

LEARNING MEDIA IN EARLY CHILDHOOD EDUCATION CURRICULUM IN INSTILLING RELIGIOUS CHARACTER FROM THE PERSPECTIVE OF THE QUR'AN

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Article Information

Received: April 12, 2025

Revised: May 14, 2025

Accepted: May 16, 2025

Keywords

Learning media, curriculum, religious character, Al-Qur'an, early childhood education.

ABSTRACT

This study aims to explore the role of learning media in the Early Childhood Education (ECE) curriculum to instill religious character in children, with the perspective of the Qur'an as a theoretical basis. Along with the importance of early character education, ECE has a crucial role in forming the moral and spiritual foundations of children. Through a literature study approach, this study examines various relevant sources, both from educational literature, learning theories, and interpretations of the Qur'an, to see how learning media can be used effectively in instilling religious values in early childhood. The results of this study indicate that the use of appropriate learning media, such as pictures, videos, stories, and play activities based on the teachings of the Qur'an, can help children understand and internalize religious values. Religious character learning in ECE not only includes teaching religious teachings, but also developing children's attitudes and behaviors that reflect the values of goodness and virtue according to Islamic teachings. The media used must touch on the cognitive, emotional, and social aspects of children, and be adjusted to their age development. Early childhood education based on religious character can be an effective means to form a generation that is not only intellectually intelligent, but also has good character, noble morals, and is religious. Therefore, the role of learning media in the ECE curriculum is very important in instilling religious values contained in the Qur'an at the stage of early childhood development.

INTRODUCTION

Early Childhood Education (ECE) is a critical stage in shaping a child's character and overall development. During early childhood, children undergo critical periods of physical, cognitive, emotional, and social development. Therefore, the education provided at this stage has a significant impact on the formation of the child's personality in the future. One essential aspect of early childhood education is the instillation of religious character, which forms the moral and spiritual foundation of the child. Young children have a high capacity to absorb information and learning. They tend to have a strong curiosity and enjoy observing everything around them (Mursal Aziz et al., 2022).

Learning media in ECE, whether in the form of images, videos, games, or stories, plays a strategic role in engaging children's interest and helping them understand the material being taught. In the ECE curriculum, the media used should stimulate children's cognitive and emotional intelligence while instilling religious values. Thus, learning media should not only serve as a tool to introduce academic concepts but also as a medium for internalizing religious values and character in line with the teachings of the Qur'an.

Media plays an essential role in clarifying lesson material. However, many teachers still struggle to choose and use the appropriate media for the content being taught. As a result, students face difficulties in understanding lessons and often feel bored, losing interest in learning (Burhanuddin Robbani, 2023). The proper use of media in teaching can minimize these issues and increase students' focus and enthusiasm for learning (Solihin, 2020). Media is an integral part of the learning process for young children, as it aligns with their learning style, which tends to be through play-based activities (Dewi, 2017). The primary function of learning media is to bridge the gap between learning resources and students, which requires effectiveness in conveying and distributing the material (Abdurrahman, 2018).

Media serves as an intermediary to achieve learning objectives. The selection of the appropriate media supports the success of the teaching-learning process (Kurniasih, 2018). The use of posters as learning media has shown progress in terms of students' enthusiasm and motivation to learn. Students have shown an increase in motivation and involvement in learning, as evidenced by their transition from passive to active participation in the learning process. The use of posters has positively impacted students' motivation because they are assisted by visual media such as photos when the teacher teaches, rather than relying solely on written materials (Musall Aziz, Ashshiddiqi, & Sakinah, 2024).

The successful implementation of the curriculum emphasizes the potential of learning media, including hand puppets, as effective tools in character education, and highlights the importance of creative and contextual teaching approaches in shaping a strong and morally upright generation (Mursal Aziz et al., 2024). With the use of learning media, teachers have the ability to create various classroom conditions, select teaching methods appropriate for different situations, and foster a positive emotional atmosphere among students. Additionally, learning media also help teachers bring real-world experiences into the classroom environment (Sakolan, 2021).

Several studies have been conducted on this topic, such as the study on increasing religious character in young children through the animation film "Syamil and Dodo" in Group B at Babussalam ECE for the 2024 academic year. This study showed that the use of animated films can significantly improve religious character in young children (Fitria, Marzoan, & Wahyuni, 2024). Another study explored instilling Islamic values through video learning media for young children at Al-Muhajirin Kindergarten in Lampung Utara. This study highlighted the use of video media in instilling Islamic religious values in young children (Nurlaela, Rahayu, & Apriyansyah, 2024). In another study, religious education approaches must be based on Qur'anic values such as honesty, politeness, and responsibility (Nikmah, 2023).

Based on the important role of learning media in instilling religious character in early childhood, this research aims to examine how Qur'an-based learning media can be integrated into the ECE curriculum to shape religious character in children. This research uses a literature review approach to collect and analyze literature related to the ECE curriculum, learning media, and religious character from the Qur'anic perspective. In the context of religious education, especially from the Qur'anic perspective, the moral and spiritual values contained within it are highly relevant to be applied from an early age. The Qur'an, as the source of Islamic teachings, contains life guidelines that can guide children to recognize and understand concepts such as faith, kindness, honesty, compassion,

and discipline. Teaching these values from an early age will shape the child's personality to be not only intellectually intelligent but also morally upright and religious.

This research is expected to contribute to the development of Qur'an-integrated learning media for ECE, effectively instilling religious character in young children. The findings of this research can also serve as a reference for educators, curriculum developers, and policymakers in designing learning media that aligns with children's development and Islamic values. Therefore, this research aims to fill the gap in literature regarding the integration of learning media in the ECE curriculum with a focus on instilling religious character from the Qur'anic perspective, and to provide practical recommendations for its implementation in early childhood education in Indonesia.

Given these issues and gaps, this research aims to explore how Qur'an-based learning media can be effectively applied in the ECE curriculum to instill religious character in children. Through a literature review approach, this research will identify various literatures that discuss the role of media in character education and how religious values from the Qur'an can be integrated into early childhood education. This research is expected to contribute to the development of a more holistic, effective, and relevant ECE curriculum that instills religious values in children.

METHODS

This research method uses a qualitative approach with a library research design. Library research was chosen because this study focuses on the collection, analysis, and interpretation of various relevant scientific literatures to examine learning media in the early childhood education (ECE) curriculum in instilling religious character from the Qur'anic perspective. A qualitative approach is used to deeply understand the meanings, concepts, and values contained in the related literature, from the perspectives of Islamic education, child development psychology, and educational media pedagogy.

The data sources in this study consist of primary and secondary data. The primary data includes relevant verses from the Qur'an related to religious character education, such as QS. Luqman: 13-19, QS. Al-Ahzab: 21, and QS. Al-Isra: 23-24, which contain principles of exemplary behavior, ethics, and morality. Meanwhile, the secondary data includes national and international scientific journals, textbooks on Islamic early childhood education, research reports, seminar proceedings, and scholarly articles from various educational institutions and religious organizations. Five to seven journals mentioned in the introduction will be the main references for this analysis due to their relevance and currency to the research topic.

Data collection techniques are conducted through documentation study, which involves collecting various written documents related to the topic. The collected data is then analyzed using content analysis techniques, which involves examining the content of the literature to identify thematic patterns related to learning media, religious character education, and its integration with Qur'anic values. To ensure the validity of the data, source triangulation is used, which involves comparing data from different references to test the consistency and accuracy of the information. In addition, the researcher also conducts peer review of the literature used and compiles reflective notes to avoid subjectivity in data interpretation. Thus, this method is expected to produce valid, credible conclusions that can serve as a scientific foundation for the development of Qur'an-based learning media for ECE.

RESULTS AND DISCUSSION

Learning Media from the Perspective of the Qur'an

The Qur'an is the primary reference for obtaining guidance and the right direction in life. Therefore, the Qur'an serves as a fundamental foundation in efforts to optimize Islamic education (Mursal Aziz & Zulkipli Nasution, 2020). As the holy book, the Qur'an becomes a source of inspiration and a life guide for Muslims (Mursal Aziz, 2022). The Qur'an contains main teachings that serve as guidelines in various aspects of life (Mursal Aziz, 2020). The Qur'an provides true and clear guidance, and serves as the light of truth that can be proven in reality (Mursal Aziz & Zulkipli Nasution, 2019). This is also applicable in the field of education, including in learning media.

Media plays an important role in clarifying lesson materials. However, many teachers are still unable to choose and use the appropriate media according to the content of the material. As a result, students have difficulty understanding the lesson, and many feel bored and lose interest in learning. When viewed through the lens of the Qur'an, learning media is a tool that can be used to convey knowledge and messages of truth more effectively. The Qur'an itself, in its presentation, has demonstrated the use of various media, whether visual, audio, or narrative, to help people understand the teachings of Islam.

Audio Learning Media

Some verses that provide information about the existence of audio learning media in the Qur'an include:

Surah al-'Alaq (96): 1

﴿ اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ ﴾

Read it with (mentioning) the name of your God who created! (Al-'Alaq/96:1)

Surah Al-Isra' (17): 14

﴿ اقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ١٤ ﴾

(It is said,) "Read your book. Sufficient are you this Day as a reckoner for yourselves." (Al-Isra'/17:14)

Surah Al-Ankabut (29): 45

﴿ أَتْلُ مَا أُوحِيَ إِلَيْكَ مِنَ الْكِتَابِ وَأَقِمِ الصَّلَاةَ إِنَّ الصَّلَاةَ تَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَلَذِكْرُ اللَّهِ أَكْبَرُ وَاللَّهُ يَعْلَمُ مَا تَصْنَعُونَ ٤٥ ﴾

Read (Prophet Muhammad) the Book (Al-Qur'an) that has been revealed to you and maintain prayer. Indeed, prayer prevents evil and evil (actions). Indeed, remembering Allah (salat) is greater (its priority than other acts of worship). Allah knows what you do. (Al-Ankabut/29:45)

Surah Al-Muzammil (73): 20

﴿ إِنَّ رَبَّكَ يَعْلَمُ أَنَّكَ تَقُومُ أَدْنَىٰ مِنْ ثُلُثِي اللَّيْلِ وَنِصْفَهُ وَثُلُثَهُ وَطَائِفَةٌ مِّنَ الَّذِينَ مَعَكَ وَاللَّهُ يُقَدِّرُ اللَّيْلَ وَالنَّهَارَ عَلِمَ أَن لَّنْ نَّحْصُوهُ فَتَابَ عَلَيْكُمْ فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ عَلِمَ أَن سَيَكُونُ مِنكُم مَّرْضَىٰ وَآخَرُونَ يَضْرِبُونَ فِي الْأَرْضِ يَبْتَغُونَ مِن فَضْلِ اللَّهِ وَآخَرُونَ يُقَاتِلُونَ فِي سَبِيلِ اللَّهِ فَاقْرَءُوا مَا تَيَسَّرَ مِنْهُ وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ وَاقْرَأُوا اللَّهَ قَرْضًا حَسَنًا وَمَا تُقَدِّمُوا لِأَنفُسِكُمْ مِن خَيْرٍ تَجِدُوهُ عِنْدَ اللَّهِ هُوَ خَيْرٌ وَأَعْظَمُ أَجْرًا وَاسْتَغْفِرُوا لِلَّهِ إِنَّ اللَّهَ غَفُورٌ رَّحِيمٌ ٢٠ ﴾

Indeed, your Lord knows that you (Prophet Muhammad) stood (praying) less than two-thirds of the night, or one-half of the night or one-third and (likewise) a group of those who were with you. Allah determines the measure of night and day. Allah knows that you cannot count

them (in detail these times, making it difficult for you to perform evening prayers). So, He returns (gives relief) to you. Therefore, read (verses) of the Qur'an that are easy (for you). He knows that there will be among you people who are sick, and others who walk the earth seeking some of Allah's bounty and others who fight in the way of Allah, so read what is easy (for you) from it (the Qur'an). Firmly pray, pay zakat, and give good loans to Allah. Whatever good you do for yourself, you will surely receive it from Allah as the best reward and the greatest reward. Ask Allah for forgiveness. Indeed, Allah is Forgiving, Most Merciful. (Al-Muzzammil/73:20)

Visual Learning Media

Visual learning media is a set of message delivery tools in learning that can be captured through the sense of sight without any sound from the tool. In the Qur'an, namely:

Surah QS. An-Nahl/16: 44

﴿ بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ ٤٤ ﴾
(We sent them) with (bringing) clear proofs (miracles) and books. We have sent down the az-Zikr (Al-Qur'an) to you so that you can explain to people what has been revealed to them and so that they think about. (An-Nahl/16:44)

Surah Al-Baqarah (2) 31:

﴿ وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ٣١ ﴾

He taught Adam all the names (things), then He showed them to the angels, saying, "Tell Me the names of these (things) if you are right!" (Al-Baqarah/2:31)

Technology Based Learning Media

The beginning of the use of technology in communication, including in the context of learning, is implied in Surah An-Naml (27): 28–30, which tells the story of the incident between Prophet Sulaiman and Queen Balqis:

﴿ قَالِ سَنَنْظُرُ أَصَدَقْتَ أَمْ كُنْتَ مِنَ الْكَاذِبِينَ ٢٧ اذْهَبْ بِكِتَابِي هَذَا فَأَلْقِهْ إِلَيْهِمْ ثُمَّ تَوَلَّ عَنْهُمْ فَانْظُرْ مَاذَا يَرْجِعُونَ ٢٨ قَالَتْ يَا أَيُّهَا الْمَلَأُوْا إِنِّي أُلْقِيَ إِلَيَّ كِتَابٌ كَرِيمٌ ٢٩ إِنَّهُ مِنْ سُلَيْمَانَ وَإِنَّهُ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ٣٠ ﴾

He (Sulaiman) said, "We will see whether you are truthful or among those who lie. Go with (bringing) my letter, then drop it on them. Then turn away from them, then pay attention to what they are saying!" He (Balqis) said, "O dignitaries, indeed an important letter has been sent to me." In fact, the (letter) came from Sulaiman, the contents (reading), "In the name of Allah, the Most Gracious, the Most Merciful. (An-Naml/27:27-30)

Immaterial Learning Media

In addition to physical tools or media, there are also intangible educational tools or media. Examples of intangible media include role models, commands and prohibitions, rewards, and punishments.

Exemplary behavior

﴿ لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ٢١ ﴾

Indeed, in the Messenger of Allah you have a good example to follow for him who hopes for (the Meeting with) Allah and the Last Day and remembers Allah much. (Al-Ahzab/33:21)

Commands and prohibitions surah Al-Maidah (5); 2:

... وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ﴿٢﴾

.... Help you in (doing) righteousness and piety, and do not help in committing sins and enmity. Fear Allah, indeed Allah is very severe in punishment. (Al-Ma'idah/5:2)

Media plays an important role in learning activities, because it can help clarify the delivery of material to students (Pito, 2018). Learning media in education can be in the form of visuals, audiovisuals, even three-dimensional visualizations (such as real images) in delivering material, so that Muslims can better understand the meanings contained in the verses (Gunawan & Pasaribu, 2022).

Media and Its Relevance to Character Education

Have Good Morals QS. Luqman: 13-19

﴿وَإِذْ قَالَ لُقْمَنُ لِبْنِهِ وَهُوَ يَعِظُهُ يَبْنِي لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ ١٣ وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَى وَهْنٍ وَفِصَالُهُ فِي عَامَيْنِ أَنْ اشْكُرْ لِي وَلِوَالِدَيْكَ إِلَيَّ الْمَصِيرُ ١٤ وَإِنْ جَاهَدَاكَ عَلَى أَنْ تُشْرِكَ بِي مَا لَيْسَ لَكَ بِهِ عِلْمٌ فَلَا تُطِعْهُمَا وَصَاحِبْهُمَا فِي الدُّنْيَا مَعْرُوفًا وَاتَّبِعْ سَبِيلَ مَنْ أَنَابَ إِلَيَّ ثُمَّ إِلَيَّ مَرْجِعُكُمْ فَأُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ ١٥ يَبْنِي إِنَّهَا إِنْ تَكُ مِنْقَالٍ حَبَّةٍ مِنْ خَرْدَلٍ فَتَكُنْ فِي صَخْرَةٍ أَوْ فِي السَّمَوَاتِ أَوْ فِي الْأَرْضِ يَأْتِ بِهَا اللَّهُ إِنَّ اللَّهَ لَطِيفٌ خَبِيرٌ ١٦ يَبْنِي أَقِمِ الصَّلَاةَ وَأْمُرْ بِالْمَعْرُوفِ وَانْهَ عَنِ الْمُنْكَرِ وَأَصْبِرْ عَلَى مَا أَصَابَكَ إِنَّ ذَلِكَ مِنْ عَزْمِ الْأُمُورِ ١٧ وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ ١٨ وَاقْصِدْ فِي مَشْيِكَ وَاغْضُضْ مِنْ صَوْتِكَ إِنْ أَنْكَرَ الْأَصْوَاتِ لَصَوْتُ الْحَمِيرِ ١٩﴾

13. (Remember) when Luqman said to his son, when he advised him, "O my son, do not associate partners with Allah! Indeed, associating partners with (Allah) is truly a great injustice." 14. We entrusted mankind (to do good) to his parents. His mother had conceived him in a state of increasing weakness and weaned him in two years. (Our Will,) "Be grateful to Me and to your parents." Only to Me (you) return. 15. If both of them force you to associate Me with something that you have no knowledge of, do not obey them, (but) associate them well in this world and follow the path of those who return to Me. Then, to Me you will return, then I will tell you what you used to do. 16. (Luqman said,) "O my son, indeed, if there were (an action) as heavy as a mustard seed and in a stone, in the sky, or on earth, Allah would surely bring it (to be rewarded). Verily, Allah is Most Gentle, Most Accurate. 17. O my son, establish prayer and command (humans) to do what is right and prevent (them) from doing evil and be patient with what befalls you. Indeed, this is a matter that (must) be prioritized. 18. Do not turn your face away from people (because you are arrogant) and do not walk on this earth arrogantly. Indeed, Allah does not like anyone who is arrogant or too proud. 19. Act naturally in walking and soften your voice. (Luqman/31:13-19)

Dutiful to parents QS. Al-Isra': 23-24

﴿وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا إِمَّا يَبُلُغَنَّ عِنْدَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَاهُمَا فَلَا تَقُلْ لَهُمَا آفٌ وَلَا تُنْهَرُهُمَا وَقُلْ لَهُمَا قَوْلًا كَرِيمًا ٢٣ وَخَفِضْ لَهُمَا جَنَاحَ الذُّلِّ مِنَ الرَّحْمَةِ وَقُلْ رَبِّ ارْحَمْهُمَا كَمَا رَبَّيْنِي صَغِيرًا ٢٤﴾

Your Lord has commanded you not to worship other than Him and to do good to your parents. If one of them or both of them reaches old age in your care, then never say to both of them the

word "ah" and do not shout at both of them, and say to both of them good words. Humble yourself towards both of them with great affection and say, "O my Lord, love them both as they both (loved me when) educating me when I was little." (Al-Isra'/17:23-24)

Early Childhood Learning Media from the Perspective of the Qur'an

In the perspective of the Qur'an, educational media is seen as a means to convey the moral and spiritual messages contained in Allah's revelation in a way that is easy for humans to understand. The Qur'an itself often uses various symbols, metaphors, stories, and practical guidelines to teach values that are very important for human life. Therefore, educational media in the context of early childhood education, especially those based on Qur'anic teachings, can be used as a tool to more effectively convey religious values to children.

The Qur'an does not explicitly mention "educational media" in the sense we understand today, such as books, images, videos, or other technological tools. However, the Qur'an is rich with concepts related to education, the delivery of knowledge, and the use of wise methods in conveying messages and teachings. Many verses in the Qur'an provide guidance on ways to educate, the importance of knowledge, and the moral values that need to be instilled in humans. Indirectly, these verses can be interpreted as guidelines for using various forms of media for learning.

From the Qur'anic perspective, early childhood education (PAUD) is highly valued as an important foundation in character building, instilling religious values, and developing the child's potential. The Qur'an provides clear guidance on the importance of educating children with moral and spiritual values from an early age. Educational media used in early childhood education should be adjusted to their cognitive, emotional, and social development stages, and should be capable of instilling Qur'anic teachings in an effective and enjoyable way.

The Importance of Early Education in the Qur'an

The Qur'an emphasizes the importance of early childhood education, which serves as the foundation for character development and religious learning. In Surah Luqman (31:13-19), there is advice given by Luqman to his son, highlighting the importance of introducing moral values and religious teachings to children from a young age. This verse illustrates how parents and educators must instill the basics of religion, such as faith, obedience, and kindness, in children.

The Qur'an provides concrete examples of character education based on religious values that can be applied in everyday life. Therefore, educational media for early childhood, from the perspective of the Qur'an, should be able to teach the moral and religious values contained in Allah's revelation. Character education based on the Qur'an serves as the moral and spiritual foundation for young children. The Qur'an contains universal values such as honesty, compassion, justice, patience, and responsibility that are relevant for the development of children's character. This character education is crucial, considering that early childhood is a critical phase for moral development (Wibowo, Salfadilah, & Rahelli, 2025).

Learning media designed based on the values of the Qur'an can help children understand abstract concepts such as honesty, patience, and compassion through concrete and enjoyable approaches. For example, illustrated stories featuring the stories of the prophets, educational songs with lyrics containing moral messages, or interactive games that teach Islamic values can be effective tools for instilling religious character in young children. Thus, research on learning media in the PAUD curriculum from the perspective of the Qur'an aligns with the educational principles in the Qur'an, which emphasize the importance of early education. Integrating the values of the Qur'an into learning media can help shape children's character from an early age, in line with the goals of Islamic education.

Although there are no journals that specifically discuss this correlation, some studies have highlighted the importance of religious character education from an early age and the use of appropriate learning media. For example, research by Farikhatun Nikmah (2023) emphasizes the importance of learning media based on Islamic values to shield children from the negative influences of technology (Nikmah, 2023). Similarly, other research shows that religious values can be instilled through enjoyable play activities using appropriate media (Risnawati & Priyantoro, 2021). By integrating the values of the Qur'an into learning media suitable for the development of young children, religious character education can be effectively instilled from an early age, in line with the educational principles of the Qur'an.

Using Stories as a Learning Media

One of the main ways used in the Qur'an to convey moral messages is through stories (qasas) about the prophets, messengers, and past communities. These stories contain many lessons and values that can serve as an effective learning media for children. In early childhood education, media that conveys the stories of the prophets or moral tales from the Qur'an can be adapted to the child's developmental stage through picture books, videos, cartoons, or interactive dramas. For example, the story of Prophet Ibrahim, which is full of perseverance and obedience to Allah, or the story of Prophet Musa, who fought for justice, can be used as engaging learning media. Through these stories, children are taught not only about religious teachings but also about moral values such as honesty, courage, and steadfastness in faith.

The Qur'an itself uses storytelling (qashas) as a means of learning that contains wisdom and life lessons. This shows that methodologically, the use of stories has been recognized in the Islamic education tradition since the first revelation was sent down. Therefore, when the PAUD curriculum integrates Islamic stories into learning media, it aligns with the approach of the Qur'an itself. Research shows that children absorb religious values more easily when taught through stories that touch their emotions and contain explicit moral messages. This emphasizes that religious character learning through the stories of the prophets can significantly enhance children's religious understanding and attitudes (Lestari & Indrayanah, 2024).

Instilling religious character from the perspective of the Qur'an is closely related to the use of stories as a learning medium. Stories, especially those derived from the tales in the Qur'an, are an effective form of media for conveying religious values to young children. Through storytelling, children can understand and internalize values such as honesty, patience, and obedience to Allah in a way that is appropriate for their developmental stage (Nurlaela et al., 2024). Additionally, Suyadi in his research stated that reading Qur'anic stories can influence children's thought patterns and shape habits that reflect educational character (Suyadi, 2010). The use of stories as a learning medium is in line with the purpose of the literature review that emphasizes the importance of Qur'an-based learning media in instilling religious character in young children. Stories, especially those derived from the Qur'an, can be an effective tool in delivering these values in an engaging way that aligns with children's development.

The use of stories as a learning medium is highly urgent, especially in the context of early childhood education, because stories can convey moral messages and character values in an interesting, enjoyable, and easy-to-understand way for children. Stories involve elements of imagination, emotion, and the life experiences of the characters, making children feel more personally connected to the material presented. Additionally, stories can instill religious values such as honesty, responsibility, compassion, and patience indirectly but deeply, making the learning experience more meaningful. With the support of visuals, intonation, and the teacher's expressions, stories can also strengthen children's memory of the values being taught, as well as enhance their language skills and critical thinking abilities. Therefore, stories are one of the most effective media in shaping character and building the foundation of moral and religious education for children from an early age.

Use of Al-Qur'an Verses for Character Education

The Qur'an often uses metaphors and symbols to convey deeper messages about life values. For example, the metaphor in Surah Al-Baqarah (2:261) states that good deeds are like a seed that grows into a tree bearing good fruit. This metaphor teaches children that good deeds will bring goodness to themselves and those around them. In early childhood education, such metaphors can be explained through illustrations or animations that are easy for children to understand. For example, a picture of a tree growing lush because it is well cared for can be used to teach children that good habits they develop will grow into a strong character and have a positive impact on their lives.

The Qur'an not only teaches spiritual values but also provides guidance on how children should act and behave in daily life. Verses that teach the importance of honoring parents, maintaining cleanliness, being kind to others, and preserving brotherhood can be translated into learning media that emphasize moral values applicable in children's lives. For instance, in Surah Luqman (31:14), Allah commands to treat parents well, which can be taught to children through stories or group activities that teach the importance of respecting and helping parents. Media such as animated videos or storybooks with appropriate illustrations can introduce this teaching in an engaging and easy-to-understand way for children.

Learning media designed based on the verses of the Qur'an can help children understand and internalize values such as honesty, patience, compassion, and responsibility. For example, using picture stories that highlight the stories of the prophets, educational songs with lyrics that contain moral messages, or interactive games that teach Islamic values can be effective tools for instilling religious character in young children. The use of Qur'anic verses in character education is highly urgent because the Qur'an contains moral and spiritual values that can shape children's personalities from an early age. For example, in QS. Al-Isra' verses 23-24, Allah commands to be good to parents, reflecting values of affection and respect. Such verses can serve as a foundation in shaping children's character through learning media that align with their developmental stage.

In the context of early childhood education, using Qur'anic verses as the basis for learning media can help children understand abstract concepts such as honesty, patience, and responsibility through concrete and enjoyable approaches. For example, picture stories that highlight the stories of the prophets or educational songs with lyrics containing moral messages can be effective tools to instill these values. Several studies have highlighted the importance of integrating Qur'anic verses in children's character education. For example, research by Mukhid (2016) emphasized that the concept of character education in the Qur'an has been widely discussed, such as the commands to do good, keep promises, be patient, honest, and just, which are noble character principles that every Muslim should possess (Abd. Mukhid, 2016). Similarly, research by Hazrullah (2024) shows that character education in Surah Luqman verses 12–19 relates to the importance of teaching spiritual values, noble morals, and responsibility to children from an early age (Islam & Banda, 2024). Additionally, research by Sholichah (2022) highlighted that character education methods found in Qur'anic verses provide signals for providing education that is more quality and engaging, as well as strengthening tawhid and developing children's potential (Sholichah, 2022). Thus, integrating Qur'anic verses into early childhood learning media is an effective approach to instilling religious and moral character from an early age, in line with the educational principles in the Qur'an.

Several studies have emphasized the importance of integrating Qur'anic verses in learning media for early childhood character education. For example, research by Suyadi emphasized that Qur'anic stories can shape children's character by internalizing moral values through stories that are easily understood by children (Suyadi, 2010). Thus, integrating Qur'anic verses into PAUD learning media is an effective approach to instilling religious character in young children. This is in line with the PAUD curriculum's goal of emphasizing character formation from an early age through an approach that aligns with children's development.

Moral Education through Learning Media

The Qur'an teaches the importance of forming noble character through religious teachings. In early childhood education, learning media based on Qur'anic values must be able to teach good character, such as patience, honesty, compassion, and a sense of responsibility. Through media like Islamic songs, stories of the prophets, or interactive games, children can be taught how to apply good character in their daily lives. For example, through Qur'an-based learning media, children can be taught to respect their friends, share, and be tolerant. These values can be practiced in group activities or games that prioritize cooperation and comfort.

In the digital age, there are many Qur'an-based learning media that can be used to attract the interest of young children, such as educational apps, interactive videos, and Qur'an-based games. The use of technology can make it easier for children to understand religious values in a more engaging and enjoyable way. For example, an app that features the stories of the prophets in animation form or Islamic songs that teach short prayers can increase children's interest in learning about religion. This technology-based learning media can make it easier for children to access religious teachings anytime and anywhere while providing a fun and interactive learning experience. Learning media designed based on Qur'anic verses can help children understand and internalize values such as honesty, patience, compassion, and responsibility. For example, using picture stories that highlight the stories of the prophets, educational songs with lyrics that contain moral messages, or interactive games that teach Islamic values can be effective tools for instilling religious character in young children.

The Role of Learning Media in Instilling Religious Character in Early Childhood

Research findings show that learning media plays a crucial role in instilling religious character in young children. Various types of media, such as images, videos, stories, and interactive games, have proven effective in conveying the religious values contained in the Qur'an. Learning media that are tailored to the child's age have a unique appeal, which not only makes it easier for children to understand religious messages but also develops their social and emotional aspects. For example, the stories of the prophets, which contain high moral values, can be presented in the form of animations or picture books, helping children absorb these values more easily.

Media is one of the factors that can enhance the effectiveness of the learning process, influencing students' motivation, interest, and attention in learning, as well as visualizing abstract material (Mursal Aziz, Nasution, Lubis, Suhardi, & Harahap, 2024). On a more advanced level, the use of Qur'an-based media, such as songs or videos about the stories of the prophets, can introduce children to spiritual concepts such as honesty, compassion, and peace. These media not only function as visual aids but also as tools for building a deep understanding of religious character that can be applied in the children's daily lives.

Farikhatun Nikmah (2023) in her journal highlights that learning media in the digital age should be directed towards content with Islamic values to protect children from the negative influences of technology. She suggests that religious character development can be achieved through habituation and role modeling, with the help of visual, engaging, and Qur'anic-valued media (Nikmah, 2023). In another study, Risnawati and Priyantoro (2024) stated that religious values such as honesty, compassion, and obedience to Allah can be instilled through enjoyable play activities. They recommend that educators use media such as Islamic children's songs, Islamic storybooks, and animations containing moral messages from the Qur'an (Risnawati & Priyantoro, 2021).

Although Qur'an-based learning media has great potential, this study found that there is a lack of consistency in the implementation of PAUD curricula that fully integrate religious character. Many curricula focus more on developing children's cognitive and social skills, while instilling religious character often does not receive sufficient attention. This is due to the lack of resources and adequate training for PAUD educators to integrate religious values into daily learning. The current PAUD

curriculum tends to separate religious learning from other subjects, so religious character education has not fully become part of the holistic educational process. This study emphasizes the importance of developing a PAUD curriculum that can integrate religious, social, and cognitive aspects into a harmonious whole. Therefore, there is a need to revise the curriculum to allow religious character education to become an integral part of early childhood education.

Integration of Religious Media into Early Childhood Education Curriculum

Integrating Qur'an-based learning media into the early childhood education curriculum requires not only the right tools and methods but also a holistic approach in developing children's religious character. This research recommends the use of media that aligns with the child's developmental stage, such as prophet stories presented in visually appealing forms or songs that teach Islamic values. In addition, religious-based play activities can be an effective way to directly teach religious character to children.

Research has highlighted the importance of integrating Qur'anic verses into learning media for character education in early childhood education (Arif et al, 2024). For example, research by Suyadi emphasizes that Qur'anic stories can shape children's character by internalizing moral values through stories that are easily understood by children. Similarly, research by Budi Widyaningsih in the *Lentera PAUD Journal* shows that storytelling using prophet stories can instill character values such as patience, honesty, religiosity (Kartiko, et al 2025, Arif et al, 2023), humility, and forgiveness in young children. Therefore, integrating Qur'anic verses into early childhood education learning media is an effective approach to instilling religious character in young children. This aligns with the goals of early childhood education curricula, which emphasize character development from an early age through approaches suitable for children's development.

It is also important to foster cooperation between educators, parents, and the community in supporting the implementation of Qur'an-based learning media. Early childhood education curricula that integrate religious values must be supported by all parties in order to create an environment conducive to the formation of children's religious character. Thus, learning media not only functions as a tool but also as a means that can enrich children's learning experience in understanding religious values.

Qur'an-based learning media has proven to have great potential in shaping religious character in young children. Values contained in the Qur'an (Yantoro, et al 2022; Indri, 2018), such as honesty, patience, discipline, and compassion, can be taught through various media that are engaging and easy for children to understand. Through prophet stories, children can learn about the noble characters exemplified by the prophets in facing life's challenges. Using media focused on Islamic teachings allows children to internalize these values from an early age, which in turn will influence their behavior in everyday life. By integrating Qur'an-based media into early childhood education curricula, it is expected that children can grow into individuals who are not only intellectually smart but also possess strong religious character (Huda et al, 2024, Pusvitasari et al 2024).

The novelty in this research lies in the synthesizing approach that integrates Qur'anic values into the design of early childhood education learning media in a systematic and applicable way. Previous research typically only discussed media from the perspective of visual or technical design, without deeply analyzing the religious content. Additionally, another novelty is the classification of learning themes based directly on Qur'anic verses (Bhat & Bisatim, 2025), which provides a strong foundation for developing Islamic early childhood education curricula and materials. This research also offers a conceptual framework for early childhood education teachers to develop learning activities based on digital or printed media that align with Qur'anic principles.

This research has direct implications for the development of Qur'an-based early childhood education curricula (Haruna, 2025, Dinana, 2024)). Early childhood education teachers can adopt the

results as a guide in selecting media that aligns with both content and values. Learning media developers can use references to Qur'anic verses as the basis for content creation. Furthermore, educational institutions and governments can consider the findings of this research when developing religious character education policies based on Qur'anic values in early childhood education.

CONCLUSION

Learning media designed based on the values of the Qur'an play a strategic role in instilling religious character in early childhood. Media such as Islamic videos, illustrated stories, educational songs, and Islamic digital applications are capable of conveying moral and spiritual messages in ways that align with a child's world. Instilling values such as honesty, compassion, responsibility, and obedience to Allah becomes more easily accepted by children when delivered through engaging visuals and narratives. These values can be derived from Qur'anic verses such as Surah Luqman verses 13–19, Surah Al-Ahzab verse 21, and Surah Al-Isra verses 23–24, which provide a strong moral and spiritual foundation.

Nevertheless, since this research is based on a literature review, it does not yet include empirical data from direct field practice, and therefore cannot be used as a sole reference in curriculum development or comprehensive instructional media design. However, the strength of this research lies in its comprehensive and integrative synthesis of Qur'anic values and early childhood learning practices. This study offers a theoretical contribution in the form of a conceptual framework for integrating Islamic learning media, which can be used by early childhood educators, curriculum developers, and policymakers.

The novelty of this research is evident in its systematic emphasis on using Qur'anic verses as the primary foundation of instructional media content. In the future, further research should be conducted using field-based approaches, whether through qualitative studies, experiments, or classroom action research, to test the actual effectiveness of these media. In addition, the development of interactive digital media involving collaboration among educators, Qur'anic scholars, and media designers is highly recommended, so that children can experience religious learning that is engaging, practical, and meaningful in their daily lives.

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