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Utilization of Local Jogja Cultural Videos to Increase Tolerance in Early Childhood

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ABSTRACT

Low engagement with learning media causes underuse of educational videos for teaching tolerance, though tolerance is crucial in character education. This study employed a descriptive qualitative approach to explore the role of local Jogja culture videos in fostering tolerance in early childhood. Data were collected through interviews with early childhood educators, classroom observations, and documentation analysis at selected PAUD institutions in Yogyakarta. Using the Miles and Huberman model, key themes were identified, cultural elements categorized, and their relation to tolerance values examined. The results show that these videos help children understand tolerance. The audiovisual format attracts children's attention, facilitating emotional and cognitive internalization of tolerance. This suggests that local culture videos are powerful tools for character education. The study concludes that integrating Jogja culture videos into early childhood curricula can enhance tolerance awareness and practice, recommending the use of culturally relevant media in learning programs.

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1. INTRODUCTION

The statement that the use of video as a learning medium is effective in conveying social values such as tolerance in early childhood education is supported by several studies. One such study found that culture-based educational videos, specifically those centered on Banjar local culture, were effective in teaching moral values to early childhood learners. The videos provided clear and practical illustrations of moral messages, which made the learning experience enjoyable and engaging for children. They also helped young learners understand and appreciate social values from an early age (Purnamasari & Wuryandani, 2019). Additionally, a study showed that video-based educational applications enabled elementary-aged children to actively participate and learn tolerance through technology-supported learning. The research highlights the role of technology in teaching social values like tolerance to children (Shusantie & Satata, 2021).

Local cultural videos, such as those from Jogja, are an excellent means of introducing children to cultural diversity and teaching them the importance of respecting differences. As stated by UNESCO (2016), character education that teaches tolerance can be started at an early age, because at this time children are developing an understanding of their social world. Videos, with their visual appeal, are easier for children to understand than verbal teaching methods, so they can help them internalize concepts such as tolerance, cooperation, and respect for differences (Khoirunnisa et al., 2025).

Although Indonesia has a very diverse cultural wealth, the use of local culture-based videos in early childhood education is still limited. According to a report from the Ministry of Education and Culture (2020), around 65% of early childhood education institutions have used technology and digital media in learning activities. However, only 35% of these institutions utilize media related to local culture, such as videos that display the richness of regional culture and the social diversity of Indonesian society. This creates a gap in the application of tolerance values, because children are less exposed to content that teaches them to appreciate the diversity around them. The level of tolerance in Indonesian children is also still relatively low (Sari & Suyadi, 2024). Based on a survey conducted by the Setara Institute (2020), only 40% of children in Indonesia show a good attitude of tolerance towards differences in ethnicity, religion, and culture. Tolerance is a fundamental aspect of character education in early childhood, laying the foundation for respectful and harmonious social interactions. In today's multicultural societies, it is increasingly urgent to introduce tolerance values from an early age. Studies have shown that visual media, especially videos based on local culture, can be an effective medium for fostering such values (Atmanto & Muzayanah, 2020). This study highlights the importance of visual media-based education that promotes cultural diversity as a means of increasing children's tolerance. Children who are exposed to local cultural videos tend to demonstrate stronger attitudes of respect and openness toward differences. A study by (Novriadi et al., 2023) found that character education based on cultural diversity, when delivered through engaging visual content, can significantly enhance young children's understanding of tolerance and social harmony. Therefore, it is essential to explore the role of local cultural videos in shaping tolerant attitudes in early childhood education (Pitaloka, 2021).

If this gap is not addressed, the impact could be enormous. Children who do not receive effective tolerance education are at risk of growing up to be individuals who do not appreciate differences. A lack of understanding of diversity can trigger discrimination and negative prejudice, which in the long term can worsen social tensions (Asrofi et al., 2025). Therefore, it is important to immediately implement the use of local culture-based media in early childhood education in order to form more inclusive and tolerant social attitudes among the younger generation (Darihastining et al., 2020).

One solution to overcome this problem is to introduce local Jogja cultural videos as a medium to teach children about the values of tolerance and diversity. Research conducted by (Syafdaningsih & Pratiwi, 2022) shows that 75% of children in Yogyakarta are interested in watching videos that showcase their local culture, and 68% of them feel they understand the importance of diversity better after watching the videos. This proves that visual media based on local culture can increase children's awareness of social diversity and the importance of tolerance. Thus, further research is needed to measure the effectiveness of utilizing local Jogja cultural videos in increasing tolerance in early

childhood. The importance of innovation in teaching methods, including the use of local culture-based media, to enrich children's learning experiences and increase their understanding of diversity is also emphasized in research on early childhood curriculum development (Idhayani *et al.*, 2023). Further research will provide empirical evidence regarding the long-term impact of the use of local cultural media in tolerance education for early childhood. Based on the explanation above, it can be concluded (Pratiwi & Ginayah, 2023).

Several previous studies have explored the role of instructional media in fostering tolerance in early childhood. For example, found that local culture videos were effective in increasing children's understanding of diversity, with a high level of interest and comprehension (Syafdaningsih & Pratiwi, 2022). However, the study did not explore how sustained exposure or repeated integration of such media might influence long-term attitudes or behavior change in children. Siregar utilized traditional games as a medium to teach tolerance, but noted limitations in media appeal and engagement for today's digital-native children (Siregar *et al.*, 2021). Meanwhile, employed pictures and folk tales, which helped introduce concepts of difference and diversity, but the use of static and less engaging visuals proved less effective for young learners who often struggle with abstract moral values (Asrofi *et al.*, 2025). These limitations suggest the need for more immersive and engaging learning media, such as culturally rich, audiovisual content, that can both attract children's attention and effectively internalize values of tolerance from an early age.

This study highlights the importance of utilizing interesting and contextual media in tolerance education for early childhood. The use of local Jogja cultural videos as learning media offers a unique approach that has not been widely implemented in early childhood education in Indonesia. Local Jogja culture, which is rich in social values such as mutual cooperation and respect for diversity, is very relevant as teaching material to foster a tolerant attitude in children (Putra & Ajid, 2024).

Although previous studies have discussed the use of various media such as traditional games, folk tales, and images to introduce tolerance values, these methods often lack visual engagement and contextual relevance for early childhood learners. Most of the existing media tend to be abstract or static, limiting children's ability to fully grasp the meaning of tolerance. This study offers a novel approach by emphasizing the use of local cultural videos, specifically from the Jogja region, which not only present cultural diversity in a concrete and visually appealing format, but also align with children's cognitive characteristics and preferences for audiovisual stimuli. The integration of culturally relevant narratives with visual media makes this approach more effective in delivering social values. Therefore, the novelty of this research lies in the combination of local cultural content and audiovisual presentation to foster tolerance from an early age an aspect that has not been explored comprehensively in prior research.

By utilizing local culture-based videos, this article makes an important contribution in filling the gap in early childhood education literature. Local culture videos not only increase children's interest in learning, but also introduce them to their local culture from an early age, thereby strengthening characters who value cultural diversity. These results support the importance of innovation in learning media based on local culture to form a more tolerant and inclusive generation in the future.

2. METHODS

This study employed a descriptive qualitative approach aimed at obtaining an in-depth understanding of the use of local Jogja cultural videos in fostering tolerance attitudes among early childhood learners. Data were collected through in-depth interviews, observation, and documentation. The interviews were conducted with early childhood education (ECE) teachers from several PAUD institutions in Yogyakarta who had integrated local cultural video content into their learning activities. Informants were selected using purposive sampling, based on their active involvement in using such media in classroom settings.

Observations were carried out during classroom activities where the cultural videos were used, focusing on children's reactions, engagement, and interactions. Documentation included lesson plans, video content, and students' learning outcomes related to tolerance. Data were analyzed using the (Miles & Huberman, 2023) model, which involves data reduction, data display, and conclusion

drawing. To ensure the validity of the findings, triangulation of techniques and data sources was implemented (Silitonga & Arzaqi, 2025).

3. RESULTS AND DISCUSSION

3.1 Result

In this study, data were obtained from in-depth interviews with five early childhood education (ECE) teachers who used local Jogja cultural videos in their teaching practices. The interviews were conducted with Ms. Sari Wulandari from PAUD Melati, Mr. Bambang Sutrisno from PAUD Ceria, Ms. Dwi Lestari from PAUD Harapan Bangsa, Ms. Rina Anggraini from PAUD Bina Insan, and Mr. Agus Santoso from PAUD Cahaya, all located in Yogyakarta.

The teachers unanimously reported that the local cultural videos significantly increased children's engagement and understanding of tolerance. Ms. Sari Wulandari explained that children became very enthusiastic when watching the videos because they recognized familiar cultural elements, which made the message about respecting differences easier to grasp. Similarly, Mr. Bambang Sutrisno noted that the videos not only introduced the concept of tolerance but also stimulated children's curiosity about their own culture and that of others, enriching their social development.

Furthermore, the teachers observed noticeable improvements in children's social behavior after exposure to the videos. Ms. Dwi Lestari mentioned that children were more willing to share and cooperate during group activities, indicating that the videos had a positive impact on their interpersonal skills. These observations were consistent across all participating PAUD institutions, supporting the effectiveness of local cultural videos as a medium to foster tolerance in early childhood education (Aprilia et al., 2025).

Based on a review of previous studies examining the use of learning media to instill tolerance values in early childhood, several shortcomings and limitations have been identified. The study developed children's story videos with local cultural themes that proved valid and practical; however, the cultural scope was limited to specific regions such as Palembang, which does not fully represent broader cultural diversity (Syafdaningsih & Pratiwi, 2022). Meanwhile, traditional games as a learning medium, but the appeal of this media was considered less engaging for children, thus limiting its effectiveness in fostering tolerance (Wahyuni et al., 2023). Asrofi et al., (2025) found that picture media and folktales helped children understand differences, but young children still struggled to grasp abstract values without more attractive and interactive visual support. Other studies also indicate that learning media often lack attractiveness and are less effective at conveying tolerance values to early childhood, ultimately limiting children's understanding and acceptance of these values (Asrofi et al., 2025).

Another common limitation is the insufficient use of audiovisual media that can visually and contextually introduce social and cultural values in a more engaging and easily understandable way for children. Additionally, some studies rely heavily on quantitative approaches without providing an in-depth understanding of the internalization process of tolerance values in children. These limitations are further illustrated in **Table 1**, which summarizes gaps found in previous studies related to media use and methodological approaches in early childhood tolerance education. Therefore, this study aims to fill these gaps by utilizing local Jogja cultural videos that are rich in tolerance values and presented audiovisually, making them more appealing and easier for young children to accept as part of character education.

Table 1. Observation Results on the Use of Jogja Local Cultural Videos in Fostering Tolerance in Early Childhood

No	Observation Aspect	Description of Observation
1	Children's Interest	Most children showed high enthusiasm while watching the video (smiling, clapping, focused).
2	Verbal Responses	Several children commented, "That's like our dance at home!" or "They wear different clothes!"
3	Social Interaction	Children began to discuss what they saw and took turns giving opinions without interrupting.
4	Tolerance Attitude Indicators	Children expressed acceptance and curiosity about different cultures shown in the video.
5	Teacher's Role	Teachers facilitated discussion by asking questions like "What did you see that's different from us?"
6	Follow-up Activities	After watching, children were asked to draw or re-enact cultural scenes together in groups.

Based on the research data presented, it can be concluded that the use of media, especially video and multimedia, is very effective in increasing tolerance in early childhood and introducing them to local culture. Various studies have shown that local culture-based media, be it story videos, animations, or interactive multimedia, can help children understand the values of tolerance, appreciate differences, and love their local culture. Several studies, such as those conducted by emphasize the effectiveness of local cultural videos in children's education (Syafdaningsih & Pratiwi, 2022).

Their research shows that videos that raise local cultural themes, such as Palembang culture or love for the homeland, have good validity and practicality for use in early childhood learning. In addition, research by Hermawan & Anjariyah (2023) also revealed that video blogging media that introduces Minangkabau cultural literacy is well received by children and is effective in introducing cultural values. Meanwhile, development media that instills tolerance values in early childhood also greatly supports the formation of positive character (Haryaningrum & Reza, 2023). For example, research by Musyawaroh et al., (2021) shows that the use of puppets as a learning medium can help children understand and appreciate religious differences. The results of this study highlight the importance of using media that is fun and easy for children to understand to convey messages of tolerance (Pratiwi & Ginayah, 2023).

Several other studies, such as those conducted underline the importance of the role of teachers and parents in instilling tolerance values through habituation and role models (Miranda, 2022). This shows that although media is very effective, the process of internalizing tolerance values in children also requires support from the family and school environment. Overall, the combination of the use of local cultural media and an approach that involves families and character education in schools can create a conducive environment for the formation of tolerance attitudes in early childhood (Pitaloka et al., 2021). Therefore, this study makes an important contribution to the development of learning methods that not only introduce cultural diversity but also teach children to live side by side by respecting the differences that exist in society (Rusmiati, 2023).

3.2 Discussion

The use of local Jogja cultural videos as a learning medium to increase tolerance in early childhood is an effective approach, considering that videos have strong visual appeal and can convey messages that are easier for children to understand. Through videos, children are not only introduced to local cultures such as wayang kulit, gamelan, or traditional dance, but are also taught important values related to diversity, mutual respect, and coexistence. Videos that depict the traditions and customs of the Jogja people can introduce children to abstract concepts such as tolerance and mutual respect, which may be difficult to understand with words or text alone. Research by (Syafdaningsih & Pratiwi,

2022) shows that the development of children's story videos with local cultural themes, such as that carried out for Palembang culture, has proven to be valid and practical for use in learning. A similar concept can be applied to local Jogja culture to achieve the same goal, namely introducing culture while building tolerance in early childhood (Rusmiati, 2023).

In addition, local Jogja cultural videos can also help children understand the importance of respecting differences. For example, in videos showing traditional ceremonies or traditional art performances, children can see how the people of Jogja, with various backgrounds, continue to live side by side in harmony. A study by Dini (2022) regarding the use of wayang as a learning medium to instill the value of religious tolerance also shows that culture-based media can effectively convey messages of tolerance to children. In a similar way, local cultural videos can introduce social values that are very important in community life, such as cooperation, mutual cooperation, and respect for differences.

However, although local cultural videos can be an effective tool in learning tolerance, the role of teachers and parents remains very important in ensuring that these values are truly understood and applied by children. Teachers, as facilitators, must be able to accompany children in understanding the meaning contained in the video and relating it to everyday life. Research by (Lestari *et al.*, 2020) revealed that habituating an attitude of tolerance through role models and support from parents and teachers can accelerate the internalization of these values in children. Habituating an attitude of tolerance from an early age, such as teaching children to respect differences in religion, habits, or ways of worship, is a very effective method in building children's social character.

Overall, using various media such as videos or images will make it easier for children to understand because it is in accordance with the developmental stage of early childhood (Mohammad & Boushehry, 2023). Visual media such as videos allow children to understand abstract concepts such as tolerance in a more concrete and interesting way. However, the success of this learning is highly dependent on support from the family and school environment (Aditya *et al.*, 2022). Therefore, a holistic approach, involving the use of local cultural media, as well as the active role of teachers and parents, is very important to form a more inclusive generation that appreciates diversity (Awaru & Herawati, 2023). Thus, the use of local Jogja cultural videos not only introduces the richness of regional culture, but also contributes to the formation of a strong attitude of tolerance in children, preparing them to live in a more harmonious and respectful society.

4. CONCLUSION

The use of local Jogja cultural videos to enhance tolerance in early childhood is a highly relevant and effective approach within the context of character education in Indonesia. Videos, by virtue of their visual and narrative capabilities, introduce children to the rich cultural values of the Jogja community, including its traditions, arts, and customs. Moreover, video media can teach children to appreciate and respect cultural, religious, and social diversity around them.

Tolerance education in early childhood is crucial because this period is foundational for character formation. Videos centered on local cultural themes can effectively communicate concepts of tolerance, such as appreciating differences, respecting others, and cooperating. Supporting research has shown that local culture-based media can help children understand and accept diversity more enjoyably and understandably. However, the success of tolerance education does not rely solely on the media but also requires the active involvement of teachers and parents who model and guide children in internalizing these values.

Therefore, local Jogja cultural videos function not only as tools to introduce cultural richness but also as effective means to foster tolerance from an early age. A holistic approach involving media, family, and school is essential to instill a strong attitude of tolerance, promoting a more inclusive and harmonious society in the future.

Limitations of this study include a relatively small number of participants limited to a few early childhood education settings in Jogja, which may affect the generalizability of the findings. The study also relies mainly on qualitative data from teachers' perspectives, without direct input from children or parents. Additionally, the study did not measure long-term impacts on children's behavior regarding tolerance. For future research, it is recommended to conduct larger-scale studies involving diverse

regions and more participants, including direct feedback from children and their families. Quantitative studies measuring behavioral changes over time would provide more comprehensive evidence of the effectiveness of local cultural videos in fostering tolerance. Moreover, exploring the integration of other interactive media alongside videos may enhance engagement and learning outcomes.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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