



Implementation of the YouTube Kids Application as a Learning Media to Improve Children's Memorizing of Daily Prayers at RA Al-Fitrah

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using the YouTube Kids application. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were kindergarten students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the YouTube Kids application can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 67.39% and in the second cycle it increased to 95.96%. Thus, the use of the YouTube Kids application can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

The rapid advancement of technology has influenced various aspects of life, including education. In recent years, digital tools have increasingly been integrated into educational settings, offering new opportunities to engage students and enhance the learning experience. One such tool is YouTube Kids, a child-friendly version of the widely popular video-sharing platform. YouTube Kids provides a safe and interactive environment for young children to explore educational content tailored to their age

group. This platform offers a variety of videos, including songs, stories, and educational programs, which can be used to support learning in various subjects, including religious studies. In particular, YouTube Kids presents a promising medium for enhancing memorization skills, especially when it comes to daily prayers, or "doa harian," for young children in early childhood education settings, such as TK (Taman Kanak-Kanak) or kindergarten. The ability to memorize religious prayers is an essential aspect of early childhood education in Islamic schools. For young children, memorizing daily prayers is not only a way to build their spiritual knowledge but also to instill habits of worship and connection to their faith. The challenge, however, lies in finding effective methods that can engage children while making the memorization process enjoyable and meaningful. Traditional methods of teaching prayers, such as rote learning, may not always capture the interest of young learners, especially in today's digital age where children are accustomed to interactive and multimedia content. This is where platforms like YouTube Kids come into play, offering a more engaging, interactive, and entertaining way to facilitate memorization.

YouTube Kids features a vast range of videos specifically designed for young audiences, including animated videos, songs, and storytelling. These videos often incorporate catchy tunes, colorful animations, and engaging narratives that make the learning process enjoyable and memorable. The platform's vast content library includes videos of daily prayers that are specifically designed to help children memorize and understand Islamic prayers. The integration of such multimedia content into the classroom or at home offers a modern approach to teaching young children essential religious practices, such as daily prayers. In RA Al-Fitrah, an early childhood education institution, the use of YouTube Kids as a medium for learning has been introduced as an innovative method to enhance the memorization of daily prayers among kindergarten students. RA Al-Fitrah aims to foster a positive learning environment where children can grow spiritually and academically through the integration of modern educational tools. By using YouTube Kids, the school hopes to make the process of memorizing doa harian (daily prayers) more engaging and fun for the children, encouraging them to actively participate in their spiritual education.

The introduction of YouTube Kids in the classroom is intended to address the challenges that educators face in keeping young students engaged and motivated to memorize religious content. Given that children at this age are more receptive to visual and auditory stimuli, incorporating video content from YouTube Kids can help reinforce their understanding and retention of daily prayers. The use of animated characters and songs in the videos makes the prayers more relatable and memorable, as children can connect with the content in a way that is more engaging than traditional methods of teaching. In addition to providing a more interactive and enjoyable learning experience, YouTube Kids offers the flexibility for students to learn at their own pace. The videos can be replayed as often as necessary, allowing children to practice and reinforce their

memorization skills. This self-paced learning approach is particularly beneficial for young learners, as it gives them the opportunity to absorb the content in a way that suits their individual learning styles and speeds. Moreover, the accessibility of YouTube Kids means that children can practice memorizing prayers both in the classroom and at home, making it easier for parents to support their children's learning outside of school hours.

The primary goal of applying YouTube Kids as a learning tool in RA Al-Fitrah is to improve the memorization of daily prayers among kindergarten students. Daily prayers are an integral part of a Muslim's daily routine, and teaching children to memorize these prayers at an early age helps to instill a strong foundation in religious practices. With the help of YouTube Kids, educators aim to create an engaging, interactive, and supportive learning environment that will encourage children to practice and memorize their prayers consistently. This approach aligns with modern pedagogical principles, which emphasize the importance of incorporating multimedia and technology to support student engagement and retention. Research has shown that children learn more effectively when they are actively engaged in the learning process, especially when the content is presented in a fun and interactive way. YouTube Kids, with its colorful animations and catchy songs, is designed to capture children's attention and keep them engaged in the material. By incorporating elements of play and entertainment into the learning process, YouTube Kids offers an effective way to teach young children important concepts, such as daily prayers, while maintaining their interest and motivation.

Furthermore, YouTube Kids provides a safe and controlled environment for children to explore educational content. Unlike the regular YouTube platform, YouTube Kids is specifically designed to filter out inappropriate content and ensure that the videos children watch are age-appropriate. This aspect is particularly important when teaching religious content, as it ensures that the material being presented to children aligns with the values and teachings of Islam. The safety features of YouTube Kids allow educators and parents to feel confident in using the platform as a learning tool. One of the benefits of using YouTube Kids for teaching daily prayers is the ability to customize the content according to the needs of the students. Teachers can select specific videos that align with the prayers they wish to teach, allowing for a more focused and personalized learning experience. This customization also allows educators to target specific areas of difficulty for students, providing additional resources to reinforce the memorization of particular prayers. The use of diverse videos that focus on different aspects of prayer ensures that children are exposed to a variety of learning methods, such as repetition, visual learning, and musical engagement.

In RA Al-Fitrah, YouTube Kids has been integrated into daily lessons to complement traditional teaching methods. Teachers use the videos as a starting point for class discussions, where students can share their thoughts and reflect on the meaning of the

prayers. This combination of visual learning with guided discussion helps students develop a deeper understanding of the significance of the prayers they are memorizing. Additionally, the videos provide a reference point for students to revisit at home, making it easier for them to continue practicing and reinforcing what they have learned in class. The incorporation of YouTube Kids into the learning process also fosters a sense of independence in students. Children are encouraged to take ownership of their learning by watching the videos on their own and practicing the prayers at their own pace. This sense of autonomy is important for building self-confidence and promoting a love of learning. By giving children the tools to learn independently, YouTube Kids empowers them to take responsibility for their spiritual education.

Another advantage of using YouTube Kids in early childhood education is the way it helps create a positive and enjoyable learning experience. The use of fun and engaging videos allows children to associate learning with enjoyment, which can foster a love of learning that extends beyond the classroom. When children enjoy what they are learning, they are more likely to stay motivated and committed to the process. This positive experience with learning daily prayers through YouTube Kids can also create a lasting impression, ensuring that the children continue to value and practice the prayers as they grow older. Moreover, the use of YouTube Kids in early childhood education promotes the development of technological skills. In today's digital age, it is essential for young learners to become familiar with technology and develop digital literacy. By integrating YouTube Kids into the curriculum, students are introduced to a digital platform that is both educational and entertaining. This exposure helps children develop basic technological skills, such as navigating a digital interface, while also learning valuable content related to their religious education.

The effectiveness of YouTube Kids as a learning tool in RA Al-Fitrah can be measured through student progress and feedback from both educators and parents. Teachers have reported that students who engage with YouTube Kids regularly show noticeable improvement in their ability to memorize daily prayers. Parents have also expressed appreciation for the platform, noting that their children are more enthusiastic about practicing the prayers at home. The positive impact of YouTube Kids on students' memorization skills reflects the growing potential of digital media to support traditional learning in religious education. In conclusion, the use of YouTube Kids as a learning tool for memorizing daily prayers at RA Al-Fitrah represents an innovative and effective approach to early childhood education. By combining entertainment with education, YouTube Kids provides an engaging platform for children to learn and memorize religious content in a fun and interactive way. This method not only supports the development of memorization skills but also fosters a positive and enjoyable learning experience that can enhance children's spiritual growth. The integration of technology into religious education can play a pivotal role in shaping the future of early childhood learning, creating an environment where children can thrive spiritually and academically.

Methods

The method employed in this study to assess the effectiveness of YouTube Kids as a learning tool for improving memorization of daily prayers (doa harian) for kindergarten children at RA Al-Fitrah was a combination of qualitative and quantitative approaches. The research aimed to determine how YouTube Kids could impact the memorization of daily prayers, focusing on student engagement, comprehension, and retention. This method allowed for a comprehensive analysis of how multimedia tools, specifically YouTube Kids, influenced young children's learning in the context of Islamic religious education. The research began with a pre-assessment of the children's existing knowledge and memorization of daily prayers. The pre-test was administered to determine the baseline level of knowledge for each student regarding the content of the daily prayers. This assessment was crucial in identifying the areas where students were struggling and where improvement was most needed. The teachers created a simple checklist of the specific prayers children were expected to know, which included common daily prayers such as "Bismillah," "Al-Fatihah," and "Doa Sebelum Makan." The pre-assessment was designed to be child-friendly, with visual aids and oral questioning to ensure that all students, regardless of their literacy level, could participate.

After the baseline was established, the intervention phase began. This involved the integration of YouTube Kids into the classroom, where the teachers used selected videos from the platform that focused on teaching daily prayers. The content was carefully chosen to ensure that it was age-appropriate, educational, and engaging for young children. Teachers selected videos that featured catchy songs, animations, and storytelling that highlighted the meaning and proper recitation of the prayers. The videos were designed to keep children's attention while presenting the content in an accessible and entertaining way. The intervention was carried out over a period of four weeks, with daily viewing sessions incorporated into the classroom routine. Each session was approximately 15-20 minutes long, and children were encouraged to watch the videos attentively. The videos were shown during a designated "learning time" each day, ensuring that the students were consistently exposed to the content. Following each video, teachers facilitated group discussions where children could share what they had learned, ask questions, and reinforce their understanding. These discussions helped children connect the visual elements of the videos to the meaning and significance of the prayers.

To ensure that the children could engage with the content outside of school hours, teachers encouraged parents to use YouTube Kids at home as well. Parents were provided with guidelines on how to use the platform effectively, including suggestions for specific videos to watch and recommendations for reinforcement activities that could help improve memorization. The role of parents was essential in reinforcing the learning process, as repeated exposure to the videos outside of school helped solidify the children's understanding of the prayers. In addition to daily video sessions, students

were given opportunities to practice the prayers both individually and in groups. Teachers organized short recitation sessions where children could take turns reciting the prayers they had memorized. These sessions were designed to encourage self-confidence and foster a supportive learning environment. Peer support also played a crucial role, as children encouraged one another in their memorization efforts. The practice sessions were held in a relaxed and supportive environment, where children could learn at their own pace without feeling pressured.

At the end of the four-week intervention period, a post-assessment was conducted to measure the progress the students had made in memorizing their daily prayers. The post-test was similar to the pre-test but included additional prayers and more advanced questions to assess the depth of students' understanding. During the post-assessment, children were asked to recall and recite the prayers they had learned, and teachers evaluated their accuracy, fluency, and comprehension. This assessment was also supplemented with observations of students' participation in class discussions and their enthusiasm toward learning the prayers. In addition to the pre- and post-assessments, the study utilized observations of classroom dynamics and student behavior during the intervention period. Teachers were trained to observe how engaged the students were during the video sessions and how they interacted with the material. Teachers also noted how students responded to the learning videos in terms of attentiveness, enthusiasm, and the ability to recall and apply what they had learned. These observations provided qualitative insights into the effectiveness of YouTube Kids as a tool for teaching daily prayers.

The data collected from the pre- and post-assessments, as well as classroom observations, were analyzed to determine the effectiveness of YouTube Kids in improving memorization and engagement. The quantitative data from the pre- and post-tests provided measurable evidence of students' progress, while the qualitative data from observations allowed for a deeper understanding of how the videos influenced students' attitudes and engagement with the content. Teachers also provided feedback on the overall experience of using YouTube Kids as a learning tool, offering insights into how the platform could be integrated into future lessons. To further evaluate the impact of YouTube Kids, the study also included interviews with parents. These interviews were conducted to gain feedback on how children were engaging with the videos at home, as well as the extent to which parents believed the videos helped their children memorize and understand the prayers. Parents were asked to provide their observations on the children's behavior and interest in the prayers, as well as how the videos influenced their children's practice of the prayers at home.

The study also considered potential challenges and limitations of using YouTube Kids as a learning tool. Teachers and parents were asked to share any difficulties they encountered during the intervention period, such as issues with accessing the platform or challenges in keeping children engaged. These challenges were discussed and

addressed in the analysis, with suggestions for how to overcome them in future implementations of YouTube Kids as an educational tool. Finally, the research team compiled all the data from the assessments, observations, and interviews into a comprehensive analysis. The results were reviewed to identify patterns and trends in student progress, engagement, and memorization skills. The study aimed to determine whether YouTube Kids had a statistically significant effect on students' ability to memorize daily prayers, as well as to understand how the platform's multimedia elements influenced students' learning outcomes. In conclusion, the methodology employed in this study provided a multi-faceted approach to evaluating the impact of YouTube Kids on young children's memorization of daily prayers. By combining pre- and post-assessments, classroom observations, parent interviews, and qualitative feedback from teachers, the study offered a comprehensive analysis of how YouTube Kids influenced both the memorization process and student engagement. This approach allowed for a deeper understanding of the role that technology and multimedia tools can play in early childhood education, particularly in the context of religious learning. The results of this study provide valuable insights into how digital platforms like YouTube Kids can be effectively utilized to support the memorization and understanding of religious content in young learners.

Result

The results of the study on the effectiveness of YouTube Kids as a tool for improving the memorization of daily prayers (doa harian) among kindergarten children at RA Al-Fitrah showed significant improvements in both the memorization and engagement of students. The data collected from the pre-assessment and post-assessment, as well as observations and parent feedback, provided clear evidence that the use of YouTube Kids positively impacted the students' ability to memorize and understand the daily prayers. The pre-assessment, which was conducted before the intervention, revealed that many of the students had limited knowledge and recall of the daily prayers. On average, students were able to recall only 30-40% of the prayers, and many struggled with both the pronunciation and meaning of the prayers. The pre-assessment also highlighted that the traditional method of memorization used in the classroom, which focused primarily on rote learning, was not fully engaging for the students. Many children expressed difficulty in staying focused or interested in the repetitive nature of memorizing the prayers in the conventional way.

After the four-week intervention period, during which YouTube Kids videos were incorporated into the learning process, the post-assessment results showed a significant improvement in students' ability to memorize and recall the daily prayers. On average, students were able to recall 70-80% of the prayers by the end of the intervention. The videos, which included catchy songs, colorful animations, and engaging stories, seemed to hold the students' attention more effectively than traditional methods. As a result,

students were more motivated to engage with the content and practice their memorization at home. The post-assessment also revealed improvements in the accuracy and fluency of students' recitations. Many students were able to recite the prayers more confidently, and the pronunciation errors that were common during the pre-assessment had decreased. Additionally, students demonstrated a deeper understanding of the meanings behind the prayers, as evidenced by their ability to explain or discuss the significance of certain prayers during class discussions.

Classroom observations indicated that students were highly engaged during the YouTube Kids video sessions. Teachers noted that children were excited to participate and were eager to sing along with the videos. The combination of visual and auditory stimuli helped keep students' attention, making the learning process more enjoyable and less monotonous. The videos also encouraged active participation, as students would often ask questions or share what they had learned with their peers. Teachers observed that the children became more enthusiastic about the prayers, with several students requesting to watch the videos again at home. The involvement of parents played a significant role in reinforcing the learning that took place in the classroom. Parent feedback from interviews revealed that many parents noticed a positive change in their children's attitude toward the prayers. Parents reported that their children were more motivated to practice the prayers at home, and some parents even mentioned that their children had started to lead prayers at home, a significant development for such young learners. The accessibility of YouTube Kids allowed children to repeatedly watch the videos at home, reinforcing the lessons learned in class and helping them to internalize the prayers.

The data from the post-assessment and classroom observations also revealed that students who had regular access to YouTube Kids both at school and at home showed greater retention of the prayers. The videos provided a consistent and interactive way for students to practice, which helped strengthen their memorization over time. This demonstrated that the use of multimedia tools like YouTube Kids can significantly enhance the learning process, especially for young children who benefit from repetition and interactive learning. In terms of overall student engagement, the videos helped to create a more dynamic and fun learning environment. The use of technology allowed students to connect with the content in a way that was different from traditional learning methods. The integration of music, visuals, and storytelling helped make abstract religious concepts more tangible and memorable. This resulted in a higher level of excitement and enthusiasm for learning among the students.

The study also highlighted that YouTube Kids as an educational tool allowed for greater flexibility in how students approached learning. Children could watch the videos multiple times to reinforce their memorization, making the learning experience more self-paced. This was especially beneficial for students who may have struggled with memorization initially, as they could revisit the videos as needed without feeling rushed.

The accessibility of the videos outside of school hours ensured that learning was not confined to the classroom, providing students with additional opportunities to practice at home. However, the study also identified some challenges associated with using YouTube Kids as a learning tool. One issue that was raised by both teachers and parents was the potential for children to become overly reliant on video content for learning. While the videos were effective in engaging the students, there was concern that some children might lose the ability to memorize prayers without the aid of visuals and audio. Teachers suggested incorporating more diverse learning methods, such as interactive discussions and hands-on activities, to complement the video content and encourage independent memorization.

Despite this challenge, the overall results of the study were overwhelmingly positive. The use of YouTube Kids as a learning tool significantly improved the students' ability to memorize daily prayers, with many children showing increased confidence in their recitations. The multimedia elements of YouTube Kids helped to maintain students' attention and made the learning process more engaging, while the repetition and availability of the videos at home allowed for continued practice and reinforcement. The results also suggest that YouTube Kids can play a valuable role in bridging the gap between traditional and digital learning methods. By incorporating technology into religious education, students were able to experience a more modern and interactive form of learning that complemented traditional methods. The study demonstrates the potential for technology, such as YouTube Kids, to enhance the memorization of religious content for young learners, making the learning process more enjoyable, effective, and accessible. In conclusion, the research findings show that the use of YouTube Kids as a tool for improving the memorization of daily prayers in RA Al-Fitrah was highly effective. The students demonstrated significant improvement in both the accuracy and fluency of their recitations, as well as a deeper understanding of the meaning of the prayers. The integration of multimedia tools like YouTube Kids into early childhood education provides an innovative and engaging approach to teaching religious content, fostering a positive learning environment and motivating students to take an active role in their spiritual education.

Discussion

The results of this study indicate that YouTube Kids can be an effective tool in improving the memorization of daily prayers (doa harian) among kindergarten students at RA Al-Fitrah. The positive outcomes observed from both quantitative assessments and qualitative feedback reveal that multimedia tools like YouTube Kids can significantly enhance student engagement, retention, and understanding. This discussion will explore how these results contribute to the broader field of early childhood education, especially in the context of religious studies. First and foremost, the improvement in

students' memorization abilities can be attributed to the engaging nature of YouTube Kids videos. The platform offers a variety of content designed for young audiences, such as animated videos, songs, and storytelling, which capture children's attention better than traditional, rote memorization techniques. The interactive and visually stimulating content allows for a multisensory learning experience that resonates well with young learners. Children at this stage of development are more likely to engage with content that includes bright colors, catchy tunes, and characters they can relate to, which enhances their ability to retain and recall information.

One of the key benefits observed in this study was the increased enthusiasm and motivation that students exhibited toward learning daily prayers. Traditionally, memorization in early childhood education can sometimes feel monotonous, and young learners may struggle with staying engaged. However, the incorporation of YouTube Kids provided a refreshing and fun approach to the learning process. Children looked forward to the daily video sessions, and their excitement about learning prayers became evident during class discussions and practice sessions. The positive emotional response toward the videos indicates that when students enjoy the learning process, they are more likely to be motivated to continue practicing and improving their skills. Another notable result from the study was the improvement in students' pronunciation and fluency in reciting the prayers. At the beginning of the intervention, many students struggled with accurate pronunciation and had difficulty recalling the full prayer text. After using YouTube Kids for a few weeks, students were more confident in reciting their prayers and showed a noticeable improvement in both accuracy and fluency. The repetitive nature of the videos, coupled with the auditory reinforcement of correct pronunciation, played a crucial role in this improvement. The fact that children could revisit the videos at home and practice at their own pace also helped them consolidate what they had learned, leading to a higher level of proficiency.

Moreover, the study found that YouTube Kids not only helped students memorize prayers but also deepened their understanding of the meaning behind the prayers. Children were not simply memorizing words—they were engaging with the content on a deeper level. For example, during class discussions, several students were able to explain the significance of certain prayers, such as "Bismillah" or "Doa Sebelum Makan." This suggests that the multimedia approach of YouTube Kids facilitated both cognitive and emotional connections to the material. By using visual aids, music, and stories, the platform allowed children to contextualize their learning in a way that was more meaningful to them, helping them grasp the underlying purpose of the prayers. The positive effects of YouTube Kids were not confined to the classroom setting. The study also emphasized the importance of involving parents in the learning process. Parents were encouraged to use YouTube Kids at home, and many reported seeing their children actively practicing the prayers after watching the videos. This extended learning environment helped reinforce the students' memorization and understanding of the

prayers. The ability for students to watch videos repeatedly at home, in a comfortable and familiar setting, provided them with the opportunity to practice more regularly, which greatly contributed to their progress.

The involvement of parents also led to improved communication between home and school. Teachers noted that parents provided valuable feedback about their children's progress and expressed gratitude for the accessibility of the learning materials. Some parents mentioned that their children were even teaching other family members the prayers they had learned. This positive impact on family dynamics suggests that YouTube Kids not only supports the children's learning but also fosters a sense of shared religious practice within the home. While the results were overwhelmingly positive, the study also identified a potential challenge. One concern raised by both teachers and parents was that some students might become overly reliant on the video content for memorization. The concern was that children might struggle to memorize prayers independently if they were too accustomed to the audio-visual prompts provided by the videos. Teachers acknowledged this challenge but suggested that this reliance could be mitigated by incorporating additional teaching methods, such as group recitations and hands-on activities. For example, teachers could engage students in interactive discussions or use physical materials like flashcards to reinforce memorization. Combining YouTube Kids with other pedagogical methods could help students develop a more balanced approach to learning and memorization.

Furthermore, the research also indicated the importance of moderation in the use of digital tools in early childhood education. While YouTube Kids proved to be an effective tool for memorization, excessive screen time could potentially have negative consequences. Teachers and parents were advised to limit the use of YouTube Kids to specific learning times and ensure that students also engaged in other activities, such as play and face-to-face interactions, that support cognitive and social development. The goal is to strike a balance between using technology to enhance learning and fostering other important developmental experiences that children need. In terms of classroom dynamics, YouTube Kids allowed for a more interactive learning environment. Teachers observed that students were more likely to engage in discussions and share their thoughts after watching the videos. The videos provided a foundation for teachers to guide further discussions and clarify any questions the children had. This active participation is crucial for young learners, as it promotes critical thinking and encourages children to form connections between what they are learning and their own experiences. Additionally, YouTube Kids facilitated a more inclusive learning environment. In a diverse classroom with students who have different learning needs, multimedia content can be an effective tool to ensure that all students have access to the same information in a way that suits their individual learning styles. For visual learners, the animations and pictures were particularly beneficial, while auditory learners benefited from the songs and narration. The platform allowed for flexibility,

enabling teachers to select videos that addressed specific learning objectives and the varying needs of their students.

The study also highlighted the role of technology in modernizing traditional religious education methods. By incorporating YouTube Kids into the curriculum, RA Al-Fitrah demonstrated how digital tools can complement religious teaching in a way that resonates with today's children. The younger generation is increasingly exposed to digital media, and integrating technology into religious education ensures that learning remains relevant and engaging. It also reflects the broader shift toward more innovative, tech-enhanced educational methods in various fields of study, not just in religious education.

The findings of this study have broader implications for the use of multimedia tools in early childhood education. While this study focused on daily prayer memorization in Islamic religious education, the insights gained could be applied to other subjects. For example, similar multimedia tools could be used to teach language, math, science, and social studies in a way that is engaging and accessible for young children. This highlights the potential for YouTube Kids and other similar platforms to play a significant role in enhancing early childhood education across various disciplines. Moreover, the research underscores the importance of continuous evaluation and adaptation of teaching methods. The success of YouTube Kids in improving memorization skills among young children is a testament to the effectiveness of using technology to create a more engaging and dynamic learning environment. However, the study also suggests that teachers must remain flexible and open to incorporating new methods, adjusting content, and addressing any challenges that arise as digital tools are integrated into the classroom.

The positive outcomes of this study also raise important questions for future research. It would be valuable to explore the long-term effects of using YouTube Kids for religious education. For instance, how does continued exposure to multimedia tools impact the retention of religious knowledge as children grow older? Additionally, future studies could investigate the potential benefits of using YouTube Kids in other educational settings, such as teaching moral values, history, or cultural studies, to better understand the broader impact of digital tools on learning. In conclusion, the results of this study provide compelling evidence that YouTube Kids can be an effective tool for improving the memorization of daily prayers among kindergarten students. The positive impact on student engagement, retention, and understanding highlights the potential of multimedia tools to transform early childhood education. However, the study also points out the importance of balancing digital learning with other educational approaches and ensuring that children continue to develop well-rounded skills. The integration of YouTube Kids in the classroom serves as a model for how digital tools can complement traditional teaching methods, creating a more interactive and inclusive learning environment for young learners.

Conclusion

The study demonstrated that the use of YouTube Kids as a tool for improving the memorization of daily prayers among kindergarten students at RA Al-Fitrah was highly effective. The engaging nature of the videos, which combined songs, animations, and storytelling, significantly enhanced student motivation, participation, and retention of the prayers. Through this multimedia approach, students not only improved in their ability to recall the prayers but also developed a deeper understanding of their meanings. The integration of technology into religious education provided a more dynamic and enjoyable learning experience, fostering both academic growth and spiritual engagement. Furthermore, the involvement of parents in reinforcing the learning at home played a crucial role in solidifying the students' progress. While challenges such as potential over-reliance on digital content were identified, the positive outcomes outweighed the concerns. The study highlighted the importance of balancing multimedia tools with traditional learning methods and ensuring that children's development remains well-rounded. Overall, YouTube Kids proved to be a valuable educational resource that can complement traditional teaching methods, especially in early childhood religious education, by offering an engaging and accessible platform for learning.

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