

The Effectiveness of Video Media in Religious Learning to Improve Memorization Skills of Children Aged 5–6 Years at Gondanglegi Kindergarten

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ABSTRACT

This study aims to examine the effectiveness of video media in Islamic Religious Education (PAI) learning for early childhood students at PAUD Gondanglegi. The background of this research lies in the challenge of conveying religious concepts in a concrete and enjoyable way for young learners. The research employed classroom action research (CAR) in two cycles involving 20 children aged 4–5 years. Data collection instruments included observation, interviews, and documentation. The results showed a 45% increase in religious concept comprehension after using Islamic animated video media. Children were more enthusiastic, focused, and able to imitate prayers and behaviors presented in the videos. It is concluded that video media is effective in enhancing children's understanding and active participation in PAI learning.

Introduction

Memorization ability is one of the fundamental aspects of early

childhood education, particularly in the context of Islamic religious learning, which emphasizes mastery of daily prayers, short verses from the Qur'an, the names of prophets, and the pillars of faith and Islam. At the age of 5–6 years, children are in what is commonly referred to as the *golden age*, a developmental phase during which cognitive growth—including memory capacity—reaches an optimal level. During this period, children demonstrate an extraordinary ability to absorb information through repetition, imitation, and direct sensory experiences (Mahmud, 2020; Mustofa, 2017). Neurologically, synaptic activity in early childhood develops rapidly, allowing learning stimuli to form long-term memory traces, especially when delivered consistently and engagingly (Santrock, 2011).

Strengthening memorization skills from an early age not only affects children's cognitive development but also plays a vital role in shaping religious character, which becomes the foundation for future attitudes and behaviors. Children who are accustomed to memorizing prayers and Qur'anic verses are more likely to internalize spiritual values, thereby fostering early religious awareness (Zubaidah & Firmansyah, 2022). However, this development does not always occur optimally. In many kindergarten settings, including Gondanglegi Kindergarten, religious memorization instruction remains dominated by conventional approaches such as verbal repetition and lecturing. Although simple, these methods often fail to meet the learning needs of

young children, who tend to be active, easily bored, and in need of varied stimuli (Sujiono & Nurani, 2009).

Children aged 5–6 years have relatively short attention spans and exhibit multisensory learning styles. They respond more positively to learning media that combine visual and auditory elements than to purely verbal explanations. Lecture-based instruction without supporting media often results in low enthusiasm and passive participation, leading to difficulties in memorizing and understanding religious materials that are abstract and cannot be directly observed (Arsyad, 2015). Moreover, the lack of developmentally appropriate learning media further hinders the optimization of children’s memorization abilities.

In this context, audiovisual learning approaches—particularly video media—emerge as a promising solution. Video as an instructional medium presents information visually while integrating audio elements such as narration, music, and dialogue, enabling children to associate sounds with images. This aligns with Mayer’s Multimedia Learning Theory (2005), which posits that the human brain processes information more effectively when delivered through dual channels: verbal (audio) and visual. The integration of these channels accelerates encoding into long-term memory. Consequently, the use of video media in religious learning not only enriches children’s learning experiences but also enhances memorization quality through emotionally and cognitively

engaging repetition.

Numerous studies support the effectiveness of video media in improving children's memorization abilities. Pratiwi (2021) found that early childhood learners who used Islamic animated videos to learn daily prayers demonstrated significant improvements in memorization speed and accuracy. Similar findings were reported by Wulandari and Sari (2022), who concluded that videos featuring cartoon characters, background music, and on-screen text increased children's interest and retention of religious material. An experimental study by Kurniasari (2020) further revealed a 45% improvement in memorization ability among kindergarten students who learned short Qur'anic verses using video media compared to those taught through traditional lecture methods.

Beyond memorization, video media also accommodate visual, auditory, and kinesthetic learning styles while fostering a fun and interactive learning environment. Video content packaged as stories, songs, and animations stimulates positive emotions, which research suggests directly enhance memory retention (Ismail et al., 2020). In religious education, this emotional engagement is crucial, as positive early experiences with religious activities shape children's long-term perceptions and attitudes toward religion.

Considering these factors, it is essential for educators and kindergarten institutions to transition from conventional memorization

methods to more engaging and modern approaches, such as video-based learning. However, video content must be carefully selected to ensure alignment with Islamic values and children's psychological development. Collaboration between teachers and parents is also necessary to reinforce memorization at home, ensuring consistent and sustainable internalization of religious values.

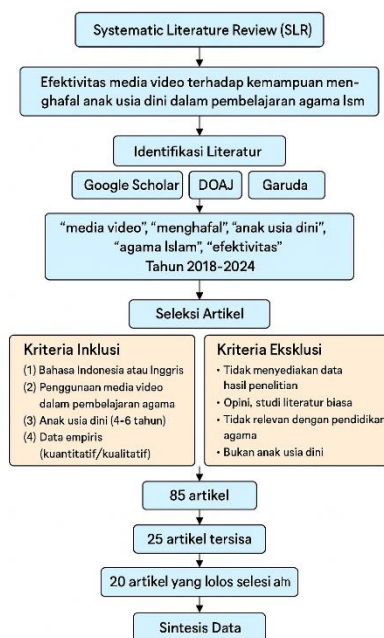
Methods

This study employed a Systematic Literature Review (SLR) method using a descriptive qualitative approach. SLR was chosen because it enables researchers to systematically and transparently collect, evaluate, and synthesize findings from previous studies to address a specific research question—in this case, the effectiveness of video media on early childhood memorization skills within the context of Islamic religious learning (Okoli & Schabram, 2015). This approach is considered appropriate for gathering relevant and up-to-date empirical evidence while mapping research trends and gaps in the field (Kitchenham & Charters, 2007).

The literature search process involved three primary databases: Google Scholar, DOAJ (Directory of Open Access Journals), and Garuda (Garba Rujukan Digital). These databases were selected due to their open-access nature and focus on education and social sciences. Keywords used in the search included "video media," "memorization," "early childhood," "Islamic education," and "effectiveness." To ensure

relevance, publications were limited to the period from 2018 to 2024, reflecting the increased prominence of video-based learning following the COVID-19 pandemic.

Figure 1. SLR Flowchart



The next stage involved article selection based on predefined inclusion and exclusion criteria. Inclusion criteria were (1) articles written in Indonesian or English; (2) focus on video media in religious learning aimed at improving memorization; (3) research subjects were early childhood learners aged 4–6 years (kindergarten or RA level); (4) articles presented empirical data (quantitative or qualitative).

Exclusion criteria included opinion pieces, non-systematic

literature reviews, and studies not focused on Islamic religious education or early childhood learners. The initial search yielded 85 potential articles. After title and abstract screening, 25 articles remained. Full-text review resulted in 20 articles meeting all criteria and included in the final analysis. These articles were coded and classified based on research focus, methodology, subject characteristics, video type, and primary findings related to memorization outcomes.

Data synthesis was conducted narratively using a thematic approach, grouping studies based on video type, presentation strategies, duration, and forms of memorization improvement. Contextual factors such as teacher facilitation and learner engagement were also considered (Snyder, 2019).

Result and Discussions

To provide a comprehensive overview of previous empirical studies, the findings of the 20 articles included in this systematic literature review are summarized in Table 1. The table presents key information regarding the authors, publication years, research focus, types of video media used, and the main findings related to the effectiveness of video-based learning in improving memorization skills among early childhood learners in Islamic religious education contexts.

Table 1. Summary of Reviewed Articles on the Use of Video Media in Religious Learning for Early Childhood

No	Author (Year)	Article Title	Type of Video Media	Main Findings and Analytical Results
1	Pratiwi (2021)	Animated Video for Daily Prayer Memorization	Animation	Kindergarten children who learned through animated videos memorized prayers twice as fast compared to those taught using lecture-based methods.
2	Wahyuni, T. (2022)	The Effect of Video Media on Children's Prayer Retention	Narrative	Retention scores reached 85% among children who learned through video, while oral methods only achieved 62%.

3	Kurniasari (2020)	Short Qur'anic Verse Videos and Improvement in Memorization Ability	Animation	Animated videos increased children's memorization ability by 45% compared to pre- intervention conditions.
4	Sari & Putri (2021)	Islamic Video Media in Character Education	Cartoon	Video media were effective in shaping Islamic character while simultaneously strengthening memorization of short prayers.
5	Hidayat (2019)	Effectiveness of Interactive Videos in Religious Education	Interactive	Interactive video media enabled children to memorize and imitate prayers more quickly.

6	Zubaidah & Firmansyah (2022)	Religious Character Formation through Video Media	Daily Prayer Videos	Children who regularly watched prayer videos demonstrated increased religious character and consistent memorization habits.
7	Utami (2020)	Children's Prayer Memorization Using Visual-Auditory Media	Educational Video	Children's memorization ability improved within three weeks through consistent use of educational videos.

8	Rahmawati (2021)	Use of Islamic Cartoon Videos in Children's Memorization	Islamic Cartoon	Islamic cartoons enhanced retention and enthusiasm among children during prayer memorization activities.
9	Ismail et al. (2020)	Multimedia in Early Childhood Religious Learning	Multimedia	Multimedia use positively influenced understanding of religious concepts and memorization of short surahs.
10	Ramadhani (2023)	Effectiveness of Educational Videos on Surah Memorization	Animation	Animated videos significantly improved memorization retention compared to verbal approaches.

11	Wijayanti (2022)	Memorization of Verses and Prayers Using Islamic Animation Media	Islamic Animation	Children were able to memorize more than five daily prayers after video-based learning.
12	Yuliana (2021)	Animated Videos and Daily Prayer Habituation	Daily Prayer Videos	Regular use of videos fostered consistent daily prayer memorization habits from an early age.
13	Mufidah (2018)	Effectiveness of Prophet Story Videos on Children's Memorization	Prophet Story Videos	Prophet story videos facilitated children's recognition of religious figures and memorization of related stories and prayers.

14	Wulandari & Sari (2022)	Islamic Song Videos and Prayer Retention	Song-Based Videos	Song-based videos helped children remember prayer sequences and content through enjoyable melodies.
15	Fitria (2023)	Interactive Educational Videos for Early Childhood	Interactive	Interactivity strengthened children's focus and accelerated memorization time.
16	Akbar (2020)	Thematic Videos in Islamic Religious Education for Children Aged 5-6	Thematic Videos	The use of thematic videos accelerated memorization of surahs and understanding of religious values.

17	Rosyidah (2021)	Application of Video Media in RA Children's Memorization	Animation	Video use in RA institutions effectively encouraged faster and more enjoyable memorization.
18	Hapsari (2022)	The Effect of Interactive Videos on Memorization Speed	Interactive	Children who learned with interactive videos experienced up to a 40% increase in memorization speed.
19	Safitri (2023)	Short Surah Memorization through Interactive Videos	Animation	Short surahs were more easily memorized through videos featuring repetition and Islamic visual characters.

20	Lestari (2020)	Utilization of Video Media for Daily Prayers and Dhikr	Prayer Videos	Prayers and dhikr were easier to imitate and remember when taught through educational videos combining sound and movement.
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Discussion

Based on the systematic analysis of the 20 reviewed articles, the majority of studies consistently indicate that the use of video media has a significant positive impact on improving early childhood memorization abilities in Islamic religious learning. Video media are considered an effective instructional strategy because they integrate visual and auditory elements simultaneously. The repetition of sound, moving images, text, and songs presented in video formats not only attracts children's interest but also strengthens the encoding process in both short-term and long-term memory (Mayer, 2005).

The mechanism through which video media support children's learning lies in their ability to create enjoyable, imaginative, and visually stimulating learning environments. Animated videos or prayer songs that are played regularly contribute to reinforcing children's memory of

daily prayers, short Qur'anic verses, and other religious vocabulary. This finding aligns with early childhood learning principles, which emphasize learning through repetition, concrete experiences, and visual play (Sujiono & Nurani, 2009). Consistent exposure to video-based learning experiences strengthens memory traces, enabling information to be stored for longer periods and retrieved more easily when needed. For example, the study conducted by Pratiwi (2021) demonstrated that kindergarten children who learned daily prayers through animated videos were able to memorize twice as fast as those who relied on conventional lecture-based methods. This finding confirms that video media are not merely visual aids but function as powerful stimuli that accelerate verbal memory formation through multisensory activation. Another study by Wahyuni (2019) further supports this conclusion, showing that children who learned using video media achieved memorization retention scores of 85%, significantly higher than those taught through traditional oral instruction, which resulted in retention rates of only 62%.

Analysis of other studies indicates that the effectiveness of video media largely depends on how well the content is aligned with the developmental characteristics of early childhood learners. Most effective videos share several key features, including the use of bright and contrasting colors, enjoyable background music, familiar and appealing animated characters, and short durations (approximately 3–

5 minutes) to maintain children's attention. Content presented in the form of Islamic stories or songs is also more readily accepted by children, as it corresponds with their natural learning tendencies through play and imagination (Zubaidah & Firmansyah, 2022).

Nevertheless, several challenges were identified across the reviewed studies. Some research highlighted limitations in infrastructure, such as the lack of projectors, screens, or stable electricity, which hinder the implementation of video-based learning in certain kindergartens, particularly in rural or underdeveloped areas. Additionally, not all teachers possess the skills required to select or produce video content that is developmentally appropriate and pedagogically sound. Consequently, teacher training in media literacy and audiovisual instructional design is crucial to ensure effective integration of video media in early childhood religious education (Efendi & Khusniati, 2021).

The findings of this analysis further reinforce Mayer's (2005) multimedia learning theory, which emphasizes that learning becomes more effective when learners receive information through both verbal and visual channels simultaneously. In the context of early childhood education, memorization is optimized when teachers do not rely solely on verbal explanations but also incorporate dynamic visual displays, engaging sounds, and interactive elements through video media. Teachers are encouraged to use videos not only as introductory tools but

also as reinforcement aids. Furthermore, after watching videos, children should be actively engaged in kinesthetic activities such as hand movements, role-playing, or memorization games to ensure that information is not only cognitively processed but also behaviorally internalized.

Additionally, video media offer opportunities for personalized learning. Children can replay videos according to their individual learning pace and needs. Several studies indicate that children with dominant visual or auditory learning preferences experience greater improvements in memorization ability when video media are used consistently (Clark & Mayer, 2016). Therefore, video media should not be viewed merely as supplementary tools but as effective bridges connecting abstract religious concepts with the concrete learning experiences required by early childhood learners.

Conclusion

Based on a systematic review of 20 studies examining the effectiveness of video media in Islamic Religious Education at the kindergarten level, it can be concluded that video media are highly effective in improving early childhood memorization skills. As audiovisual tools, videos enhance verbal information with engaging visuals, animations, and narration, enabling children to better memorize daily prayers, short Qur'anic verses, and religious concepts. Video media also help bridge children's cognitive limitations in

understanding abstract religious ideas.

Nevertheless, optimal effectiveness requires integration with active learning strategies such as role-play, movement, singing, and guided discussion. Teachers are encouraged to select culturally relevant and developmentally appropriate video content. Future research should explore locally based Islamic video media and examine long-term impacts on children's religious character development.

Overall, video media represent an adaptive, creative, and effective innovation for Islamic religious learning in early childhood education, fostering both meaningful learning experiences and sustainable memorization outcomes.

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