

Leveraging the CulapCulip YouTube Channel as an Innovative Medium for Islamic Religious Education in Elementary Schools

Nazliyani Pane¹, Nasrun Salim Siregar²

^{1,2}Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

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ABSTRACT

The development of information and communication technology has provided new opportunities in learning, including in Islamic Education, which often faces challenges in attracting the interest of elementary school students. This research aims to explore the use of the CulapCulip YouTube channel as an innovative medium for PAI learning at SDIT Umami Aida Medan. The research employs a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The research subjects include the school principal, PAI teachers, students, and parents. The research findings show that the utilisation of CulapCulip has a positive impact on students in three main aspects. First, from the motivation aspect, students are more enthusiastic, focused, and eager to participate in lessons due to the short, engaging, and age-appropriate video presentations. Secondly, from the aspect of understanding, students find it easier to comprehend abstract material, such as the stories of the prophets, and are able to retell the core lesson in their own words. Thirdly, from the aspect of religious attitudes, students show more positive behavioural changes, including diligently memorising prayers, emulating honesty, and behaving politely. For teachers, this media facilitates the delivery of material, creates a more interactive classroom atmosphere, and saves teaching time. In addition, the support from school principals and parents emphasises that CulapCulip is not only effective as a learning medium but also relevant in shaping the Islamic character of students. Thus, the use of CulapCulip YouTube can be an alternative strategy for innovative, enjoyable, and contextual PAI learning in facing the challenges of education in the digital era.

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Corresponding Author:

Nazliyani Pane
Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
Email: nazliyani0301213165@uinsu.ac.id

1. INTRODUCTION

The development of information and communication technology (ICT) has had a significant impact on various aspects of life, including in the field of education [1]. The digitisation of learning allows teachers and students to utilise various technology-based

media in the teaching and learning process [2]. One of the media that is now increasingly popular is online video platforms, such as YouTube [3]. This platform not only provides entertainment but also educational content that can be easily accessed by the general public, including elementary school-aged children.

Islamic Religious Education (PAI), as one of the core subjects in elementary schools, aims to shape the character, understanding, and practice of Islamic values in students [4]. However, PAI learning often faces challenges, especially in attracting students' interest and connecting the subject matter with their real-life experiences [5]. Conventional methods such as lectures or reading books are sometimes less effective in building student engagement and motivation for learning [6]. Therefore, an innovative approach is needed that can integrate modern technology with interactive and enjoyable learning methods.

Innovation in the learning of Islamic Education has become an important necessity in today's digital era [7]. One of the media that can be utilised is educational YouTube channels, which not only serve as a source of information but also as interactive learning media [8]. Previous research has shown that the use of digital media, especially educational videos, can enhance students' learning motivation, concept understanding, and critical thinking skills [9].

Based on initial observations in the field, it was found that students have less interest in the PAI subject when the teacher only uses lecture methods in teaching. Therefore, the PAI teacher at SD IT Ummi Aida has an innovation in teaching by utilising one of the digital platforms, the YouTube channel CulapCulip, as a medium for learning PAI. CulapCulip features Islamic animated content that is educational, creative, interactive, and child-friendly. Additionally, the content broadcast on CulapCulip is short, only about 2-7 minutes, so children do not get bored. The animated videos and interactive stories presented by CulapCulip have the potential to enhance students' understanding, memory retention, and interest in learning the PAI material.

In addition, the use of video media allows teachers to present material flexibly and according to the students' learning pace, both in class and at home. Integrated Islamic Elementary School Ummi Aida Medan, as an Islamic-based educational institution, is committed to integrating technology into learning. The use of the YouTube channel CulapCulip as an innovative media for PAI learning in this school is expected to be an effective strategy to provide a more enjoyable, creative, and contextual learning experience for students.

Several previous studies have strengthened the argument regarding the effectiveness of utilising YouTube and digital media in learning. Research by Elgi Septrio Neldi et al. shows that the use of YouTube media in Islamic Education learning in schools can help enhance students' enthusiasm for studying the material, especially those rich in moral and religious values, due to its ease of access and audiovisual features [10]. In line with that, a study by Baihaqi et al emphasises that the YouTube application is very effective as a support for PAI learning in the era of technology [11]. Furthermore, Bahtiyar et al in their research on the effectiveness of using YouTube as an online learning medium in MI/SD concluded that engaging educational videos can encourage the learning motivation of students and increase their participation compared to text-based learning [12]. These findings provide

empirical grounds that YouTube has great potential as a learning medium, including for Religious Education at the elementary school level.

This research offers novelty in several aspects. First, this study focuses on utilising the YouTube channel CulapCulip as a learning medium for Islamic Education, specifically designed for elementary school children. Second, this research was conducted at the Integrated Islamic Elementary School Ummi Aida Medan, which has unique religious characteristics and local culture, allowing for exploration of how video content can be tailored to the religious values taught at the school. Third, this study examines how the use of interactive digital media can enhance motivation, understanding, and internalisation of Islamic values among elementary school students. Thus, this research not only enriches the academic literature on the utilisation of digital media in PAI (Religious Education) learning but also provides practical contributions for teachers and educators in implementing digital media as an effective, engaging, and contextual learning tool in Islamic elementary school environments.

Based on the description above, this research aims to identify the strategies of teachers in utilizing the CulapCulip YouTube channel as an innovative medium for Islamic Education learning in elementary schools, analyze the benefits obtained by students and teachers from the utilization of the CulapCulip YouTube channel in the process of Islamic Education learning in elementary schools, and examine the impact of using the CulapCulip YouTube channel on students' motivation, understanding, and religious attitudes in elementary schools.

2. METHOD

This research employed a qualitative descriptive approach. Qualitative research is defined as a study in which the collected data are primarily in the form of words, images, and other non-numerical representations, rather than numbers [13]. This approach was selected to gain an in-depth understanding of the utilisation of the CulapCulip YouTube channel as a learning medium for Islamic Religious Education (PAI) in a real-life context, namely at SD IT Ummi Aida Medan. Data collection techniques included classroom observation, semi-structured interviews, and documentation of learning activities related to the use of digital media.

The study was conducted at SD IT Ummi Aida Medan, located at Jl. Meteorologi I No. 8, Indra Kasih, Kec. Medan Tembung, Kota Medan, North Sumatra, over two months from April to June 2025. This site was selected because the school had actively implemented digital media, specifically videos from the CulapCulip YouTube channel, as part of PAI learning activities.

The research subjects consisted of the school principal, the PAI teacher, and six fourth-grade students from class IV Usman bin Affan. The six students were selected using purposive sampling, based on their active participation in PAI lessons utilising CulapCulip videos and their willingness to engage in in-depth interviews and observations. The rationale for selecting six students was to ensure manageability for detailed qualitative analysis while capturing diverse perspectives within the classroom. Prior to data collection, ethical considerations were carefully addressed. Consent was obtained from all participants, and

written permission from the students' parents or guardians was secured. Participants' anonymity was guaranteed, and data confidentiality was strictly maintained throughout the research process.

To ensure trustworthiness, several strategies were employed. Triangulation of data sources was conducted by comparing information obtained from interviews, observations, and documentation. Member checking was carried out by sharing preliminary findings with participants to confirm the accuracy of interpretations. Additionally, peer debriefing was applied through discussions with colleagues to reduce potential researcher bias [14].

Data analysis extended beyond the traditional [15] framework. Initially, data were transcribed and systematically coded to identify meaningful units, patterns, and recurring concepts. Open coding was followed by axial coding to organise codes into categories and subcategories. Themes were then generated through iterative comparison, reflection, and discussion among the research team. This thematic analysis allowed the researcher to identify deeper insights into how the CulapCulip YouTube channel supports students' engagement, understanding, and internalisation of Islamic values in PAI learning [16].

The primary instrument in this study was the researcher, supported by interview guides, observation sheets, and documentation devices such as cameras. Through this rigorous methodological approach, the study ensured a comprehensive, credible, and contextually grounded understanding of the utilisation of digital media in Islamic education at the elementary school level.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. The Teacher's Strategy in Utilising the Culapculip YouTube Channel as an Innovative Media for Islamic Education Learning in Elementary Schools

Based on the results of observations at SDIT Ummi Aida Medan, the PAI teacher utilises the CulapCulip YouTube channel with a structured strategy. At the planning stage, the teacher selects videos according to the learning theme, such as the material on morality towards family, the material on helping one another, and the sin of lying. During implementation, the teacher starts the lesson with an aperception, shows the video via a projector, then invites the students to discuss and reinforces the material. Evaluation is conducted through oral and written questions as well as assignments to practice the values learned in daily life. The observation results indicate that this strategy is effective because it can capture students' attention, make learning more enjoyable, and facilitate understanding of PAI material through an edutainment approach that combines entertainment and education. The findings from the observations are also in line with the findings from the interviews, and the results of the interviews are attached below.

Islamic Education (PAI) Teacher – Grade IV

“The videos from CulapCulip are very helpful in explaining the material. The students are more focused when watching because the visuals are engaging. Afterwards, I can invite them to discuss, and they understand the content much faster compared to relying solely on textbooks.”

Principal of SDIT Ummi Aida Medan

“The use of digital media such as YouTube CulapCulip aligns with current developments that encourage innovative learning in schools. We have observed positive impacts: students are more enthusiastic about learning Islamic Education, and teachers become more creative in delivering the material.”

Grade IV Student

“I like learning Islamic Education with CulapCulip videos. The pictures are funny, and the stories are easy to understand, so I grasped the lessons quickly. It is more fun than just listening to the teacher’s storytelling.”

Grade IV Student

“When I watch CulapCulip videos, I feel more motivated to learn. Afterwards, I can memorise prayers faster because the visuals help me. It makes remembering much easier.”

Grade IV Student

“Learning with CulapCulip makes me more confident to ask questions to my teacher. Usually, I feel shy, but because the videos are interesting, I become curious and want to know more about the stories.”

The observations and interviews conducted at SDIT Ummi Aida Medan show that the Islamic Education teacher has utilised the YouTube channel *CulapCulip* through a well-structured strategy, covering planning, implementation, and evaluation. The videos serve as an innovative medium to strengthen students’ understanding of Islamic Education, motivate them to learn, and make the learning process more enjoyable through an edutainment approach. The consistency between the observation and interview results can be seen from multiple perspectives: teachers find it easier to explain the material, students are more focused and understand faster, the principal views the use of digital media as aligned with the vision of innovative learning, and parents notice positive impacts in the form of improved religious attitudes among their children. Thus, the use of YouTube *CulapCulip* has proven effective in enhancing the quality of Islamic Education learning in elementary schools.

3.1.2. The Benefits Obtained by Students and Teachers from the Use of the CulapCulip YouTube Channel in the Learning Process of Islamic Education in Elementary Schools.

Based on classroom observations at SD IT Ummi Aida Medan, the use of the *CulapCulip* YouTube channel has provided significant benefits for both students and teachers in the learning process of Islamic Education (PAI). From the students’ perspective, the use of video media has been proven to increase learning motivation due to its engaging visuals, simple language, and short duration—features that match the characteristics of elementary school learners. As a result, students were more focused during lessons, found it easier to understand the material, and were more enthusiastic in discussions. They also appeared more responsive to teachers’ questions after watching the videos and were able to connect the content to real-life practices, such as memorising prayers or demonstrating honesty and politeness.

For teachers, *CulapCulip* simplifies the delivery of material that was previously considered abstract or difficult to explain using textbooks alone. With the aid of videos,

teachers can make more efficient use of instructional time, since complex explanations are condensed into visual narratives. Moreover, teachers reported that the videos help them create a pleasant and interactive learning atmosphere, providing variety in teaching methods and reducing monotony. The platform also offers opportunities for teachers to enhance creativity by integrating digital content into class discussions, Q&A sessions, and evaluations.

Overall, the findings indicate that the main benefit of using the *CulapCulip* YouTube channel is the creation of Islamic Education lessons that are more engaging, meaningful, and relevant to students' needs. The medium not only improves comprehension but also contributes to shaping religious attitudes by reinforcing Islamic values presented educationally and entertainingly. These observation findings are consistent with interview results, as shown below.

Grade IV PAI Teacher

"Since using videos from CulapCulip, delivering the material has become much easier. The children quickly grasp the key points of the lesson, and content that usually takes a long time can be explained more clearly and concisely."

Principal of SD IT Ummi Aida Medan

"The use of digital media such as CulapCulip is very helpful for teachers and has a positive impact on students. Teachers become more creative, while students appear more enthusiastic about learning. This aligns with the school's mission to provide innovative and enjoyable learning."

Grade IV Student

"Learning with CulapCulip videos makes it easier for me to understand. The pictures are funny, and the stories are short, so I can quickly grasp the lesson. I also feel more motivated when my teacher asks questions after watching."

Grade IV Student

"When watching CulapCulip, I feel more excited to learn. The stories are interesting, and afterwards I can memorise the prayers more quickly because of the visuals. It makes learning more fun."

Grade IV Student

"Using CulapCulip videos makes me brave enough to ask my teacher questions. Usually, I feel shy, but because the videos are engaging, I become curious and want to know more."

Based on interviews with the PAI teacher and school principal, as well as direct classroom observations in Grade IV, the use of *CulapCulip* videos has brought various significant benefits to students. These benefits cover the cognitive, affective, and psychomotor domains, all of which contribute to the development of Islamic character and the application of PAI values in everyday life. The following table summarises the video titles used in class and the observed benefits for students:

Table 1. Benefits of *CulapCulip* Videos for Students

No.	Title of <i>CulapCulip</i> Content	Benefits for Students
1.	Rewards & Paradise for Honouring Parents	Encourages students to be more obedient, respectful, and willing to help parents after understanding the promised rewards.
2.	Parents' Sin of Neglecting Children	Fosters appreciation for parental love and highlights the importance of maintaining a harmonious family relationship.
3.	The Sin of Children Disobeying Parents	Motivates students to avoid disrespectful behaviours such as arguing or speaking harshly to parents.
4.	Rewards of Helping Others	Shapes caring and empathetic attitudes, encouraging students to actively help friends, teachers, or neighbours without being asked.
5.	The Sin of Lying	Instils awareness that lying is a reprehensible act, motivating students to practice honesty in daily life.

The benefits of using *CulapCulip* videos in PAI learning are clearly evident during classroom activities. Teachers at SD IT Ummi Aida Medan employ these videos not merely as entertainment or fillers, but as a medium to reinforce moral messages and Islamic values already conveyed in lessons.

The findings of this study conclude that the integration of the *CulapCulip* YouTube channel at SD IT Ummi Aida Medan has proven to provide tangible benefits for the process of PAI instruction. For students, this medium increases motivation, concentration, and comprehension of lesson material through engaging visuals, simple language, and concise duration. Students also become more active in discussions and are able to apply Islamic values in their daily lives. For teachers, *CulapCulip* facilitates the delivery of abstract material, saves instructional time, and fosters an interactive and enjoyable classroom environment. The school principal regards this media use as consistent with the school's mission of promoting innovative learning, while parents observe positive impacts in the form of improved religious behaviour at home. Thus, *CulapCulip* is not only a supplementary tool but also an effective medium to strengthen understanding and shape students' Islamic character enjoyably and contextually.

3.1.3. The Impact of Using the *Culapculip* YouTube Channel on Motivation, Understanding, and Religious Attitudes of Elementary School Students

Based on observations at SD IT Ummi Aida Medan, the use of the YouTube channel *CulapCulip* in Islamic Religious Education (PAI) lessons has had a positive impact on students. In terms of learning motivation, students appeared more enthusiastic, focused, and eager to participate in lessons, as the videos presented were short, engaging, and well-suited to their age characteristics. Regarding material comprehension, students found it easier to understand abstract concepts and were able to retell the main points of the lesson in their own words. Meanwhile, in terms of religious attitudes, students demonstrated positive behavioural changes, such as being kind to their families, willingly helping others, practising honesty, and showing respect toward teachers and peers. Thus, the use of *CulapCulip* not only assists teachers in delivering lessons more effectively but also supports the development of students' Islamic character. The observation results are consistent with interview findings, which are presented below:

PAI Teacher, Grade IV

“Since using CulapCulip videos, delivering material has become much easier. The children quickly grasp the core of the lesson, and topics that are usually lengthy can now be understood more briefly and clearly.”

Principal of SD IT Ummi Aida Medan

“The use of digital media like CulapCulip greatly helps teachers and has a positive impact on students. Teachers become more creative, while students look more enthusiastic about learning. This aligns with the school’s mission to create innovative and enjoyable learning experiences.”

Grade IV Student

“Learning with CulapCulip videos makes it easier to understand. The pictures are funny, and the stories are short so that I can understand them quickly. I also feel more excited when Ummi asks questions after watching.”

Grade IV Student

“When I watch CulapCulip videos, I enjoy learning religion more. The stories are easy to remember, and I can retell them to my friends at home.”

Grade IV Student

“CulapCulip videos make the lessons less boring. The pictures are fun, so I feel more motivated to learn.”

Based on the observations and interviews conducted at SD IT Ummi Aida Medan, it can be concluded that the use of *CulapCulip* in Islamic Religious Education provides comprehensive positive impacts for both students and teachers. For students, this media has proven effective in enhancing learning motivation, as shown by their enthusiasm and eagerness during lessons. It also facilitates a better understanding of abstract materials, enabling students to explain the lesson in their own words. Furthermore, the media contributes to strengthening students’ religious attitudes, reflected in habits such as memorising prayers more diligently, practising honesty, and maintaining respect toward teachers and peers.

For teachers, *CulapCulip* helps simplify lesson delivery and fosters a more interactive classroom atmosphere. The support from the school principal and parents further reinforces that this media is not only relevant for improving the quality of learning at school but also positively influences students’ religious habits at home. Thus, *CulapCulip* can be regarded as an effective and innovative digital learning medium that aligns with the goals of Islamic education: integrating knowledge, skills, and noble character values into students’ daily lives.

3.2. Discussion

3.2.1. The Teacher's Strategy in Utilising the CulapCulip YouTube Channel as an Innovative Media for Islamic Education Learning in Elementary Schools

The results of observations at SD IT Ummi Aida Medan show that PAI teachers have utilised the CulapCulip YouTube channel with a systematic and structured learning strategy, starting from the planning, implementation, and evaluation stages. In the planning stage, teachers select videos according to the theme of moral education, such as materials on morals

towards family, being willing to help others, and being truthful. Then, they formulate reflective questions that connect the video content with students' daily lives. The implementation stage is carried out through apperception, video screening, discussion, and reinforcement of materials, while the evaluation stage is manifested in the form of oral questions, written assignments, and practical tasks. This strategy proves that digital media can be effectively utilised to support edutainment-based PAI learning.

This finding is in line with Zahroh et al., who emphasise that the effectiveness of video media greatly depends on the learning design that can manage cognitive load, enhance student engagement, and encourage reflective activities after watching [17]. Teachers at SD IT Ummi Aida apply this principle by not only showing videos but also linking them to interactive discussions and the practice of Islamic Education values. Thus, the learning that initially had the potential to be passive becomes active and participatory.

Other studies show that the use of YouTube in elementary education can increase students' motivation, concentration, and memory due to its visual and engaging nature. This is in line with the statement from students of SD IT Ummi Aida who feel happier learning PAI using CulapCulip videos because "the images are funny and easy to understand." In the context of religious learning, this finding is supported by research by Sitorus et al, which developed PAI video media and found that audiovisual content positively affects students' learning motivation and their ability to master daily prayers [18].

From the teacher's perspective, the use of YouTube has proven to facilitate the delivery of material while also making the learning process more varied. The PAI teacher of grade IV stated that videos help students focus, speed up understanding, and facilitate direct prayer practice. This aligns with Latif, who mentions that YouTube can serve as a blended learning tool that supports teachers' skills in creating a richer learning experience [5].

In addition, the involvement of school principals and parents also supports the effectiveness of using CulapCulip. The school principals believe that this digital media aligns with the demands of the times that require innovative schools, while parents observe a tangible impact in the form of changes in their children's religious behaviour at home. This is consistent with studies stating that parental involvement in following up on video-based learning experiences can strengthen the transfer of knowledge to daily practices [2]. Thus, the use of YouTube media not only affects the classroom but also extends its influence to the family environment.

Nevertheless, the literature also reminds us of the limitations. Some school policies abroad restrict access to YouTube for elementary school students due to concerns about distractions, exposure to age-inappropriate content, and increased screen time [8]. Therefore, the utilisation of CulapCulip at SD IT Ummi Aida still needs to be accompanied by strict teacher supervision and integration with non-digital learning activities so that students do not rely entirely on audiovisual media.

Overall, this discussion shows that the findings of the research at SD IT Ummi Aida are consistent with various studies that affirm the benefits of video media in enhancing students' motivation, understanding, and skills. The success of the teacher's strategy lies not only in the use of YouTube as a medium but also in the way of managing learning that emphasises active participation, reinforcement of values, as well as the involvement of the

school environment and family. Thus, the CulapCulip channel can be said to be an innovative medium relevant for PAI learning in elementary schools, as long as its use is controlled with appropriate pedagogical strategies.

3.2.2. Benefits Obtained by Students and Teachers from Utilising the Culapculip YouTube Channel in the Learning Process of Islamic Education in Elementary Schools

The results of observations and interviews at SDIT Ummi Aida Medan show that the utilisation of the CulapCulip YouTube channel in Islamic Religious Education (PAI) has made a significant contribution to improving the quality of the teaching and learning process. In the cognitive dimension, students seem to find it easier to understand the material thanks to the appealing visual presentation, simple language, and short video duration, which is suitable for the concentration span of elementary school-aged children. This finding aligns with the views of Neldi et al in the Cognitive Theory of Multimedia Learning, which explains that information is easier to process when presented through a combination of text, images, and audio [10]. Media such as CulapCulip help to reduce the cognitive load on students, allowing the learning messages to be received more effectively.

From an affective aspect, the use of CulapCulip not only increases students' motivation to learn but also fosters their enthusiasm in discussions. This is evidenced by the findings from observations and interviews that show students are more active in answering teachers' questions and are able to relate the material to their daily experiences. A study by Wulandari et al. also confirms that educational video media encourages students to be more emotionally engaged, making learning feel more enjoyable and meaningful [9]. This emotional involvement is very important in PAI learning because the main goal is not just the transfer of knowledge, but also the internalisation of religious and moral values.

In the realm of psychomotor and behavioural aspects, there is a noticeable impact on students' daily lives, such as respect for parents, a willingness to help others, and consistently speaking honestly. This aligns with Maulidina's findings, which emphasise that digital media based on Islamic values can strengthen children's religious habits both at home and in school [3]. Thus, CulapCulip can be seen as a medium that not only serves instructional purposes but also has a transformative effect by bringing about changes in students' attitudes and behaviours.

For teachers, the use of videos from CulapCulip has proven to make learning more effective, especially in explaining abstract materials such as the stories of the prophets, which are usually lengthy. Through videos, complex materials can be condensed without losing their essence, allowing learning time to be used more efficiently. Bahtiyar emphasises that the use of YouTube as a medium in learning helps teachers save time while also reducing student boredom caused by monotonous lecturing methods [12]. In addition, teachers also feel more assisted in creating an interactive, creative, and innovative learning atmosphere. This aligns with Kamila's findings that the integration of digital media in learning is able to increase student engagement and strengthen two-way interaction in the classroom [1].

Furthermore, the utilisation of CulapCulip also received positive support from the school and parents. The principal emphasised that the use of digital media is oriented towards

innovative learning, while parents stated that there is a tangible impact on their children's behaviour at home. This indicates a continuity between formal learning at school and informal education at home. These findings align with the research by Hanafiah, which states that the collaboration of schools, digital media, and family environments can create a more holistic educational ecosystem [19].

However, even though the findings are consistent with many previous studies, some studies highlight the challenges of using digital media. For example, research by Purnamasari et al found that the use of YouTube in learning can potentially lead to distractions if students are not properly guided, as the platform provides much non-educational content [20]. Therefore, the role of teachers remains very important as facilitators to guide students in utilising relevant and educational content. In other words, the effectiveness of digital media such as CulapCulip is greatly determined by the pedagogical strategies implemented by the teacher.

In the material of Morality Towards Family, three videos were found that directly support the learning objectives, namely the Rewards & Heaven of Serving Parents, the Sin of Disobedient Parents Towards Children, and the Sin of Disobedient Children Towards Parents. These three videos teach the value of respect and mutual love between children and parents. For example, the video on Rewards & Heaven of Serving Parents narrates how the behaviour of an obedient and devoted child becomes a cause for receiving great rewards in the sight of Allah SWT and the promise of heaven. This message is reinforced with evidence from the Qur'an, as found in Surah Al-Isra verses 23-24.

وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا إِمَّا يَبُلُغَنَّ عِنْدَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَيْهِمَا فَلَا تَقُلْ لَهُمَا أُفٍّ وَلَا تَنْهَرْهُمَا وَقُلْ لَهُمَا قَوْلًا كَرِيمًا ۚ ۲۳ وَخُفِضَ لَهُمَا جَنَاحَ الذَّلِيلِ مِنَ الرَّحْمَةِ وَقُلْ رَبِّ ارْحَمْهُمَا كَمَا رَبَّيْتَنِي صَغِيرًا ۚ ۲۴

Meaning: 23. And your Lord has commanded that you not worship except Him, and to parents, do good. Whether one or both of them reach old age with you, say not to them a word of disrespect, nor repel them, but speak to them a noble word. 24. And lower to them the wing of humility out of mercy and say, 'My Lord, have mercy upon them as they brought me up [when I was] small.' (Qs. Al-Isra': 23-24) [21]

In the second material, Happy to Help Others. The relevant video is The Reward of Helping and Assisting Others. The video on The Reward of Helping and Assisting Others depicts a simple situation where a gojek driver (animated character) helps someone in need. The value of helping one another aligns with Allah SWT's command in QS. Al-Maidah verse 2.

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَحِلُّوا سَعَابِرَ اللَّهِ وَلَا السَّهْرَ الْحَرَامَ وَلَا الْهَدْيَ وَلَا الْقَلَائِدَ وَلَا أُمِينَ الْبَيْتِ الْحَرَامِ يَبْتَغُونَ فَضْلًا مِّن رَّبِّهِمْ وَرِضْوَانًا وَإِذَا حَلَلْتُمْ فَاصْطَادُوا وَلَا يَجْرِمَنَّكُمْ شَنَا نُ قَوْمٍ أَن صَدُّوكُمْ عَنِ الْمَسْجِدِ الْحَرَامِ أَن تَعْتَدُوا وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ۚ ۲

Meaning: O you who have believed! Do not violate the rites of Allah or the sacred month or the sacrificial animals or the markings of sacrificial animals, and do not harm those

who are going to the Sacred House, seeking the bounty and pleasure of their Lord. Furthermore, when you have come out of Ihram, then you may hunt. Furthermore, do not let the hatred of a people prevent you from being just. Be just; that is nearer to righteousness. Moreover, cooperate in righteousness and piety, but do not cooperate in sin and aggression. Moreover, fear Allah; indeed, Allah is severe in penalty [21].

Overall, this discussion shows that the utilisation of the CulapCulip YouTube channel can create a more engaging, meaningful, and relevant Islamic Education (PAI) learning experience for students. The findings of this study reinforce previous literature that digital media can serve as a tool to enhance motivation, understanding, and the formation of religious character. However, teachers still hold a central role in integrating digital content with reflective activities, critical discussions, and the practice of Islamic values so that the impact of learning becomes more sustainable.

3.2.3. The Impact of Using the Culapculip YouTube Channel on Motivation, Understanding, and Religious Attitudes of Elementary School Students

The utilisation of the YouTube channel CulapCulip in the learning of Islamic Education (PAI) at SDIT Ummi Aida Medan shows a positive impact on students' learning motivation, understanding of the material, and the formation of religious attitudes. The results of observations and interviews conducted indicate that this digital media can create a more interactive, enjoyable, and meaningful learning atmosphere.

First, from the aspect of learning motivation, students appear more enthusiastic and focused during the lessons. This is in line with the findings of research by Syafiuddin et al., which show that the use of video-based media can enhance learning interest because it combines visual, audio, and narrative elements that are easily understood by elementary school-aged children [22]. In addition, research by Neld & Ifnaldi also confirms that digital learning media has a significant impact on increasing student active participation, as children find it easier to engage when the material is presented in an interesting way [23]. This is in line with the results of the interviews with the PAI teacher for Class IV, who stated that students became more enthusiastic about asking questions and discussing after watching the CulapCulip video.

Second, from the aspect of material understanding, CulapCulip has been proven to help students understand abstract concepts in PAI material. According to Umkabu & Lestari, audiovisual media are effective in concretising abstract material because they provide clearer and more contextual illustrations [24]. This is also emphasised by the research of Maisaroh & Yanto, which found that the use of educational videos in religious learning can improve students' memory of the core material [25].

Third, in the aspect of forming religious attitudes, the use of CulapCulip contributes to positive behavioural changes in students, such as respect for parents, a willingness to help others, honesty, and politeness towards teachers and peers. This finding is in line with the research by Zahroh et al., which states that Islamic story-based learning media can effectively instil moral and spiritual values in children [17]. In addition, a study by Musya'adah also found that digital media packaged with Islamic values can strengthen the religious character of students because moral messages are easier to grasp through narratives

and visuals [26]. This is reflected in the statements of the students' parents who see a positive change in their children's habits at home after participating in learning with CulapCulip.

Next, from the perspective of teachers and schools, the use of CulapCulip also encourages teachers' creativity in designing learning and supports the school's mission to provide innovative learning. According to Indriyani & Hendra, teachers who use digital media are better able to manage the classroom actively and create a conducive learning environment [27]. The headmaster of SD IT Ummi Aida Medan also emphasised that this media supports the school's vision to provide enjoyable and educational learning. Thus, the results of this research reinforce the view that digital media, particularly educational YouTube channels like CulapCulip, not only function as learning aids but also as a means of internalising values and strengthening the Islamic character of students.

4. CONCLUSION

The research results at SD IT Ummi Aida Medan show that the use of YouTube CulapCulip in Islamic Education learning has a positive impact on students, teachers, and parents. Short, engaging, and easy-to-understand videos can enhance learning motivation, concentration, and understanding among students, especially concerning abstract material. Moreover, students also develop a religious attitude through moral lessons regarding family members, the joy of helping others, being honest, and respecting teachers. Teachers find that the material is easier to deliver, the classroom atmosphere is more lively, and students are more active in discussions. The principal observes that this media supports the school's innovative mission, while parents notice positive behavioural changes in their children at home. Thus, CulapCulip not only serves as a learning tool but also supports the formation of students' Islamic character.

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