

Analysis of Social Studies Educational Videos' Role in Shaping Fifth-Grade Students' Environmental Care Character

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Abstract: This research was conducted due to the inconsistency of students' environmental care character and the limited use of digital media in social studies learning to support character education. The study aimed to examine the implementation of educational videos in social studies learning, their role in developing environmental care character, and the forms of environmental care character shown by fifth-grade students at SD Negeri 2 Cantilan. A qualitative method with an explanatory case study design was employed in this research. The participants included the principal, one fifth-grade teacher, and seven fifth-grade students. Data were obtained through non-participant observation, semi-structured interviews, and documentation. The data were analyzed using the Miles and Huberman interactive analysis model, while data trustworthiness was tested through source and technique triangulation. The novelty of this study lies in the integration of educational videos into social studies learning to strengthen environmental care character among elementary school students. The findings indicated that the use of educational videos supported more contextual and engaging learning activities. In addition, the videos contributed to the development of students' environmental care character in cognitive, affective, and behavioral aspects. Students also demonstrated positive environmental behaviors, including maintaining classroom cleanliness and conserving natural resources. Therefore, educational videos can be considered an effective learning medium for strengthening environmental care character in elementary schools.

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Introduction

Environmental care character education among elementary school students has become an important challenge in the digital era. The use of digital technology makes it easier to access information and communicate even when you are far apart (Aeni et al., 2022). The low level of students' social and environmental awareness is influenced by the less optimal implementation of character education integrated across schools, families, and communities. In Social Studies (IPS) learning, character education plays a strategic role because it emphasizes not only knowledge aspects but also the development of students' social attitudes and behaviors. However, Social Studies learning in elementary schools still tends to focus on cognitive aspects; therefore, learning media that can support the

internalization of character values more effectively are needed, one of which is educational video media (Melpi et al., 2024). Educational videos can be an effective learning medium because they present social examples in an engaging and understandable way (Fauziah et al., 2024).

According to Siskayanti & Chastanti (2022), character education is a systematic effort to develop individuals' abilities to make moral judgments and apply them in daily life so that they can contribute positively to their social environment. Character education helps students develop social skills, responsibility, and positive behavior in daily life. It also encourages respect for diversity and helps shape individuals with integrity (Inayah et al., 2025). Previous studies also indicate that the implementation of environmental care character education in schools is still not optimal due to low environmental awareness among students and school communities. The cultivation of environmental care character needs to be habituated and implemented continuously so that these character values can be embedded in students (Riadi et al., 2024).

On the other hand, the use of instructional video media has been proven to help students understand environmental issues and increase their awareness and actual actions in preserving the surrounding environment (Hasibuan & Sapri, 2023). Rosadi et al. (2023) explained that educational videos can present concrete visualizations of the impacts of environmental damage, making them easier for elementary school students to understand. Educational videos are considered suitable for elementary school students because they combine audio and visual elements that can increase students' attention, motivation, and learning engagement. Nevertheless, previous studies generally focused more on science learning or the use of audiovisual media in general and mainly emphasized the improvement of cognitive learning outcomes. Studies specifically examining the relationship between the use of educational videos in Social Studies learning and the development of environmental care character among elementary school students are still very limited. In addition, few studies have explored how educational videos contribute to the internalization of environmental care values reflected in students' attitudes and daily behaviors. Although schools have implemented environmental habituation programs and provided supporting facilities, learning approaches that deeply engage students' affective aspects are still limited.

Based on Piaget's cognitive development theory, elementary school students are generally at the concrete operational stage, where they learn more effectively through visual materials and experiences related to real-life situations. Rahmaniar et al. (2022) also stated that elementary school students' thinking abilities develop heterogeneously; therefore, contextual and engaging learning media are needed to facilitate the internalization of character values. Based on these conditions, this study focuses on the integration of educational video media in Social Studies learning on environmental issues to strengthen environmental care character among elementary school students. Unlike previous studies that mainly emphasized cognitive learning outcomes or focused on science learning, this study explores the role of educational videos in shaping students' environmental awareness, attitudes, and behaviors through a qualitative contextual approach to environmental care character internalization. Furthermore, this study was conducted in the local context of SD Negeri 2 Cantilan, providing empirical insights into the implementation of educational video media in real elementary school settings with heterogeneous student characteristics. Theoretically, this study contributes to the development of character education studies in elementary Social Studies learning, particularly regarding the use of educational videos as

contextual digital media to strengthen environmental care character. Practically, this study provides insights for teachers and schools in utilizing educational videos as an engaging and contextual learning medium to support environmental character education among elementary school students.

Based on the explanation above, the research questions in this study include: (1) how educational videos are implemented in Social Studies learning on environmental topics to develop students' understanding of environmental issues, (2) how educational videos in Social Studies learning contribute to the formation of students' environmental care character, and (3) what forms of environmental care character are developed through the use of Social Studies educational videos among fifth-grade students at SD Negeri 2 Cantilan. This research was conducted to investigate how educational videos are implemented in Social Studies learning, identify their contribution to developing students' environmental care character, and describe the environmental care behaviors shown by fifth-grade students at SD Negeri 2 Cantilan.

Research Method

This study employed a qualitative approach with a case study method to analyze the implementation of educational videos in Social Studies learning and their role in developing environmental care character among elementary school students. The study used a single embedded case study design because it focused on one main case, namely fifth-grade students at SD Negeri 2 Cantilan. The research was conducted at SD Negeri 2 Cantilan, Selajambe District, Kuningan Regency, during the even semester of the 2025/2026 academic year. The research subjects consisted of the principal, the fifth-grade teacher, and seven fifth-grade students selected through purposive sampling because they were directly involved in the implementation of Social Studies learning and environmental character education. All fifth-grade students were included as participants because the population size was relatively small and all students were directly involved in the learning process. The principal and the fifth-grade teacher were selected because they had strategic roles in implementing learning activities and character education programs at school.

The research data were obtained through observations of school activities, school facilities, classroom observation indicators, semi-structured interviews, and documentation. Observations were conducted during Social Studies learning activities using educational videos as well as during students' daily routines at school to examine behaviors related to environmental care character, such as maintaining classroom cleanliness, disposing of waste properly, caring for plants, and conserving water and electricity. The observation indicators included classroom cleanliness maintenance, waste disposal behavior, participation in classroom cleaning activities, plant care, and water and electricity conservation behaviors. Students' environmental care behaviors were assessed using a Likert scale ranging from 1 to 4, where a score of 4 indicated behaviors consistently demonstrated without reminders, while a score of 1 indicated behaviors not observed during the observation process. Interviews with the principal, classroom teacher, and students were conducted to obtain deeper information regarding the use of educational videos, school support, students' learning experiences, and changes in environmental awareness and behavior. Documentation in the form of activity photographs, learning materials, and records of students' activities was used to strengthen the research findings.

The research instruments consisted of observation sheets, interview guides, and documentation guidelines developed based on indicators of environmental care character.

Data were analyzed using the Miles and Huberman interactive model, which involved data reduction, data display, and conclusion drawing. During the analysis stage, data obtained from observations, interviews, and documentation were selected, coded, organized, and interpreted descriptively to identify patterns related to students' environmental awareness and behaviors. Conclusions were formulated based on consistent findings from various data sources. The trustworthiness of the data was ensured through source triangulation, technique triangulation, peer debriefing, and audit trail procedures.

Result and Discussion

Result

The findings of this study were obtained through interviews, observations, and documentation conducted in the fifth grade of SD Negeri 2 Cantilan. The data were analyzed using the Miles and Huberman interactive model, which consisted of data reduction, data display, and conclusion drawing. The trustworthiness of the data was ensured through source triangulation, technique triangulation, peer debriefing, and audit trail procedures.

The Implementation of Educational Videos in Social Studies Learning to Improve Students' Understanding of Environmental Issues

The findings showed that the implementation of educational videos in Social Studies learning on environmental topics in the fifth grade of SD Negeri 2 Cantilan was well integrated into the learning process. Educational videos were used to help students understand environmental issues more concretely through engaging visual and audio presentations. In practice, the teacher adjusted the videos to the teaching modules, learning materials, and characteristics of elementary school students. In addition, supporting facilities such as laptops, Smart TVs, LCD projectors, and projectors were prepared to support the learning activities.

Educational videos were implemented at the beginning or in the middle of the lesson to increase students' attention and learning interest. After the videos were presented, the teacher connected the content of the videos with environmental conditions surrounding the students, such as classroom cleanliness, waste management, and plant maintenance in the school environment. The teacher explained that "after watching the videos, discussions and question-and-answer activities were conducted so that students could better understand the content of the videos" (I2). These activities helped students gain a deeper understanding of the material through contextual and interactive learning experiences.

The observation results indicated that the use of educational videos created a more active and participatory learning atmosphere. Students appeared more focused during the learning process, more active in asking questions, and more confident in expressing their opinions compared to conventional lecture-based learning. One student stated that learning through videos was "more enjoyable and less boring" (I4). In addition, students showed greater learning interest because the learning materials were presented visually and contextually, making them easier to understand. These findings indicate that audiovisual media contributed to increasing students' engagement by presenting learning materials in a more attractive and relatable manner.

The use of educational videos also helped students understand environmental issues more realistically. After participating in the learning activities, students began to understand the impacts of littering, environmental pollution, and the importance of maintaining environmental cleanliness at school. One student stated that the videos helped them

“understand how to protect the environment” (I8). Observation findings also revealed that students became more active in maintaining classroom and school cleanliness after participating in learning activities using educational videos. These findings suggest that educational videos helped students connect learning materials with real-life situations encountered in their daily lives, thereby making learning more meaningful.

Although the implementation of educational videos was generally successful, several obstacles were identified, including unstable internet connections, limited time to select appropriate videos, and the relatively long preparation time required for learning media. The teacher explained that “sometimes it is difficult to find videos that match the material, while the preparation time is limited” (I2). Nevertheless, these obstacles were addressed by preparing the videos before the learning process began and using alternative media whenever technical problems occurred during classroom activities.

Based on the triangulation of interviews, observations, and documentation, the findings consistently showed that the implementation of educational videos in Social Studies learning increased students’ engagement and facilitated students’ understanding of environmental materials in a more concrete and contextual manner. Educational videos also contributed to creating a more active, interesting, and meaningful learning environment for elementary school students.

The Role of Educational Videos in Social Studies Learning toward the Development of Students’ Environmental Care Character

The findings revealed that the use of educational videos in Social Studies learning contributed to the development of environmental care character among fifth-grade students at SD Negeri 2 Cantilan. Educational videos helped students understand environmental issues more concretely through visual and audio presentations closely related to their daily lives. The findings indicated that students not only understood environmental materials cognitively but also began to demonstrate attitudes and behaviors reflecting environmental awareness.

The use of educational videos helped students develop awareness of the importance of protecting the environment. Through the visualizations presented in the videos, students could directly observe examples of environmentally responsible behavior as well as the impacts of environmental damage. The principal explained that “the use of videos greatly helped students understand the importance of protecting the environment” (I1). These findings indicate that educational videos enhanced students’ environmental awareness during the learning process. The presentation of visual examples closely related to students’ daily experiences helped them understand the relationship between human behavior and environmental conditions more concretely.

Observation and interview findings also revealed behavioral changes among students after participating in learning activities using educational videos. These changes were reflected in students’ increased initiative in maintaining classroom cleanliness, disposing of waste properly, sorting waste, conserving electricity, and maintaining the school environment without constantly being reminded by the teacher. The classroom teacher stated that “students became more concerned about cleanliness, and now they immediately throw trash into the bin whenever they see it” (I2). These findings indicate that educational videos not only improved students’ cognitive understanding but also supported the internalization of environmental care values through contextual and visual learning experiences.

Students also began to understand the relationship between human behavior and environmental destruction after watching educational videos. They realized that littering could lead to flooding and environmental damage. One student explained that the video

showed “how floods can happen because of garbage and dirty environments” (I4). These findings suggest that educational videos helped students understand the consequences of environmental damage while simultaneously fostering awareness of environmental cleanliness and sustainability. Therefore, the learning process was not only oriented toward cognitive understanding but also toward developing students’ social responsibility toward the environment.

Observation findings further indicated that students not only demonstrated environmental care behavior individually but also began to develop social awareness toward environmental issues. Several students were observed reminding their peers not to litter and actively participating in classroom cleaning activities. These findings indicate that educational videos supported the internalization of environmental care values through students’ habits and social interactions within the school environment.

Based on the triangulation of interviews, observations, and documentation, the findings consistently demonstrated that educational videos contributed to the development of students’ environmental care character. This was reflected in students’ increased awareness of cleanliness, proper waste disposal habits, energy-saving behavior, and concern for both the school and home environments. These findings suggest that educational videos supported the gradual internalization of environmental care values among elementary school students.

Forms of Environmental Care Character Developed through Educational Videos in Social Studies Learning

The interview, observation, and documentation findings revealed positive improvements in the environmental care character of fifth-grade students at SD Negeri 2 Cantilan after the implementation of educational videos in Social Studies learning. These changes were reflected in students’ knowledge, attitudes, and behaviors in maintaining environmental cleanliness both at school and at home. Students gradually understood the importance of environmental cleanliness and applied it in their daily activities. These findings indicate that educational videos helped students understand environmental care values more concretely, making them easier to implement in everyday behavior.

Observation findings indicated that students’ environmental care behavior was categorized as very good. Students actively participated in maintaining school cleanliness, disposing of waste properly, carrying out classroom cleaning duties, and participating in collective cleaning activities. In addition, students began to demonstrate awareness of electricity and water conservation by turning off lights and reducing unnecessary water use. One student stated that they “now turn off the lights when they are not being used” (I3). These findings indicate that educational video-based learning helped develop positive habits among students through observable behavioral examples.

Table 1. Development of Students’ Environmental Care Character

Student Code	Initial Score	Final Score	Development Category
I.3	23	35	Improved
I.4	24	36	Improved
I.5	26	36	Improved
I.6	23	36	Improved
I.7	23	36	Improved
I.8	24	36	Improved
I.9	24	36	Improved
Average	23,7	35,9	Improved to Very Good

Although most indicators improved, several aspects such as plant care and participation in collective cleaning activities still need to be enhanced because some students had not yet demonstrated optimal consistency. Character development requires continuous and sustainable habituation so that character values can be fully internalized in students' daily lives.

Based on the triangulation of interviews, observations, and documentation, the findings showed that the use of educational videos in Social Studies learning contributed gradually to the development of students' environmental care character. Educational videos helped students understand environmental issues more concretely while simultaneously encouraging the emergence of environmentally responsible behavior in their daily lives.

Discussion

This discussion interprets the research findings by connecting them with relevant theories and previous studies to provide a deeper understanding of the implementation and role of educational videos in Social Studies learning toward the development of students' environmental care character. The discussion focuses on the implementation of educational videos in learning activities, their role in developing environmental care character, and the contribution of audiovisual media to contextual learning among elementary school students.

The use of educational videos in Social Studies learning helped students understand environmental issues more concretely through engaging audiovisual presentations. Educational videos are capable of delivering information through a combination of moving images and sound, making the material easier for students to understand and remember compared to verbal learning alone (Adhiyanti et al., 2025). In addition, educational videos can be replayed at any time as learning resources to strengthen students' understanding (Putri et al., 2022). Aeni et al. (2022) explained that the development of digital technology plays an important role in supporting the learning process. In this study, the use of educational videos helped students understand environmental materials in a more engaging, contextual, and relatable manner connected to their daily lives.

The implementation of educational videos was conducted systematically through the selection of videos relevant to Social Studies materials, the use of supporting devices such as Smart TVs and projectors, as well as discussion activities after watching the videos. These findings are consistent with Milah & Karlimah (2021), who state that educational videos should provide clear visualizations, be easy to use, and suit the characteristics of elementary school students in order to create effective learning. However, this study not only demonstrates the effectiveness of videos in supporting students' understanding, but also reveals how educational videos can create more active and meaningful learning through students' direct involvement in discussions and reflections on environmental issues.

The use of educational videos in this study also demonstrated that students became more actively engaged in the learning process. After watching the videos, students not only received information passively, but also participated in discussions, question-and-answer sessions, and expressed their opinions regarding the environmental issues presented in the videos. These findings are in line with constructivist theory, which emphasizes that students construct their own knowledge through experience and active involvement in the learning process (Sinaga et al., 2024). Therefore, the use of educational videos not only helped students understand the material cognitively, but also encouraged the development of more participatory and contextual learning experiences.

In addition to increasing students' engagement, educational videos also improved students' understanding of environmental issues in a more concrete manner. Visual presentations regarding environmental pollution, waste, and environmental damage helped students understand the relationship between human behavior and surrounding environmental conditions. These findings are supported by Alwi & Agustia (2024), who explain that educational videos can make learning materials more concrete and improve students' learning motivation. Teachers play an important role in helping students develop environmental care behavior through learning activities and daily practices implemented at school (Aeni, 2022). Nevertheless, this study demonstrates that educational videos not only improve students' understanding, but also encourage the development of environmental awareness reflected in students' daily behavior both at school and at home.

The use of educational videos in Social Studies learning also demonstrated an improvement in students' reflective abilities toward environmental problems around them. After watching videos about environmental pollution and environmentally responsible behavior, students began to identify environmental problems occurring both at school and at home. This condition indicates that educational videos helped students develop critical environmental awareness through contextual learning experiences. These findings are consistent with Saefudin et al. (2023), who stated that environmental-based video media can increase students' awareness of the importance of environmental preservation through realistic and easily understood visual presentations. In addition, video-based learning provides opportunities for students to connect newly acquired knowledge with their daily life experiences, making the learning process more meaningful.

In addition to improving environmental awareness, the use of educational videos in Social Studies learning also contributed to the development of students' social skills through discussion and collaborative activities during the learning process. Students became more active in expressing opinions, asking questions, and reminding one another about maintaining environmental cleanliness at school. This finding indicates that video-based learning not only affects cognitive and affective aspects but also supports the development of students' social skills. These findings reinforce the perspective of social constructivism, which emphasizes the importance of social interaction in the learning process to help students construct understanding and internalize character values (Sinaga et al., 2024). Therefore, educational videos can serve as an instructional medium that supports more active, collaborative, and character-oriented Social Studies learning, particularly in strengthening students' environmental care character.

The findings revealed that the use of educational videos in Social Studies learning played an important role in developing students' environmental care character. Educational videos functioned not only as instructional media, but also as a means of internalizing values that influenced students' awareness, attitudes, and behavior toward the environment. Through concrete visual presentations, students were able to understand the impacts of human behavior on the environment in a more realistic and contextual manner. These findings indicate that audiovisual media can help students connect learning materials with real-life experiences in their daily lives.

These findings are consistent with the views of Vironika et al. (2025), Abdullah et al. (2025), and Adhiyanti et al., (2025), who state that educational videos as audiovisual media can improve students' understanding and learning interest through the combination of visual and auditory elements. In addition, the interactive characteristics of educational videos, which are appropriate to elementary school students' developmental stages, help increase students'

attention and engagement during the learning process (Alwi & Agustia, 2024; Milah & Karlimah, 2021; Nurjihan et al., 2025). However, this study presents a more specific finding, namely that the use of educational videos not only affects students' understanding of learning materials, but also gradually influences changes in students' environmental care behavior.

These behavioral changes were reflected in students' increasing habits of maintaining classroom cleanliness, disposing of waste properly, conserving electricity and water, and participating in school cleaning activities. From the perspective of Bandura's social learning theory, students learn through observing and imitating behaviors presented to them (Gulo et al., 2023). In this study, educational videos provided examples of positive behavior that were later observed and applied by students in their daily lives. These findings indicate that the visual presentation of positive behaviors supports the internalization of environmental care values among elementary school students. Character development can also be fostered through teachers' role modeling in daily school activities (Dirgantara et al., 2022).

Furthermore, the findings also showed that students began to understand the relationship between human behavior and environmental destruction. Visual presentations regarding waste, pollution, and environmental damage helped students realize the importance of maintaining environmental cleanliness and sustainability. These findings are in line with studies conducted by Gulo et al. (2023), Saefudin et al. (2023), Zega et al. (2024), and Hamida et al. (2022), which explain that visual media and contextual learning experiences help students understand learning materials more meaningfully. However, this study demonstrates that such understanding does not stop at the cognitive level, but develops into awareness and real behavior in students' daily lives.

From the perspective of Kohlberg's moral development theory, elementary school students are generally at the conventional stage, in which they begin to understand norms and attempt to behave according to social rules (Aeni, 2022). In this study, educational videos helped clarify environmental care values and norms through concrete behavioral examples that were easy for students to understand. Therefore, the use of educational videos not only helped students understand Social Studies materials related to environmental issues, but also supported the development of students' moral awareness and social responsibility toward their surrounding environment.

Theoretically, this study strengthens constructivist theory and social learning theory, which emphasize the importance of visual learning experiences, active involvement, and observational processes in shaping students' behavior. In addition, this study contributes to the development of Social Studies learning research based on audiovisual media in environmental character education at the elementary school level. The findings indicate that educational videos function not only as instructional media to improve students' understanding, but also as a means of internalizing environmental care character values through contextual and meaningful learning experiences.

Recommendation

This study aimed to analyze the implementation of educational videos in Social Studies learning, identify their role in fostering students' environmental care character, and examine the forms of environmental care behavior demonstrated by fifth-grade students at SD Negeri 2 Cantilan. The findings revealed that educational videos were implemented systematically through the stages of planning, implementation, and learning evaluation. The use of educational videos helped improve students' understanding of environmental issues,

increase students' engagement during the learning process, and encourage the development of environmental awareness and environmentally responsible behavior.

The findings also indicated that students demonstrated positive behavioral changes, such as maintaining classroom cleanliness, disposing of waste properly, carrying out classroom cleaning duties, conserving electricity and water, and reminding their peers to maintain environmental cleanliness. These developments were reflected in the improvement of students' observation scores from the "good" category to the "very good" category after the implementation of educational videos in Social Studies learning.

This study provides a significant contribution by demonstrating that educational videos in Social Studies learning function not only as instructional media to improve students' cognitive understanding, but also as a means of internalizing environmental care character through visual and contextual learning experiences among elementary school students. The findings further reinforce the idea that the use of educational videos in Social Studies learning can help connect learning materials with students' real-life experiences, thereby making the learning process more meaningful and character-oriented.

This study also offers implications for teachers, schools, and the development of digital media-based Social Studies learning. For teachers, educational videos can serve as an alternative instructional medium that is more interactive, engaging, and contextual in supporting students' character development. For schools, the integration of digital media into learning activities should be supported through the provision of adequate learning facilities and the strengthening of environmental care programs within the school environment. Furthermore, this study indicates that Social Studies learning based on educational videos can help create a more participatory, contextual, and character-oriented learning process at the elementary school level.

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