INCARE
INTERNATIONAL JOURNAL OF EDUCATIONAL RESOURCES
Publisher:
FKDP (Forum Komunikasi Dosen Peneliti)
E-ISSN: 2622-1942

INCARE, International Journal of Educational Resources
Volume 7, Number 1 (2026): 001-016
Available online at https://ejournal.ijshs.org/index.php/incare/

ISLAMIC RELIGIOUS EDUCATION PRACTICE VIDEOS FOR DEVELOPING STUDENT DISCIPLINE AND GRATITUDE AMONG ELEMENTARY SCHOOL STUDENTS

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DOI: http://doi.org/10.59689/incare.v7i1.1409

Received:	Revised:	Accepted:	Published:
May 02, 2026	May 24, 2026	May 30, 2026	June, 2026

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Abstract

This study aims to analyze the implementation of Islamic Religious Education (PAI) practice videos as a medium for fostering discipline and a sense of gratitude among elementary school students. This study employs a qualitative approach with a descriptive-analytical design through field research methods. The research subjects were PAI teachers and first-grade students at Al-Hakam Elementary School, Bina Insan Lubuk Pakam. Data were collected through observation, interviews, and documentation, then analyzed using the interactive model developed by Miles, Huberman, and Saldaña. The results indicate that the use of practical videos makes PAI learning more meaningful, contextual, and grounded in real-life experiences. Students not only understand the concepts of discipline and gratitude theoretically but also put them into practice in their daily lives through activities such as making their beds, reciting prayers before and after activities, helping their parents, and expressing gratitude. Practice-video-based learning also enhances students' engagement, enthusiasm, and active participation. Furthermore, parental involvement in supervising practical video assignments strengthens the continuity of character education between school and home. Research findings indicate that practical videos positively contribute to the development of students' attitudes toward discipline and gratitude through repeated practice. Thus, PAI practical videos can serve as an alternative learning medium that is contextual, participatory, and oriented toward character development in students from an early age.

Keywords: *Islamic Education Practice Videos; Discipline; Gratitude; Character Education; Elementary School.*

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Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi video praktik Pendidikan Agama Islam (PAI) sebagai media pembentukan disiplin dan rasa syukur siswa di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif-analitis melalui metode studi lapangan. Subjek penelitian adalah guru PAI dan siswa kelas I Al-Hakam SD IT Bina Insan Lubuk Pakam. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa penggunaan video praktik membuat pembelajaran PAI lebih bermakna, kontekstual, dan berbasis pengalaman nyata. Siswa tidak hanya memahami konsep disiplin dan rasa syukur secara teoritis, tetapi juga mempraktikkannya dalam kehidupan sehari-hari melalui kegiatan merapikan tempat tidur, membaca doa sebelum dan sesudah beraktivitas, membantu orang tua, serta mengucapkan terima kasih. Pembelajaran berbasis video praktik juga meningkatkan keterlibatan, antusiasme, dan partisipasi aktif siswa. Selain itu, keterlibatan orang tua dalam mendampingi tugas video praktik memperkuat kesinambungan pendidikan karakter antara sekolah dan rumah. Temuan penelitian menunjukkan bahwa video praktik berkontribusi positif terhadap pembentukan sikap disiplin dan rasa syukur siswa melalui pembiasaan yang dilakukan secara berulang. Dengan demikian, video praktik PAI dapat menjadi alternatif media pembelajaran yang kontekstual, partisipatif, dan berorientasi pada pembentukan karakter siswa sejak usia dini.

Kata kunci: *Video Praktik PAI; Disiplin; Rasa Syukur; Pendidikan Karakter; Sekolah Dasar.*

INTRODUCTION

Islamic Religious Education (PAI) at the elementary school level plays a strategic role in shaping students' character from an early age. PAI instruction is not only focused on mastering religious knowledge but is also aimed at instilling moral values that are reflected in daily behavior (Muid et al., 2024; Nugroho et al., 2022; Sunandar et al., 2026). In the context of elementary education, discipline and gratitude are two important character traits that need to be consistently instilled through practical and contextual learning. A disciplined attitude plays a role in fostering habits of orderliness, responsibility, and adherence to rules, while a sense of gratitude serves as the foundation for developing a positive personality and an awareness to appreciate the blessings bestowed by Allah SWT (Hasanah et al., 2025; Sodikin et al., 2026; Spohrer, 2024). Therefore, Islamic Education (PAI) instruction must be designed meaningfully so that students not only understand the material conceptually but are also able to apply it in real life.

In practice, Islamic Education (PAI) instruction in elementary schools still faces various challenges. The learning process is often teacher-centered and places greater emphasis on cognitive aspects than on behavioral reinforcement. (Rismawati, et al., 2024)) This situation results in students understanding the material theoretically but being unable to apply it consistently in their daily lives. Based on preliminary observations of first-grade students at Al-Hakam Elementary School (SDIT) Bina Insan in Lubuk Pakam, it was found that some students are still not in the habit of making their beds after waking up, are inconsistent in reciting prayers before starting their daily activities, and have not yet demonstrated optimal levels of discipline and gratitude, both at home and at school. This phenomenon indicates a clear gap between the learning objectives of Islamic Education (PAI)—which emphasize character development—and students' actual behavior in daily life. This situation highlights the need for educational innovations that can link course material to real-life practice so that the values being taught can be more easily internalized by students.

Advances in educational technology provide opportunities for teachers to create more engaging, interactive, and contextual learning experiences. One of the most widely recommended media for 21st-century learning is video (Safaruddin, et al., 2024). Video combines visual and audio elements, helping students understand the material in a more concrete and engaging way. In Islamic Education (PAI) instruction, the use of video serves not only as a medium for delivering content but also as a practical tool that allows students to demonstrate the application of religious values in their daily lives (Suseno, S., & Ritonga, 2025). Thus, video has the potential not only as a learning aid but also as a medium for fostering positive habits in students through real-world activities.

Several studies have shown that the use of video media in Islamic Education (PAI) instruction can significantly improve learning motivation, understanding of the material, student engagement, and learning outcomes. The study (Maulana et al., 2025) found that interactive instructional videos on the topic *"Becoming a Person of Integrity"* are effective in instilling the character values of honesty and responsibility in students. Meanwhile, the study (Fitria, D., & Kanus, 2025) shows that the use of video media in Islamic Education (PAI) and Character Education lessons can increase students' interest in learning through the presentation of material that is more engaging, interactive, and easy to understand. The study (Berliana et al., 2025) also explains that the development of animated PAI videos has proven effective in increasing learning motivation while helping students understand and apply Islamic values in daily life, particularly the attitudes of mutual forgiveness and living in peace. Furthermore, (Simatupang, S. S., & Sapri, 2023) reveals that the development

of a disciplined character can be achieved through habit formation, setting a good example, enforcing rules, and cooperation between schools and parents.

Although these various studies have discussed the use of videos in Islamic Education (PAI) and character development, most of them still focus on improving learning motivation, understanding of the material, learning outcomes, or character development in general. Research specifically examining the implementation of Islamic Education practice videos as a means of instilling disciplined behavior and a sense of gratitude in early elementary school students remains relatively limited. Furthermore, there has been little research that positions practice videos as a tool for documenting behavior that involves collaboration between teachers, students, and parents in monitoring changes in students' character. This research gap forms the basis for this study.

Given this gap, this study aims to examine the implementation of Islamic Education (PAI) practice videos in fostering discipline and a sense of gratitude among elementary school students. The novelty of this study lies in the use of practice videos not only as a medium for delivering content but also as a learning strategy based on real-life practice, behavioral documentation, reflection, and parental involvement. Through practice videos, students are given the opportunity to directly demonstrate the behaviors they have learned, such as making their beds after waking up, saying prayers before starting their daily activities, and making a habit of expressing gratitude in their daily lives. This activity not only actively involves students but also facilitates collaboration between teachers and parents in monitoring the students' character development.

Thus, the PAI learning process does not end in the classroom but continues within the family environment, which serves as the primary setting for fostering positive habits in children. This study aims to describe the implementation of PAI practice videos in enhancing the discipline and gratitude of first-grade students at Al-Hakam SDIT Bina Insan Lubuk Pakam and to examine the behavioral changes that emerged following the implementation of this learning approach. The results of this study are expected to contribute to the development of a PAI learning model that is more contextual, participatory, and oriented toward character building in students from an early age.

RESEARCH METHODS

This study is a *field* study that employs a qualitative approach with a descriptive-analytical design (Holay, W., Jeferson, 2000). The qualitative approach was chosen because this study aims to gain an in-depth understanding of the phenomenon of implementing practice-based video-based Islamic Religious

Education (PAI) to improve the discipline and sense of gratitude among first-grade students at Al-Hakam Elementary School at SD IT Bina Insan Lubuk Pakam. According to John W. Creswell, qualitative research is used to explore and understand the meanings derived from social or humanitarian issues experienced by individuals or groups (Cresswell, 2014). This study was conducted on April 18, 2026, with a focus on observing the natural learning process of practice-based video-based PAI, both in the school environment and in the students' daily routines. This approach is relevant because improvements in discipline and gratitude can be observed not only in learning outcomes but also in behavioral changes that emerge during the learning process.

This research is phenomenological in nature, examining the phenomena that emerge during the implementation of video-based practical Islamic Education (PAI) instruction. The research subjects consisted of PAI teachers and first-grade students in the Al-Hakam class at SD IT Bina Insan Lubuk Pakam. The research focused on the teaching process, student engagement in practical activities, and changes in attitudes toward discipline and gratitude observed during and after the instruction. The instruction was implemented using the lesson topic "Cultivating Gratitude and Disciplined Behavior" through *a deep learning* approach that emphasizes students' active engagement in meaningful learning experiences. According to (Fullan, et al.,2018), deep learning aims to develop competencies through real-world experiences so that students can connect knowledge to daily life practices. In this study, practice videos were used as a medium to document students' positive habits, such as making their beds after waking up, saying a prayer before starting their day, and demonstrating disciplined behavior both at home and at school.

Data collection was conducted through observation, interviews, and documentation (Sugiyono, 2019). Observation was used to obtain data on teacher and student activities during the learning process, including student participation, enthusiasm, and behavioral changes. Semi-structured interviews were conducted with teachers and several students to gather information about their learning experiences, the challenges they faced, and their perceptions of the use of practice videos in PAI instruction. Documentation was used to supplement the research data, including photographs of learning activities, videos of student practice, field notes, and other supporting documents. These three techniques were used in an integrated manner to obtain comprehensive data and to support the process of triangulation of sources and techniques.

To make the research procedure clearer and more concise, the research stages are presented in the following table.

Table 1. Summary of Research Stages

No.	Research Stages	Main Activities	Data/Outputs Generated
1.	Initial Observation	Identifying the conditions of Islamic Education (PAI) learning as well as students' disciplinary habits and sense of gratitude prior to the implementation of the practice video.	Baseline data on student behavior and PAI learning conditions.
2.	Instrument Development	Developing observation guidelines, interview guidelines, and documentation requirements.	Research instruments ready for use.
3.	Implementation of instruction	Conducting PAI lessons based on practice videos on the topic "The Importance of Gratitude and Disciplined Behavior."	Learning activities and student practice videos.
4.	Data Collection	Collecting data through ongoing observation, interviews, and documentation during the learning process.	Data on the process, learning experiences, and changes in student behavior.
5.	Data Analysis and Validation	Reducing, presenting, and interpreting data, as well as triangulating techniques and sources.	Research findings regarding the implementation of PAI practice videos in improving students' discipline and sense of gratitude.

Based on the table, the study was conducted in five main stages, ranging from initial observation, instrument development, instructional implementation, data collection, to data analysis and validation. Each stage was carried out systematically to obtain data relevant to the study's focus, namely the implementation of Islamic Education (PAI) practice videos in improving students' discipline and sense of gratitude.

Further data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldaña, which involves data collection, data reduction, data presentation, and the continuous drawing of conclusions(Miles,M.B, Huberman,A.M,

dan Saldana, 2014) Data obtained from observations, interviews, and documentation were selected and grouped based on the research focus, then presented in the form of descriptive narratives to facilitate interpretation. Data validity was strengthened through triangulation of techniques and sources, namely by comparing data from observations, interviews, and documentation and cross-checking information from teachers and students. Through these stages, this study is expected to provide a comprehensive overview of the implementation of video-based Islamic Education (PAI) lessons in improving the discipline and gratitude of first-grade students at Al-Hakam Elementary School, Bina Insan Lubuk Pakam, and to contribute to the development of more contextual Islamic Education (PAI) instruction oriented toward character building in students.

RESULTS AND DISCUSSION

Results

Implementation of Practice Videos in Islamic Education (PAI) Instruction on the Topics of Discipline and Gratitude

The Islamic Religious Education lesson for first-grade students in the Al-Hakam class at SD IT Bina Insan Lubuk Pakam, covering the topic "The Importance of Gratitude and Discipline," was conducted using practical videos. In this activity, the teacher not only presented the material verbally in class but also assigned tasks to students to practice the values of discipline and gratitude in their daily lives. Students were asked to perform various simple activities relevant to their daily lives. These activities included making their beds after waking up, reciting prayers before and after activities, helping their parents with light household chores, and expressing gratitude in their daily interactions. All of these activities were then documented on video as part of their learning assignments.

The results of the observations show that learning through instructional videos extends the Islamic Education learning process beyond the classroom and into the family environment. Students become more active because they not only listen to the teacher's explanations but also directly practice the values they have learned. To clarify the observational data, documentation, and interviews, a summary of student activities and behavioral changes that emerged during the implementation of PAI practical videos is presented in Table 2 below:

Table 2. Results of observations, video documentation of student practical activities, and interviews with teachers/parents, 2026

No.	Aspects Observed	Student Activities in the Practical Video	Observational/Documentation Findings	Observed Behavioral Changes
1.	Self-discipline	Making the bed after waking up.	Students demonstrated the activity of making their beds independently in the practice video. Some students who previously still needed to be reminded began trying to do it on their own	Students are beginning to get used to carrying out their morning routines in a more orderly and responsible manner.
2.	Discipline in worship and daily activities	Saying prayers before and after activities.	Video documentation shows students reciting prayers before studying, before eating, or before starting their daily activities.	Students are beginning to make a habit of praying before engaging in activities without always being prompted by teachers or parents.
3.	Expressing Gratitude Through Words	Expressing gratitude to parents or others who have helped.	In the practice video, students are seen saying thank you after receiving help or after being guided by their parents.	Students begin to make a habit of saying thank you as a way of showing appreciation for others' help.
4.	Gratitude through actions	Helping parents with light chores at home.	Students document simple activities, such as helping to tidy up, fetching supplies, or assisting with light household chores.	Students demonstrate a more caring attitude and begin to understand that gratitude can be expressed through simple actions.
5.	Learning Engagement	Following the teacher's instructions and creating practice videos as directed.	Students appear enthusiastic when given assignments and strive to perform the practical activities well.	Students have become more active, focused, and engaged in the PAI learning process.

6.	School-Family Collaboration	Carry out practical assignments with parental guidance.	Parents assist students in carrying out the activities and recording videos of the practical work.	There is continuity in learning between school and home in fostering positive habits among students.

Based on Table 2 above, it can be seen that the practice video activity helps students demonstrate gradual behavioral changes. These changes are evident in the areas of discipline, prayer habits, expressions of gratitude, care for parents, engagement in learning, and cooperation between school and family. These findings indicate that practice videos not only serve as a medium for documenting assignments but also function as a tool for fostering habits that encourage students to apply Islamic Education values in their daily lives. With the involvement of teachers and parents, the process of character development becomes more focused, consistent, and sustainable.

Increasing Student Engagement and Positive Responses in the Learning Process

The research results show that the use of practice videos has a positive impact on student engagement in the learning process. At the beginning of the activity, students showed a high level of curiosity about the tasks assigned by the teacher. They listened to the explanations with greater focus and responded actively by asking questions and offering feedback related to the upcoming activities. This contrasts with previous learning conditions, which tended to be more passive when using the lecture method. This engagement did not occur only in the classroom but also continued as students completed assignments at home. Students made a sincere effort to follow each instruction given and documented their work in video form. This process demonstrates that students not only participated in formal learning but were also emotionally and practically engaged in the learning activities provided.

The family environment also provides significant support in this process. Parents help students complete their assignments and assist with the video recording process (Suhartono, et al., 2024). This situation makes learning more collaborative because it involves the two main educational environments: school and family. This involvement enhances students' learning experiences because they learn not only at school but also at home with their parents. These results align with

the findings of (Mayer, 2021), which state that the use of visual and multimedia resources in learning can increase students' attention, engagement, and understanding because they provide a more concrete and easily understandable learning experience. Source:

Therefore, the author concludes that the increase in student engagement indicates that practical video media is not merely a learning aid, but also a tool capable of creating a more meaningful and enjoyable learning experience for students.

Fostering a Disciplined Attitude Through Habit Formation in Daily Life

Discipline has emerged as one of the key outcomes observed in the implementation of practice-based video learning at SD IT BINA Insan Lubuk Pakam. Before this program was implemented, some students had not yet consistently demonstrated disciplined behavior in their daily activities. This was evident in simple habits, such as making their beds or following their morning routines, for which they still needed reminders from their parents. After the practice-based video learning was implemented, behavioral changes began to appear among the students. They became more accustomed to performing activities that demonstrated discipline without always needing to be reminded. The process of creating practice videos indirectly encouraged students to repeat the same activities over and over, thereby forming new habits in their lives.

This habit-forming process occurs because students not only understand the concept of discipline but also experience it firsthand through practices carried out at home. Simple activities, when performed repeatedly, have a powerful impact on character development. This demonstrates that learning based on real-life experiences has a greater influence than learning that is purely theoretical.

These findings align with the (Lickona, 1991), which asserts that character is formed through three main processes: knowing what is good, experiencing what is good, and consistently doing what is good in daily life (Lickona, 2013). Therefore, the author concludes that practical videos provide an effective space for students to undergo the character-building process naturally because they are not only taught but also accustomed to exhibiting disciplined behavior in real life.

Strengthening Gratitude through Real-Life Activities and Family Involvement

In addition to discipline, this study also shows an improvement in students' attitudes toward gratitude. Gratitude began to manifest through simple habits such as saying thank you to parents, saying a prayer before engaging in activities, and showing appreciation for others' help (Setiyono, 2019). This activity is part of a

practical video assignment that students must complete at home. Through this activity, students not only understand the concept of gratitude in theory but also experience firsthand how gratitude is manifested in daily life.

Furthermore, this experience will help students better understand that gratitude is not just words, but also an attitude and actions that reflect appreciation for the blessings bestowed by Allah SWT. Parental involvement in this process plays a crucial role. Parents not only assist in creating the videos but also serve as role models in practicing the values of gratitude at home. This strengthens the learning process because the values taught at school are reinforced within the family environment. From an Islamic perspective, gratitude is a form of acknowledgment and the proper use of Allah's blessings in daily life (Al-Ghazali, 1993) explains that perfect gratitude is not merely expressed in words but is manifested through actions that reflect the use of blessings for good and obedience to Allah. Therefore, based on the above discussion, the author concludes that practice-based video learning provides students with real-life experiences in understanding the meaning of gratitude, so that this value is not only understood conceptually but also begins to become part of their daily habits.

The Collaborative Role of Teachers and Parents in Learning

The successful implementation of practice-video-based learning at SD IT BINA Insan Lubuk Pakam is closely tied to the collaboration between teachers and parents. Teachers serve as learning designers who provide guidance, examples, , and evaluations of students' practice videos. Meanwhile, parents act as mentors who assist students in completing their assignments at home.

This collaboration creates continuity in the educational process between school and home. The values taught at school do not end in the classroom but continue in students' daily lives at home. This makes the character-building process more consistent and uninterrupted (Darmawan, D., & Wijayanti, 2026). This finding aligns with the educational concept proposed by Ki Hadjar Dewantara, who emphasized that education takes place in three main environments: the family, school, and community (Sihab, W., & Achmad, 2025). Consequently, the authors conclude that the collaboration established in this study demonstrates that character education will be more effective if all parties are actively involved in the learning process.

Discussion

The research results indicate that the implementation of practical videos in Islamic Education (PAI) instruction can transform the learning process from one

that was originally teacher-centered to one that is more grounded in real-life experiences. Learning not only emphasizes conceptual understanding but also encourages students to apply PAI values in their daily lives. This finding aligns with Ausubel's (1968) view that learning is more meaningful when new information is linked to students' real-life experiences. Thus, practical videos can serve as a medium that helps students understand the values of discipline and gratitude in a more concrete way.

The increase in student engagement in learning indicates that practice videos can create a learning experience that is more engaging and relevant to students' lives. Students are not merely recipients of the material but are also actively involved as participants in the learning activities. This aligns with Mayer (2021), who explains that the use of visual and multimedia resources can enhance students' attention, engagement, and understanding because the material is presented in a more concrete manner. In the context of this study, practical videos serve not only as a learning medium but also as a tool that encourages students to demonstrate real-world behaviors.

The development of a disciplined attitude through practice videos occurs because students are accustomed to repeatedly performing positive actions. Activities such as making their beds, saying prayers, and carrying out daily routines become part of the hands-on learning process. This finding aligns with Lickona's (1991; 2013) view that character development involves the process of knowing what is good, experiencing what is good, and consistently doing what is good . Therefore, instructional videos can be understood as a learning strategy that helps students not only understand the value of discipline but also practice it in their daily lives.

The cultivation of gratitude in this study is evident in students' habits of expressing thanks, reciting prayers, and appreciating others' help. The value of gratitude is not only understood as a religious concept but is also manifested in simple behaviors. From an Islamic perspective, Al-Ghazali (1993) explains that perfect gratitude is not merely expressed in words but is manifested through actions that reflect the use of blessings for good and obedience to Allah. Based on this, practice-based video learning plays a crucial role in helping students understand the meaning of gratitude more tangibly.

Parental involvement in the learning process is also a key factor in the successful implementation of practice videos. Parental support ensures that the instillation of values such as discipline and gratitude does not end at school but continues at home. This finding aligns with Ki Hadjar Dewantara's educational philosophy, which emphasizes the importance of three educational environments:

family, school, and community. In this study, collaboration between teachers and parents strengthened the character-building process because students received consistent guidance from both school and family.

Based on this discussion, the use of instructional videos in Islamic Education (PAI) contributes significantly to strengthening the character of elementary school students. Practical videos serve not only as a medium for delivering content but also as a tool for documentation, practice, reflection, and collaboration among teachers, students, and parents. Thus, PAI instruction based on practical videos can serve as an alternative learning strategy that is more contextual, participatory, and oriented toward fostering discipline and a sense of gratitude in students from an early age.

CONCLUSION

This study concludes that the implementation of video-based Islamic Religious Education (IRE) instruction on the topics of discipline and gratitude at SD IT Bina Insan Lubuk Pakam has a positive impact on student engagement and character development. Through hands-on experiences in daily life, students find it easier to understand the material, are more active in the learning process, and are able to connect IRE values with real-life behavior.

The research findings indicate that practice videos are effective in fostering discipline and gratitude through repeated practice at home and at school. Students not only understand these values theoretically but also put them into practice through simple activities, such as making their beds, saying prayers before and after activities, helping their parents, and expressing gratitude. These findings are further supported by observational data, video documentation of these practices, and interviews, all of which demonstrate gradual changes in student behavior.

The success of practice-video-based learning is also supported by collaboration between teachers and parents. Teachers play a role in providing guidance, facilitating the learning process, and evaluating students' practice videos, while parents help supervise the activities at home. This collaboration makes the character-building process more consistent because the values taught at school can be reinforced within the family environment. Nevertheless, this study has limitations. The study was conducted only with first-grade students in the Al-Hakam class at SD IT Bina Insan Lubuk Pakam; therefore, the findings are limited to the local context and cannot yet be broadly generalized to different grade levels, schools, or educational settings. Additionally, this study focused solely on the topic "Being Grateful and Behaving Disciplined," and thus does not cover other Islamic Education (PAI) topics.

Given these limitations, future research is recommended to involve a broader sample of participants, such as students in different grade levels, multiple schools, or a wider variety of educational contexts. Future studies could also expand the analysis to include other Islamic Education (PAI) materials and employ quantitative, mixed-methods, or longitudinal approaches to measure the effectiveness of practical videos on students' character development in a more in-depth and sustainable manner. Thus, PAI learning based on practical videos can serve as an alternative learning strategy that is contextual, participatory, and focused on character development. Practical videos not only function as a learning medium but also as a means of fostering habits, documenting behavior, and strengthening cooperation between schools and families in cultivating students' discipline and gratitude from an early age.

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