a pleasant atmosphere can make students more interested in achieving optimal learning goals and encourage students to continue participating in further learning [53]. Thus, interesting and innovative learning requires the use of effective media that can attract students' attention and interest in learning [54]. Therefore, it is necessary to apply varied learning methods to increase student motivation [55]. This Culap-Culip animated video can create a fun learning atmosphere. Humor elements, funny characters, and stories that are relevant to everyday life. It can increase comfort and motivate students to participate in learning. This positive atmosphere supports them to not only understand the material but also apply the moral values taught in daily life. Thus, this pleasant learning atmosphere is a significant supporting factor in the use of the Culap-Culip animated video for the optimization of students' moral formation. Through an interactive and entertaining approach, students are more interested and motivated to engage, so that moral values can be absorbed better.

The fourth factor, adequate facilities, is very influential in the successful use of learning media. The technological devices provided at SDIT Nur Hidayah such as projectors, laptops, and fast internet access play an important role in improving the quality of learning. With a projector, the material presented can be displayed visually in front of all students, making it easier to understand. A laptop and fast internet make it easy for teachers to access Culap-culip animations practically and play learning videos in high quality without interruption, ensuring students can enjoy clear and fluid content. This combination of technologies not only enriches teaching methods but also creates a more interactive and engaging learning atmosphere [56]. A comfortable classroom also plays an important role in creating a conducive learning atmosphere (Mularsih & Hartini, 2019).. Thus, proper utilization of facilities can support the teaching and learning process, both directly and indirectly, so that the goal of moral formation can be achieved more optimally [58].

***Inhibiting Factors and Solutions to Overcome Obstacles in the Utilization of Culap-culip Animated Video-Based Learning Media in Optimizing Elementary School Students' Moral Formation***

Based on the results of interviews with the Islamic Personal Development teacher, show that, in the use of learning media based on Culap-Culip animation to optimize the moral formation of grade 3 students at SDIT Nur Hidayah, there are still inhibiting factors that need to be considered. However, these obstacles can be overcome properly and appropriately to ensure that students not only understand the values taught but can also apply them well in their daily lives. The following is a table of obstacles and effective solutions to overcome obstacles in the use of Culap-culip animated videos in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah.

**Table 4. Barriers and Solutions**

<b>Barriers</b>	<b>Solution</b>
The influence of the external environment has an impact on the understanding and application of moral values taught through the Culap-culip animation video.	<ol style="list-style-type: none"> <li>1. Teachers use an effective approach, which is to reinforce moral values in the classroom.</li> <li>2. The teacher provides opportunities for students to discuss and reflect on the values learned from the Culap-Culip animation video.</li> <li>3. Students are encouraged to be more active and guided to understand how to internalize moral values in their daily lives.</li> <li>4. Through group and individual reflection, students support and give feedback to each other, which strengthens students' understanding. This activity can also strengthen the sense of community and increase awareness of the importance of morals in social interactions.</li> </ol>
The short duration of the Cula-culip animation video	<ol style="list-style-type: none"> <li>1. The teacher opens a question and answer session regarding things that have not been understood or aspects of the story that attract students' attention and can increase students' activeness in the learning process.</li> <li>2. The teacher conducts structured and unstructured discussions involving all students. The teacher asks questions related to the content of the video, the moral of the story, and the relevance to daily life. This discussion can deepen students' understanding of the material and optimize moral formation through a broader perspective.</li> <li>3. The teacher explains concepts that are not covered in depth in the video.</li> <li>4. Students are guided to reflect on the moral values contained in the video and guide students to give examples of how they can apply these values in their daily lives.</li> </ol>

## Conclusion

It can be seen that the morals of grade 3 students at SDIT Nur Hidayah are in the very good category. The use of learning media based on the Culap-culip animated video integrated into the Islamic Personal Development subject has a significant impact on optimizing the moral formation of grade 3 students at SDIT Nur Hidayah. The positive impact of this video utilization can be seen in the changes in student behavior, as seen in their increased awareness of the importance of honesty, discipline, politeness, and responsibility. The success in optimizing the moral formation of grade 3 students at SDIT Nur Hidayah through the use of Culap-culip animated video-based learning media cannot be separated from the existence of supporting factors, here are four main factors that play a very important role in achieving goals 1) student enthusiasm 2) student focus and involvement 3) fun learning 4) adequate facilities.

In the utilization of the Culap-culip animation video, there are still inhibiting factors, the first of which is the influence of the external environment which has an impact on the understanding and application of moral values taught through the Culap-culip animation video. However, these obstacles can be overcome with the right solution, among others 1) Teachers reinforce moral values in the classroom 2) The teacher provides opportunities for students to discuss and reflect on the values learned from the Culap-Culip animated video 3) Students are encouraged to be more active and guided to understand how to internalize moral values 4) Group and individual reflections that can strengthen students' understanding.

The second inhibiting factor is the short duration of the Culap-culip animated video. Solutions to overcome the second obstacle include 1) The teacher opening a question and answer session 2) The teacher holding structured and unstructured discussions involving all students 3) The teacher explaining concepts that are not discussed in depth in the video 4) Students are guided to reflect on values. The existence of appropriate solutions to overcome these obstacles ensures that students not only understand the values taught but can also apply them well in their daily lives.

Overall, the presence of the Culap-culip animated video as an Islamic animation video-based learning media not only provides a fun and relevant learning experience for children but also reinforces more effective moral formation efforts. It is an invaluable tool for educators and parents who want to equip their children with solid religious values relevant to modern life while creating a positive and meaningful learning atmosphere.

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