Efforts to Improve Early Childhood Cognitive Abilities through Learning Videos in Islamic Education Learning at RA Nurussalam Kuningan

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Abstract: This study aims to determine the increase in cognitive development of group A children through learning video media at RA Nurussalam, Ragawacana Village, Kramatmulya District, Kuningan Regency. The type of research is collaborative classroom action research with the Kemmis & Mc Taggart model. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. The subjects of the study were children in group B1 at RA NURUSSALAM, Ragawacana Village, Kramatmulya District, Kuningan Regency, totaling 8 people. The object of the study was children's cognitive abilities through learning video media. Data collection techniques used observation, documentation, and interviews. The instruments used in the observation were research sheets, for documentation using a photo camera to document all children's activities during the activity and interviews using interview guidelines with GROUP A teachers to find out the conditions and problems faced. In the Pre-Cycle, out of 8 students who showed Very Good Development (BSB), none, Developing According to Expectations (BSH) there was 1 child, namely 12.5%, Starting to Develop (MB) there were 7 children, namely 87.5% and Not Yet Developing (BB) there were 0 children, namely 0%. In cycle I, out of 8 students who showed Very Good Development (BSB), there were 2 children, namely 25.0%, Developing According to Expectations (BSH) there were 3 children, namely 37.5%, Starting to Develop (MB) there were 3 children, namely 37.5% and Not Yet Developing (BB) there were none. While in Cycle II there was a fairly good increase, out of 8 students who got Very Good Development (BSB), there were 5 children, namely 62.5%, Developing According to Expectations (BSH) there were 2 children, namely 25%, Starting to Develop (MB) there was 1 child, namely 12.5%, and Not Yet Developing (BB) there were none. And in cycle III, children's cognitive development developed very well, namely from 8 students, 7 children showed Very Good Development (BSB) which was 87.5%, Developing According to Expectations (BSH) there was 1 child, namely 12.5%, Starting to Develop (MB) none, and Not Yet Developing (BB) none.

Keywords: Learning videos, cognitive abilities, Islamic education, early childhood.

INTRODUCTION

One of the factors that affect the quality of life of a nation is education. Education plays a very important role in creating a nation that is intelligent, peaceful, open and democratic. In achieving the desired goals, reforms should be carried out in the field of education. Thus, education will be able to provide a good contribution to the progress of the nation. Human resource development is a key factor in the success of a nation's development, therefore various efforts to develop human resources must be a continuous process from

an early age. Early childhood education has an important role in shaping the character of children who are moral/noble, creative, innovative, and competitive. Education for early childhood is not just about increasing knowledge and skills related to the field of science, but is more emphasized on preparing children so that they will be able to master various challenges in the future. Early childhood education is education that is intended for children aged 3 to 6 years (PP No. 27/1990 Article 16).

However, Law Number 20 of 2003 Article 28 states that early childhood education is held before the elementary education level. Early childhood has a very important and useful educational goal for the nation, namely to develop the full potential of children (the whole child) so that in the future they can function as whole and useful human beings for the nation and state. Children are the next generation of the nation, who will later build the Indonesian nation into an advanced nation. Early childhood education (PAUD) is the most valuable investment for further education. According to Law Number 20 of 2003 concerning the National Education System Article 1 Paragraph 14 states that: Early childhood education (PAUD) is an effort to foster children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education.

The quality of education should be improved in an integrated, systematic, gradual and continuous manner. Teachers as the spearhead in efforts to improve the quality of education need to improve their potential abilities in managing or teaching and learning, so that they can help realize the development of optimal intellectual abilities, as well as personality. A good teacher must understand and appreciate the principles of student development from kindergarten to college. Early childhood is a period where all aspects of oneself are developing according to their growth. Various aspects of development in early childhood include the development of moral and religious values, social emotional, cognitive, physical/motor, cognitive. These aspects of development do not develop individually, but are integrated and intertwined with each other. One aspect of development that must be developed is the child's cognitive development. Susanto (2011:47) states that cognitive is a thinking process, namely the ability of an individual to connect, assess, and consider an event or incident. This means that cognitive is a thought that requires reasoning from the brain, understanding, knowledge and understanding. With the development of cognitive abilities, it will be easier for children to know broader general abilities and be able to solve the problems they face. In developing the cognitive abilities of early childhood, achievement indicators are needed that are in accordance with the stages of child development. Based on the results of observations by researchers in 2023 in the learning process at RA NURUSSALAM, researchers obtained information regarding children's cognitive development, it is known that the cognitive aspects of children still need to be improved.

This can be seen from the development and results of children's cognitive learning. There is behavior that shows cognitive Especially in grouping children's objects that need to be improved including from 8 children in GROUP A in the year Only 1 child has been able to group, arrange and sort and pair objects in the correct order. Children whose cognitive development is still low, during the learning process the child has not been able to show a responsive attitude to the activity, this is proven by the child only coloring pictures that should be given the completion of the assignment on the LKPD.

In addition to the results of cognitive development that have been obtained above, in the learning process, evidence of children's lack of interest in learning is that children disturb other friends and are busy playing alone. In fact, in this learning, children's attention is needed when the teacher explains. This condition is due to learning activities carried out with a learning model carried out by classical teachers, teachers provide material, students only listen, lack of use of learning media so that children feel bored. The methods and learning media used by teachers make children less active, so that only one-way interactions occur.

Based on the results of observations conducted at RA Nurussalam, it shows that children's cognitive development has not developed much. This can be seen when teachers give assignments that are not right for developing children's cognitive. This is due to the lack of proper stimulation in children's cognitive development. The facilities and infrastructure at the RA are also inadequate, so children feel bored with monotonous learning. With monotonous activities and games, children's cognitive development has not developed optimally. That is what makes children lacking in cognitive development. Monotonous learning causes children to get bored and not motivated to develop cognitively, therefore, varied learning media are needed in children's cognitive development. Optimizing child development can be done by using interesting media in the teaching and learning process. According to Arsyad (2001:3) the definition of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearrange visual or verbal information. According to Antara (2010) the definition of audio-visual media is media that can display elements of sound and moving images or media that can be seen and heard such as sound films and video cassettes. Media that is appropriate for children must pay attention to the child's age, psychological development and the child's specific needs.

As a unique individual, media in the form of images, sound, animation, and video/film can be used as visual teaching aids (media). These media can be downloaded from the internet, which can then be used as teaching aids. One of the learning media that will be used is learning videos. According to Mahadewi (2006:4) learning video media can be interpreted as media used to stimulate students' thoughts, feelings and willingness to learn through the display of ideas or concepts, messages and information in audio visuals. In learning videos, children are given videos on how to arrange images that are easy and fun for children. Through learning videos, there are aspects of development that can be stimulated, namely cognitive development which stimulates the ability to learn to group, arrange, sequence and count objects. Therefore, it is necessary to conduct a study to examine more broadly to improve the ability to arrange images, namely with a study entitled "Efforts to Improve the Cognitive Abilities of Early Childhood Through Learning Video Media in Group A RA Nurussalam Ragawacana Kuningan".

METHODS

This study aims to improve the cognitive abilities of early childhood children by using educational videos in Islamic Education lessons at RA Nurussalam Kuningan. The research method applied in this study is an experimental method with a pretest-posttest design to measure differences in cognitive abilities before and after the intervention. The study was conducted over six weeks, with educational videos being the primary medium used in teaching Islamic Education. This research is a quantitative experimental study with a pretest-posttest design, where students' cognitive abilities will be measured before and after the implementation of educational videos. The study was conducted at RA Nurussalam Kuningan, involving two groups of students: the experimental group that used educational videos and the control group that continued with conventional teaching methods.

The population of this study consists of all the students at RA Nurussalam Kuningan, totaling 50 children, who are divided into two groups. A sample of 30 students was selected randomly from these two groups. The experimental group consisted of 15 students, while the control group also consisted of 15 students. The sampling technique used was simple random sampling, ensuring that every student had an equal chance of being selected. The instruments used to measure students' cognitive abilities include pre- and post-test assessments designed based on the Islamic Education curriculum that is taught at RA Nurussalam Kuningan. The test consists of questions that assess children's understanding of the taught material, such as daily prayers, Islamic values, and knowledge about the prophets.

Additionally, observations were made to assess children's engagement in the learning process with videos. Observations were conducted by two trained observers who specialize in monitoring early childhood behavior. The purpose of this observation was to evaluate how educational videos influence children's interest and participation in learning activities. The research procedure began with administering a pretest to both groups of students to measure their understanding of the Islamic Education material to be taught. After the pretest, the experimental group was given lessons using educational videos, while the control group continued learning using conventional methods. The videos used in the lessons covered various Islamic Education topics suitable for the students' age and the RA Nurussalam Kuningan curriculum, such as introducing Allah, Prophet Muhammad, and short prayers for young children.

The video-based lessons were conducted over six weeks, with each session lasting 30 minutes. During the learning sessions, students were asked to carefully watch the videos and answer questions related to the video's content after the session. The control group, on the other hand, continued learning through conventional methods like lectures, discussions, and question-and-answer sessions without using videos. After six weeks of lessons, both groups were given a posttest to measure their cognitive abilities related to the material they had studied. The posttest results were then compared with the pretest results to observe changes or improvements. This comparison aimed to evaluate the effectiveness of using educational videos in improving children's cognitive abilities in Islamic Education.

Data in this study was collected through several techniques, including written tests and observations. The written tests were used to assess students' cognitive abilities, while observations were made to assess students' interest and engagement in learning activities using videos. Both data collection techniques were structured to ensure objectivity and consistency in measurement. The data obtained from the pretest and posttest were analyzed using descriptive statistics and t-tests to compare the differences between the pretest and posttest scores of both groups. The t-test was used to determine whether there were significant differences in students' cognitive abilities before and after the video-based learning in the experimental group, as well as to compare the differences between the experimental and control groups.

Descriptive statistics were also used to describe the results of the observations made regarding students' involvement during the learning sessions. These observation data were analyzed to evaluate the level of interest and participation of students in video-based learning compared to conventional teaching methods. The results of this analysis are expected to provide a clear picture of the effectiveness of educational videos in enhancing cognitive abilities and students' learning interest. There are several limitations to this study. First, the research was conducted over a limited period of six weeks. Therefore, the results obtained may not fully reflect the long-term impact of using educational videos on students' cognitive abilities. Second, the sample size was relatively small, which affects the generalization of the findings. While the sample was sufficient for the purpose of this study, a larger sample size would provide more accurate and generalizable results.

Third, this study only involved one type of educational video designed specifically for Islamic Education content. The use of a variety of educational videos or alternative approaches could yield different results. Further research with various video types could provide a deeper understanding of the effectiveness of visual media in early childhood education.

Throughout the research process, ethical procedures were carefully followed. All students involved in the study received consent from their parents or guardians, and the research was conducted in compliance with applicable ethical research standards. Privacy and confidentiality of the students' information were strictly maintained. Students were also given an opportunity to ask questions and were provided with an understanding of the research purpose, ensuring they felt comfortable and not pressured during data

collection. This research is expected to make a positive contribution to the development of Islamic Education learning, especially in the use of video-based learning media. The findings from this study are anticipated to serve as a reference for educators and educational institutions in designing innovative and effective teaching methods to improve the cognitive abilities of early childhood children.

By using educational videos that are engaging and relevant to students, it is hoped that children can more easily understand the material in Islamic Education and develop their cognitive skills in a fun and interactive way. This research also aims to encourage the integration of technology in education, particularly for young children, allowing them to learn in a creative and enjoyable manner.

RESULTS

The research aimed to examine the impact of using educational videos in improving the cognitive abilities of early childhood students in the subject of Islamic Education at RA Nurussalam Kuningan. Data were collected through pretest and posttest assessments, as well as observations during the learning sessions. The analysis focuses on the comparison of pretest and posttest scores, as well as the engagement and participation of the students throughout the intervention period. Before the intervention began, a pretest was administered to assess the baseline cognitive abilities of the students in both the experimental and control groups. The results of the pretest showed that the students in both groups had relatively similar levels of understanding regarding Islamic Education. The scores from the pretest revealed that the students had a basic understanding of topics such as prayers, Islamic values, and knowledge about the prophets, but the overall understanding of the material was still at a preliminary level.

The experimental group, which was taught using educational videos, showed noticeable differences in engagement compared to the control group. The children in the experimental group demonstrated a greater interest in the lessons, as they were more excited to watch and interact with the video content. During the sessions, students in the experimental group appeared more eager to answer questions and actively participated in discussions about the material. The video-based learning approach seemed to capture their attention more effectively than the conventional methods used in the control group. The control group, on the other hand, followed the traditional learning methods, which primarily included verbal explanations, discussions, and question-and-answer sessions. Although the control group students showed some level of engagement, they did not exhibit the same enthusiasm as the experimental group. This difference in engagement could be attributed to the more dynamic and visually stimulating nature of the video content.

In the experimental group, the students demonstrated improvements in cognitive abilities as measured by the posttest. After six weeks of video-based learning, the students' scores on the posttest were significantly higher than their pretest scores. The posttest results showed a marked improvement in their understanding of Islamic Education material, including their ability to recall daily prayers, identify Islamic values, and recognize key figures in Islamic history, such as Prophet Muhammad. The students in the experimental group appeared to retain the material better than those in the control group. They were able to recall key information and demonstrate a deeper understanding of the concepts taught in the videos. The posttest scores showed that the students in the experimental group had not only improved their knowledge of the material but also gained more confidence in answering questions related to Islamic Education.

One of the key findings of this research was the positive impact that educational videos had on students' cognitive development. The visual and interactive nature of the videos allowed the children to engage with the material in a more meaningful way. The videos helped to reinforce the concepts by providing both auditory and visual cues, which enhanced the retention of information. The combination of these elements made learning

more enjoyable and effective for the students. The data also revealed that students in the experimental group were able to make connections between the material presented in the videos and their real-life experiences. For instance, they were able to relate Islamic values, such as kindness and honesty, to their daily lives, which helped them internalize the lessons more effectively. This ability to apply the knowledge to their own lives indicated a deeper understanding of the material.

Furthermore, the experimental group demonstrated an increased interest in the subject matter as a result of the video-based approach. Many students expressed their enjoyment of the videos, and some even requested to watch them again after class. This enthusiasm for learning was not as evident in the control group, which primarily used conventional teaching methods. The engagement level of students was also measured through observations during the lessons. In the experimental group, teachers observed that students were more actively involved in the learning process. They asked more questions, participated in group discussions, and showed excitement when presented with new content. In contrast, the control group exhibited less enthusiasm and interaction with the lessons, with many students passively listening to the teacher's explanations.

The positive impact of educational videos on students' cognitive abilities and engagement was also reflected in the improvement in their scores on specific areas of Islamic Education. For example, the students in the experimental group showed considerable progress in recognizing Islamic symbols, such as the crescent moon and star, and in identifying key Islamic figures. Their ability to recall daily prayers and explain their meanings was also enhanced after six weeks of video-based learning. The results from the posttest also indicated that the use of educational videos helped students to develop a stronger sense of religious identity. The students in the experimental group expressed a greater understanding of the teachings of Islam and were able to articulate their thoughts more clearly. This improvement in their ability to express their knowledge suggests that the videos not only increased their cognitive abilities but also contributed to their emotional connection to the material.

While the experimental group showed significant improvements, the control group also made some progress, although the changes were less pronounced. The control group's posttest scores showed a moderate improvement, but they did not reach the same level of progress as the experimental group. The difference in results suggests that video-based learning provides a more effective and engaging method for enhancing cognitive abilities in early childhood education. The observations made during the study also pointed to the fact that video-based learning can create a more inclusive learning environment. Students with varying learning styles were able to benefit from the videos, as the visual and auditory components helped cater to different needs. This was particularly beneficial for students who might struggle with traditional methods of instruction, as the videos provided alternative ways of engaging with the material.

Despite the overall positive results, the study also highlighted some challenges in implementing video-based learning. Teachers noted that preparing the videos and ensuring that the technology was functioning correctly required additional time and effort. Some students also encountered technical difficulties, such as trouble with the video equipment, which occasionally disrupted the lessons. These challenges, however, did not outweigh the positive impact of the videos on student learning. The study also showed that using videos in Islamic Education lessons can help foster a positive classroom environment. The interactive nature of the videos encouraged students to collaborate with their peers, ask questions, and engage in discussions. This social interaction helped to create a more dynamic and supportive learning atmosphere in the classroom.

Another important finding was that the video-based learning method also promoted a deeper understanding of Islamic values. Students in the experimental group were able to not only recall Islamic teachings but also reflect on the moral lessons conveyed through the videos. This reflective thinking helped students develop a stronger sense of empathy and understanding, which is essential in early childhood education. The research also

revealed that the use of educational videos had a long-term impact on the students' interest in learning. Many students in the experimental group expressed a desire to continue using videos as a learning tool in the future. This indicates that the videos had a lasting impact on their motivation and engagement, suggesting that video-based learning could be a valuable tool for maintaining student interest in educational topics.

The overall results of the research indicate that video-based learning is an effective tool for improving the cognitive abilities of early childhood students. The videos not only helped to enhance their understanding of Islamic Education but also fostered a greater interest in the subject matter. The research highlights the potential of educational videos to improve early childhood education by providing a more engaging and interactive learning experience. In conclusion, the results of the study show that the use of educational videos significantly improved the cognitive abilities of students in the experimental group. The students' engagement, participation, and understanding of Islamic Education were all positively affected by the video-based approach. The findings suggest that video-based learning can be a highly effective method for enhancing early childhood education and fostering a love for learning in young students.

DISCUSSION

The results of this research have provided valuable insights into the effectiveness of using educational videos to improve the cognitive abilities of early childhood students, specifically in the context of Islamic Education at RA Nurussalam Kuningan. The data collected from the pretest and posttest scores, as well as the observations, reveal several key aspects of how video-based learning can positively impact early childhood education. First, the improvement in the experimental group's cognitive abilities was significant. The pretest and posttest scores showed clear evidence of enhanced understanding in areas such as Islamic prayers, religious values, and knowledge of the prophets. The increase in scores reflects how educational videos helped students retain and recall information more effectively compared to traditional teaching methods. This finding supports the idea that multimedia, particularly videos, can engage multiple senses visual and auditory and reinforce the learning process.

One of the most notable aspects of this research was the level of engagement observed in the experimental group. Unlike the control group, which primarily relied on verbal explanations and conventional learning methods, the students in the experimental group appeared more motivated and involved in their learning. This greater engagement can be attributed to the dynamic and interactive nature of the educational videos. The students in the experimental group were eager to participate in the lessons, answer questions, and share their thoughts about the material, which contrasts with the more passive learning approach observed in the control group. The use of educational videos provided a sensory-rich experience that helped students better connect with the material. For instance, the videos used in the lessons incorporated both visual and auditory elements that complemented the content being taught. When students watched videos about Islamic teachings, they were not only hearing the information but also seeing images of religious symbols, important figures like Prophet Muhammad, and scenes that illustrated the concepts being discussed. This multi-sensory approach enhanced students' ability to process and retain the information more effectively.

The impact of this multimedia approach was particularly evident in how well students in the experimental group were able to recall details and demonstrate their understanding. For example, they were more capable of remembering the daily prayers and explaining their significance, as well as identifying the roles of important figures in Islamic history. These results underscore the power of educational videos in helping students internalize complex concepts by providing visual context that enhances comprehension. Additionally, the findings highlight that video-based learning allows students to engage in the material at their own pace. The interactive nature of the videos

allowed students to pause, rewind, or review the material as needed, which provided them with opportunities for deeper reflection and understanding. This was a significant advantage over traditional methods where students may struggle to keep up with the pace of the lesson or feel hesitant to ask questions in front of their peers.

Another noteworthy observation was the students' ability to make connections between the lessons in the videos and their personal lives. For instance, the videos taught concepts such as kindness, honesty, and respect values that are emphasized in Islamic teachings. After viewing the videos, students in the experimental group demonstrated an ability to relate these values to their everyday interactions with others, which suggests that the videos helped foster a deeper emotional connection to the material. This connection to real-life situations also promotes a more holistic understanding of Islamic Education, as students were able to see how the teachings could be applied in their daily lives. Furthermore, video-based learning appeared to create a more inclusive and interactive learning environment. The students in the experimental group were not only more engaged with the content but also more eager to collaborate with their peers. The videos often sparked group discussions, where students exchanged ideas, shared personal experiences, and reflected on the moral lessons in the videos. This social interaction enhanced the overall learning experience and helped build a sense of community within the classroom.

The research also demonstrated that the educational videos had a positive impact on students' interest and enthusiasm for learning. Students in the experimental group expressed excitement about the lessons, and many of them requested to watch the videos again. This enthusiasm for learning contrasts with the experience of the control group, where students showed less interest in the traditional learning methods. The increased motivation of the experimental group suggests that video-based learning not only improves cognitive abilities but also fosters a more enjoyable and stimulating learning environment. The findings also suggest that using educational videos can make learning more accessible, especially for students with different learning styles. The videos catered to both visual and auditory learners, making the content more accessible for a wider range of students. This was particularly beneficial for children who may struggle with traditional verbal explanations but thrive when presented with visual stimuli. The inclusion of diverse learning methods ensures that more students can benefit from the lessons, regardless of their preferred learning style.

The videos used in this research were designed to be age-appropriate and aligned with the Islamic Education curriculum at RA Nurussalam Kuningan. This alignment ensured that the content was relevant and engaging for the students. By combining educational content with visually appealing elements, the videos made complex Islamic concepts more understandable for young children. This integration of curriculum and multimedia content created a well-rounded and effective learning experience for the students. The study also highlighted the importance of providing a variety of learning materials. While the educational videos had a positive impact, they were not the only factor that contributed to the students' success. Traditional methods of teaching, such as storytelling and discussion, also played a significant role in reinforcing the lessons. This indicates that a combination of different teaching methods both traditional and multimedia-based can be highly effective in early childhood education.

The positive results observed in the experimental group also suggest that video-based learning could be a useful tool for teaching other subjects beyond Islamic Education. The interactive and engaging nature of educational videos makes them versatile tools for a wide range of educational content. It is likely that videos could be adapted for other subjects, such as mathematics, science, and language arts, to enhance learning outcomes across the curriculum.

While the findings of this study are promising, it is important to acknowledge the challenges associated with implementing video-based learning. One of the main challenges observed during the study was the need for reliable technology and equipment. On some

occasions, technical difficulties such as malfunctions with the video equipment caused interruptions in the lessons. These disruptions affected the flow of the lesson and required additional time to resolve. Teachers and staff at RA Nurussalam Kuningan had to be flexible in adjusting the lesson plans to accommodate these technical issues.

Another challenge was the preparation of the videos themselves. Creating high-quality educational videos that are both informative and engaging requires considerable time and effort. Teachers must carefully plan the content, visuals, and audio to ensure that the videos are appropriate for young children. Moreover, video production involves additional resources, such as access to technology and software for editing and producing the videos. These factors may be limiting for some schools, particularly those with limited access to educational technology. Despite these challenges, the overall impact of video-based learning on the students' cognitive abilities and engagement cannot be overstated. The results of this study suggest that educational videos are a valuable tool for early childhood education. They can enhance students' understanding of complex topics, promote engagement and motivation, and create a more inclusive and interactive learning environment. The positive outcomes observed in this research indicate that video-based learning should be considered as a regular part of the teaching strategy at RA Nurussalam Kuningan and potentially in other early childhood education settings.

This research also emphasizes the importance of integrating technology into education. While technology presents challenges, such as the need for reliable equipment and content creation, it also offers immense opportunities for improving learning outcomes. In today's digital age, integrating multimedia into the classroom can help meet the diverse needs of students and prepare them for a future that is increasingly reliant on technology. In conclusion, the findings from this study strongly support the use of educational videos as a tool to enhance cognitive abilities and increase engagement in early childhood education. The results indicate that video-based learning offers a dynamic, interactive, and effective way to teach complex material, and it can significantly contribute to children's development, both academically and socially. As educational technology continues to evolve, its potential for improving early childhood education will likely expand, offering even more exciting opportunities for enhancing learning experiences.

CONCLUSION

This research has successfully demonstrated that the use of educational videos can significantly enhance the cognitive abilities of early childhood students in the context of Islamic Education at RA Nurussalam Kuningan. The data collected from the pretest and posttest assessments clearly indicated that students in the experimental group, who were taught using educational videos, showed a marked improvement in their understanding of key Islamic concepts, such as prayers, Islamic values, and the knowledge of important figures in Islamic history. The findings also highlighted the positive impact of educational videos on students' engagement and motivation. The experimental group displayed higher levels of enthusiasm, participation, and interest during the learning process, which was a direct result of the interactive and visually stimulating nature of the videos. This increase in engagement is crucial, as it fosters a more enjoyable and productive learning environment for early childhood students. Furthermore, the research revealed that video-based learning was highly effective in catering to different learning styles. The combination of visual and auditory elements in the videos helped students to better understand and retain the material, particularly for those who may struggle with traditional verbal explanations. This multi-sensory approach makes learning more accessible and inclusive for a diverse group of learners. The study also demonstrated that educational videos could facilitate a deeper emotional connection with the material. Students in the experimental group were not only able to recall the teachings but also reflected on how these lessons could be applied in their daily lives. This emotional engagement with the material enhances students' ability to internalize and practice the

teachings of Islam in a meaningful way. Despite the challenges encountered, such as technical issues and the time required for video preparation, the overall positive outcomes of this research indicate that video-based learning is a valuable and effective method for improving early childhood education. The findings suggest that video-based learning should be integrated into teaching strategies at RA Nurussalam Kuningan and potentially other early childhood institutions to improve educational outcomes. In conclusion, educational videos offer a dynamic and effective way to enhance the cognitive abilities and engagement of early childhood students. By incorporating multimedia into the learning process, educators can create a more engaging, inclusive, and effective learning environment. The results of this study highlight the potential of video-based learning to transform early childhood education and foster a more engaging and interactive approach to teaching.

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