

The Role of Interactive Videos on Children's Motivation in Memorizing Short Letters Aged 4-5 Years at BA Aisyiyah Dukuh

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Abstract

Purpose: This study aims to examine the use of interactive video media as a strategy to motivate children aged 4–5 years in memorizing short Qur'anic surahs. It focuses on how interactive elements such as text, images, audio, and user interaction can increase children's enthusiasm and support the effectiveness of the memorization process.

Methodology: The use of interactive video media created a more engaging and conducive learning atmosphere for children. The combination of multimedia elements captured the children's attention, helped them stay focused, and reduced boredom during memorization activities. As a result, the children were more motivated and receptive to memorizing short surahs.

Applications/Originality/Value: This study highlights the effectiveness of interactive video as a tool for improving early childhood Qur'an memorization. It offers practical insights for educators and parents in selecting appropriate media to support young learners. The findings emphasize the importance of balancing digital media use with direct personal interaction to optimize both motivation and learning outcomes in early childhood religious education.

Introduction

Motivation is closely related to motivation, namely human encouragement that comes from within and outside, to influence students' desires and to move, direct, and maintain student behavior in such a way that students are encouraged to act. Do something to achieve certain results or goals (Lestari, 2020). Overall, the achievement of targets or learning outcomes is strongly influenced by how much benefit and motivation children have in learning (Maiya dan Junita, 2023).

Motivation is very important. This is because, especially for early childhood students, this age is the initial period of child development and the role of educators is to provide encouragement through motivation. Furthermore, motivation plays an important role in encouraging students' learning development and can increase their potential (Tarmiji, 2022). It is also important to understand motivation to improve the learning process so that educators can take action and support student learning (Wahyuni, 2021). The role of motivation in improving the learning process is: 1) Motivation serves to encourage certain goals, 2) Motivation acts as a spirit of learning, 3) Motivation can increase one's potential, 4) Increase your persistence towards various things, 5) Motivation plays an important role in encouraging children's growth and development.

Early childhood education is a very important initial foundation in shaping a child's personality and personality. At this stage, education takes place through providing educational stimuli to support physical and mental growth and development so that children are ready for further education. Childhood is the most important and fundamental early period in the growth and development of human life. This period is characterized by various critical stages that are very important for the rest of the child's life, until the final stage of development (Nuraini, 2019). Children at this age experience very rapid growth and development, where children experience approximately 40% of the total development experienced by humans throughout their lives. Early childhood is also the most appropriate age for children to receive stimulation from the environment that stimulates aspects of their development so that they can successfully complete the developmental tasks they must do (Khaironi, 2018).

According to Tatminingsih et al. (2019), children have different characteristics from adults. Children are selfish, curious, social creatures, unique, imaginative, relatively self-motivated, have a short attention span, and have great learning potential. Early childhood education should be encouraged from an early age because it is during this time that children undergo a developmental process that determines their personality in the future. One of them is the motivation to memorize short letters from an early age. Memorizing short letters from an early age will make it easier for your child to receive and record the letters. In addition, children can develop a strong religious foundation in Islam from an early age.

The development of religious and moral aspects in early childhood is a form of education, habituation and transmission of religious values, including faith, humanity, social life and the nation. The result is moral and noble behavior (Qutsi, 2018). Therefore, it is very important to encourage and maximize early childhood development, including aspects of religious and moral values. One of the activities that can support children's growth and development is memorizing the Quran (S Slamet, 2020). The wisdom of memorizing the Quran for children is as follows (Qori, 2008). 1) The Quran promises goodness, blessings and joy for its memorizers. 2) Hafiz Quran is proof of a knowledgeable person. 3) Can speak fluently. 4) The Qur'an contains 77439 sentences. If everyone who has memorized the Quran can understand the meaning of the sentence, it means that they have memorized the Arabic vocabulary well. 5) The Qur'an is full of wise words that are very valuable for life. Memorizing the Quran means memorizing many words of wisdom. 6) Hafiz in the Qur'an often finds very beautiful Ussab and Tabii texts. Anyone who wants to understand literature highly and fluently, in order to later enjoy Arabic literary works or become an Arabic writer, must memorize many beautiful Arabic words and sayings, such as poems and proverbs (parable No. 1). Quran to find abundance. 7) Examples of naaw, sharaf and baraga are easily found in the Quran. 8) The legal verses in the Quran are numerous, so people who memorize the Quran will indirectly memorize the legal verses as well. This is very important for those who want to enter the legal profession. 9) Those who memorize the Quran always improve their memorization skills. In this way, the brain is able to process different types of information. 10) His faith grows when he recites it. 11) The Quran will be a helper (intermediary) for those who memorize the Quran (Yadi, 2020).

In Arabic, the term memorization is al-hifzh which means "saving", "preserving", or "memorizing". Memorizing means the effort of remembering something. Therefore, memorizing the Quran can be interpreted as a process that involves memorizing Quranic verses, reading them without seeing the Bible, and trying to integrate them into the mind so that they can be remembered at any time, anytime, anywhere (Abdulwali, 2020). According to Ajahari (2018) Short letters are letters contained in the Qur'an juz 30 or often also called Juz Amma. Juz Amma short letters have fewer poems than other letters.

The strategy of teaching Quran memorization to children from an early age is a plan set by educators to educate children to become Quran memorizers through appropriate means and supported by existing resources (Qomariyah and Irsyad, 2016). The use of inappropriate strategies can have a significant impact on the memory process. Therefore, educators have difficulty remembering short letters to early childhood.

A similar thing happened at the Bustanul Athfal Aisyiyah Dukuh School. Researchers found significant problems that hamper the process of memorizing the Qur'an. Children tend to play alone, perhaps even going back and forth following the teacher who is teaching them to memorize short letters. Therefore, it is difficult to record the memorization given by the teacher. According to researchers, this happens because children's motivation is very low. To arouse children's motivation to memorize short letters, researchers tried to provide interesting media for children. The media is in the form of interactive videos.

The researcher's aim is to provide this interactive video media because in interactive videos there are interesting elements related to learning media. These elements are in the form of sound, movement, images, text or interactive graphics. In this way, it is hoped that children can sit quietly and feel happy and interested. so that memorizing short letters will be easily recorded and memorized by young children.

According to Cikita (2019), interactive video is an audiovisual storytelling method that invites the audience as users, owners, and active participants of packaged media, for example in movies. Interactive video is a learning media that combines elements of sound, motion, images, text, or interactive graphics to connect learning media with other learning media (Octaviani, 2017). Interactive video media allows teachers to provide demonstrations to make memorization easier (Kurniasih, (2019). Here the teacher can record a moving learning process that can be recorded in video form or uploaded via YouTube. In early childhood, physical, emotional, intellectual, religious, and moral development basically occurs, so watching videos and doing encouraging exercises can easily enter the brain. Video media for memorizing short letters has advantages (Karo-Karo & Rohani, 2018). These benefits include: 1) Students become excited when they see and hear Murat Valley, so they can focus on memorizing the content. 2) Video media allows repeated playback. 3) The movements in the vide can certainly improve students' memory ability which is stored in long-term memory.

According to Kataningsih (2021), delivering teaching materials using videos provides a different learning experience for students. Previously, students' learning activities seemed monotonous, only listening to the teacher, students quickly got bored and tired. Students learn differently now. Video materials with sound, images, and movement make the learning atmosphere livelier. Students become active and enthusiastic memorizers.

Method

Researchers used a research design using qualitative descriptive research methods. Qualitative research methods according to Sagiyono (2022) are research methods based on the philosophy of post-positivism or interpretative which are used to study the state of natural objects, where the researcher is the main instrument and the data collection technique is carried out by triangulation (a combination of observation and observation, interviews, documentation), the data obtained is usually qualitative, the data analysis is inductive / qualitative, and the results of qualitative research are used to understand the uniqueness, and structure the phenomenon. According to Sugiyono (in Mafrudah & Sa'diyah, 2021), this type of

qualitative research involves data in the form of words, sentences, and images which are non-numerical data sets that are descriptive in nature.

This research was conducted at BA Aisyiyah Dukuh. With the aim of wanting to know the difference in children's motivation in memorizing short letters before using interactive videos and after using interactive videos. The time of this research was carried out in stages, starting from submitting the title, making proposals, research, and observing activities. All of these activities were carried out from March 2024 to June 2024. The object of this research focuses on matters related to early childhood motivation when memorizing short letters. The object of this research includes: To obtain valid and accurate information data, researchers conducted in-depth interviews with informants related to the learning process, especially in the process of memorizing short letters. Informants appointed to provide information include: Class teachers and extra memorization teachers.

Data collection techniques were conducted through observation, interviews, and document studies. According to Nasution: 1998 (Sugayono, 2022), observation is the basis of all science. Scientists can only research based on data. Facts about the real world obtained through observation. Observations were made to obtain data regarding early childhood motivation in memorizing short letters without and with interactive videos. Interview is defined by Esterberg: 2002 (Sugayono, 2022) as a meeting between two people where there is an exchange of information and ideas through questions and answers so that meaning can be built on a particular topic. Interviews were conducted to obtain data on early childhood motivation in memorizing short letters using interactive videos. Interviews were conducted with homeroom teachers and accompanying teachers. Document examination is carried out to obtain verifiable research evidence. Research documentation in this study can be in the form of learning performance plans (RPP) that integrate interactive videos, photos, or videos in the implementation of research. You can take photos and videos of children memorizing short letters before and after using interactive videos.

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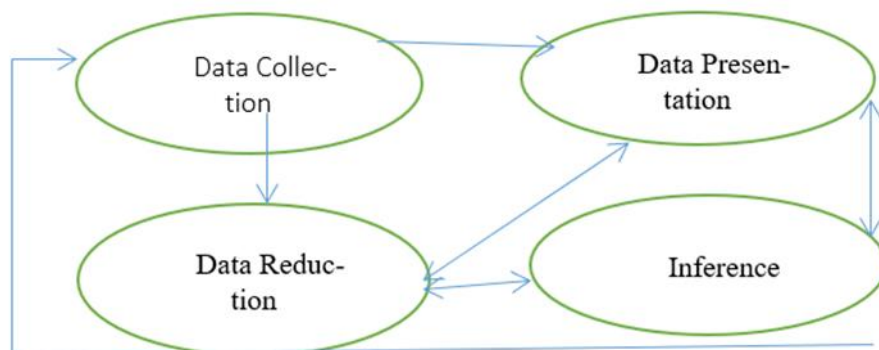


Figure 1. Data analysis chart

Result and Discussion

Motivation plays a very important role in children's academic success. Initial learning outcomes and learning levels are always related to the level of student learning motivation (Arianti, 2018). Motivation is also very important in fostering children's desire to learn. Moreover, through motivation, it can increase student potential and make the teacher's learning process successful (Novitasari, Susi Heriyanti, 2018).

The phenomenon that occurs at BA Aisyiyah Dukuh school is the lack of motivation of children in memorizing short letters. They tend to daydream and run here and there when the teacher gives them short letters to memorize. The lack of children's motivation in memorizing short letters triggers their unfocusedness. therefore this is a problem that needs to be solved. Generating children's motivation to memorize short letters is one of the efforts that must be made. The researcher asked the BA Aisyiyah Dukuh Sukoharjo class teacher. What makes children not conducive when memorizing short letters takes place. His answer was that children are easily bored with the footholds given by the teacher.

Conducting further observations was carried out by researchers by interviewing teachers in a structured manner, directly observing short letter memorization activities in the classroom and making detailed notes in the field. After the researcher directly observed the memorization activities at BA Aisyiyah Dukuh school, the researcher's idea emerged to

provide interesting media to children. Using interesting media for early childhood learning is one of the learning models that easily attracts children to what the teacher gives.

Interactive video is one of the media chosen by researchers to help teachers motivate children in memorizing short letters. Video is a collection of several components that in its use serves to transmit audio and video (Asmoro, 2019). Educational videos are attractively packaged with interactive multimedia displays that convey messages with controllers that can be operated by users (children). Interactive multimedia learning videos are media that directly involve children's sensory experiences. As revealed by Les Giblin (Maymunah & Wartini, 2021), in everyday life, children learn 83% through sight, 11% through hearing, 3.5% through smell, 1.5% through touch, and 1% through taste. The use of interactive multimedia learning videos in the learning process turns boring learning into fun learning (Ariyani & Ambara, 2021).

After memorizing short letters with interactive video media, children's enthusiasm when the video is played is very high. They paid close attention and looked happy. The children's focus during the memorization session was maintained. Those who are usually crowded during memorization sessions or even run here and there, can focus on paying attention to the short letter memorization video presented by the teacher. Children's activeness in following the movements/instructions in the video is very active. Children imitate the movements they see while imitating the memorization sounds they hear. Children's desire to repeat the video is very enthusiastic. They do not feel bored and saturated with memorizing short letters presented by the teacher through interactive video media. So there is always a desire to repeat it again. Children's ability to remember the contents of short letters is better than just listening through the buguru alone. Because they feel happy when memorizing, so that the memorized material is easy for them to remember and durable.

Furthermore, after the researcher goes directly to find out changes in children's motivation to memorize short letters, the researcher can formulate the benefits of interactive videos given to children. In order for researchers to easily obtain the benefits of using interactive videos, it is necessary to make detailed notes in the field regarding the classroom atmosphere when interactive videos are used. Interactions between children during and after the use of the video. Children's spontaneous comments regarding the interactive video. And behavioral changes observed during the research period. In addition, a lesson plan that integrates the interactive video is also needed.

From the notes collected, the advantages and disadvantages of using interactive videos were identified. The advantages of using interactive videos for children aged 4-5 years in memorizing short letters are, increasing children's interest and attention. Interactive videos present memorization material in an interesting visual and audio form, thus helping to maintain children's focus during the learning process. Multi-sensory stimulation of a combination of images, sounds, and interactions in the video helps children absorb information through various senses, which can improve memory retention. Self-paced learning Children can repeat videos as needed, allowing them to learn at their own pace. Consistency of video teaching guarantees consistent delivery of material each time it is played, reducing variations that may occur in face-to-face teaching. Time and place flexibility Parents or teachers can use the videos anytime and anywhere, increasing children's learning opportunities.

Disadvantages in using interactive videos for children aged 4-5 years in memorizing short letters are: Dependence on technology overuse can reduce direct interaction between children and teachers or parents. Potential distraction if unsupervised, children may be tempted to switch to other content that is more entertaining but less educational. Lack of personalization videos may not be able to adapt to each child's specific learning needs. Risk of screen addiction Excessive exposure to screens can negatively impact a child's development. Limited social interaction Video learning may reduce the opportunity for children to interact directly with peers or teachers.

Conclusion

The use of interactive videos in motivating short letter memorization in 4-5 year old children has great potential to increase interest and learning effectiveness. However, it is important to implement it judiciously while considering the balance between digital learning and direct interaction. Parents and educators need to supervise and guide the use of this interactive video to maximize its benefits while minimizing potential negative impacts. If parents and educators are careless in the use of interactive videos, then children can become overly dependent on technology. In addition, screen exposure to videos can have an adverse impact on children's development.

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