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Developing Animated Videos as Islamic religious education Learning Media

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Abstract. This study discusses the development of Islamic Education learning media through animated videos at SDN 2 Watunohu, North Kolaka. The research aims to: 1) Understand the development stages of Islamic Education learning media based on animated videos focusing on the theme of sincerity in deeds for fifth-grade students at SDN 2 Watunohu, North Kolaka. 2) Determine the validity of the Islamic Education learning media using animated videos on the theme of sincerity in deeds for fifth-grade students at SDN 2 Watunohu, North Kolaka. 3) Ascertain the practicality of the Islamic Education learning media using animated videos on the theme of sincerity in deeds for fifth-grade students at SDN 2 Watunohu, North Kolaka. The study employs a Research and Development (R&D) methodology with the ADDIE development model. The research was conducted at SD Negeri 2 Watunohu, North Kolaka, involving Islamic Education teachers and fifth-grade students as subjects. Data were collected through observations, interviews, questionnaires, and documentation. The study's findings reveal that: (1) The development of Islamic Education learning media using animated videos on the theme of sincerity in deeds for fifth-grade students was successfully conducted using the ADDIE model. (2) The validity of the Islamic Education learning media using animated videos on the sincerity in deeds was evaluated by content and media experts and categorized as highly valid. (3) The animated video media was deemed practical by teachers and students, indicating its effectiveness as a learning tool.

Keywords: Animated Videos; Islamic Education; Learning Media; ADDIE Model; Elementary Education

1. Introduction

Using animated videos as learning tools for Islamic religious education in elementary schools is gaining prominence in the current educational landscape. Research has demonstrated that incorporating animated videos in academic settings can significantly enhance learning outcomes, including improved student achievement, motivation, and knowledge retention (Safitri et al., 2021; Masitah et al., 2020). Particularly in Islamic education, animated videos can be instrumental in elucidating intricate religious concepts to young learners.

Islamic religious education is pivotal in molding students' values and character. Studies underscore the significance of Islamic education in nurturing religious values, advocating moderation, and combating radicalism within school environments (Husna & Thohir, 2020; Yasin & Khasbulloh, 2022; Madhuri et al., 2022). By integrating Islamic teachings through innovative curriculum designs, such as inclusive learning models and self-paced learning methods, the quality of Islamic education in elementary schools can be enriched (Astuti et al., 2022; Paulus et al., 2022; Mahdali et al., 2022).

Furthermore, teachers are critical in fostering religious moderation and implementing effective Islamic education programs (Noviana, 2022). They serve as key influencers in cultivating students' religious character and ensuring the successful delivery of Islamic religious education. Challenges and opportunities emerge in aligning Islamic education with technological advancements and the 4.0 industrial revolution (Hapidin et al., 2022). Embracing technology and leveraging platforms like YouTube for virtual instruction can enhance the dissemination of Islamic education, particularly in remote or pandemic-affected settings (Adisti, 2022).

In conclusion, the research landscape ²²underscores the importance of animated videos as a valuable ²³tool for enhancing Islamic religious education in elementary schools. By embracing innovative teaching methodologies, promoting religious moderation, and harnessing technology, educators can create engaging and efficacious learning experiences for Islamic students.

1.1. Problem Statement

Developing animated video ²⁷learning media in Islamic religious education ²⁶learning in elementary schools is crucial. The limited use of innovative teaching tools, such as ²⁸animated videos, in Islamic education hinders the enhancement of teaching and learning processes, impacting the quality and effectiveness of education Saifuddin & Rochmania (2023). Additionally, teachers' limited understanding and proficiency in designing and implementing ICT-based media, including animated videos, pose a significant challenge (Harianto et al., 2021). The rapid evolution of technology necessitates educators to adapt and integrate digital tools effectively to keep pace with modern educational demands (Harianto et al., 2021).

The consequences of these challenges are multifaceted. Underutilizing animated videos in Islamic education may decrease student engagement, motivation, and knowledge retention. Moreover, the absence of engaging learning materials like animated videos can result in a lack of interest and enthusiasm among students, potentially impeding their overall learning experience (Astuti et al., 2022). Insufficient technology integration in Islamic education may also hinder students' ability to grasp complex religious concepts effectively, limiting their educational development (Astuti et al., 2022).

Research in this area is crucial to address these pressing issues and ¹enhance the quality of ²⁸Islamic religious education in elementary schools. By investigating the effectiveness of ²⁹animated video learning media, researchers can provide valuable insights into improving teaching methodologies and student outcomes in Islamic education (Achmad et al., 2021; Sari, 2022). Understanding the challenges, causes, and consequences of developing ³⁰animated video learning media in Islamic education is essential for educators, policymakers, and curriculum developers to make informed decisions and implement strategies that optimize elementary school students' learning experiences.

1.2. Related Research

Three relevant studies in the context of developing animated videos for Islamic religious education learning in elementary schools are as follows: 1). Şahin (2018) emphasizes the importance of Islamic Education Studies as a distinct academic discipline that integrates empirical and scholarly inquiries to guide professional practice and policy development in the field. 2) Rachmavita (2020) explores the impact of interactive media-based video ³¹animation on student motivation in mathematics education. 3) Evendi (2022) delves into assessing ³²Islamic religious education teachers' abilities in designing and utilizing ICT media.

¹⁵The novelty of the proposed research on developing animated videos as Islamic religious education learning media lies in its focus on integrating innovative technology into the realm of Islamic education in elementary schools. While previous studies have explored related areas such as academic framing in Islamic teaching, the impact of interactive media on student motivation, and teachers' abilities in utilizing ICT media, this research uniquely addresses the development and implementation of animated videos tailored for Islamic religious education. By bridging the gap between traditional teaching methods and modern technological advancements, this research aims to revolutionize the pedagogical landscape of Islamic education, offering a novel approach to engage students, enhance learning outcomes, and promote a deeper understanding of Islamic teachings in elementary school settings.

1.3. Research Objectives

²⁵The principal objective of this research is to develop animated videos as Islamic religious education learning media, assess their validity through input from material and media experts, and determine their practicality for educational purposes.

2. Theoretical Framework

The theoretical framework for the research on developing animated videos as Islamic religious education learning media can be constructed based on key concepts derived from the variables and focus of the problem raised in the study. Drawing from the references, the framework can incorporate concepts such as curriculum development Syam (2019) Mahdali et al., (2022), teacher roles in education (Hakiman et al., 2021; Noviana, 2022), and the integration of technology in education (Novalić et al., 2021). The curriculum development aspect highlights the importance of designing educational content that aligns with Islamic teachings and values, emphasizing the need for innovative approaches to curriculum design to enhance the quality of Islamic education. The role of teachers in implementing adaptive curricula and utilizing digital media, including animated videos, underscores the significance of educators in shaping students' learning experiences and fostering religious understanding. Additionally, integrating technology in education emphasizes the transformative impact of digital tools on teaching and learning processes, emphasizing the potential of animated videos to engage students and facilitate effective knowledge transmission in Islamic education. By integrating these concepts into the theoretical framework, the research can comprehensively understand the factors influencing the development and implementation of animated videos in Islamic religious education in elementary schools.

3. Method

3.1. Research Design

The research method employed in the study on developing animated videos as Islamic religious education learning media is Research and Development (R&D) utilizing the ADDIE model. The ADDIE model, which stands for Analyze, Design, Development, Implementation, and Evaluation, is a systematic instructional design and development framework. This model guides researchers through the process of analyzing the needs of learners, designing instructional materials, developing the content, implementing the materials in educational settings, and evaluating the effectiveness of the intervention Febliža & Okatariani (2020) (Suprianti, 2020; Kusuma et al., 2021). By following the ADDIE model, researchers can ensure a structured approach to creating animated videos tailored for Islamic religious education in elementary schools.

3.2. Participant

The participants in this study comprised Islamic religious education teachers and fifth-grade students at SD Negeri 2 Watunohu. This research focuses on Islamic religious education learning media utilizing animated videos created through the Renderforest application. The research employs descriptive statistics as its data analysis technique. Following expert validation, input, and suggestions are carefully analyzed, serving as crucial references for product refinement.

3.3. Data Collection

Collecting data using a questionnaire, namely by collecting data using a list of questions prepared so that respondents can fill in answers quickly and easily. The data used to test the validity of the material and media uses questionnaire data, with the validator giving a tick in the selected column. Apart from that, the validator also writes comments about deficiencies in the material or media being tested. This aims to improve the material or medium. The questionnaire is also used to measure the practicality of the animated video media that has been developed because, using a questionnaire, students are asked to put a cross on the questionnaire answer choices provided.

3.4. Data Analysis

This research and development uses two data analysis techniques, namely qualitative descriptive analysis techniques and quantitative description analysis. The researcher will interpret qualitative data, such as comments and suggestions on animated media, through explanations or narratives. In contrast, the quantity data of each instrument item is calculated

using frequency distribution and then described in sentence form. The frequency distribution used by the researcher is the distribution of frequencies of the category. The distribution is a grouping of data that is then organized in word form or a distribution where the unification of classes is based on category data (qualitative).

4. Findings

The findings of the data analysis phase of the learning video development process confirmed the validity of the learning video development process about the assessment product. The learning video's validity results were broken down into four major issues. These included individual trials, learning media experts, linguists, and subject matter expert tests. The four data sets will be arranged in a manner consistent with the outcomes of each trial. The following table will provide more details on the end findings of the validity of the learning video development based on the expert test and product trial:

Table 1. Table Caption Usage

No	Trial Subject	Validity Results(%)	Qualification Percentage
1	Subject Content Expert Test		Excellent
2	Instructional Design Expert Test		Excellent
3	Learning Media Expert Test		Excellent
4	Individual Trial		Excellent

4.1. Analysis

In the preliminary stage of this study, the analytic results were one of the primary sources for the video design and development. Four factors were analyzed: the curriculum, the learning environment, the student's acceptance of videos as instructional material, and the student's background.

4.1.1 needs analysis

The initial stage in the development model is the analysis phase, where researchers conduct a needs analysis using interviews as an instrument. Teachers of Islamic education act as informants from whom information is obtained, indicating that the learning process in the classroom has not yet optimally utilized learning media. The learning media often used by teachers is textbooks, which impacts the lack of student interest in learning. Based on the interview results with fifth-grade students, it is concluded that they greatly enjoy learning materials presented in the form of engaging videos.

4.2. Design

The second phase involves designing to develop an educational medium, specifically a Renderforest-based animation video on the theme "Let us honestly do good." This product's design process includes planning the content and selecting a suitable animation template that aligns with the educational content.

4.2.1. Material design

The material is prepared according to the existing references. The preparation of materials is done thoroughly so that it is easier for students to understand them. The material selected is the material lets us honestly do good and is structured according to essential competencies in the curriculum 2013

4.2.2. Specify animation templates, images, and aud

The animation template is selected to adapt to the learning material and is as enjoyable as possible so that students are interested in studying Islamic religious education on the material.

In this case, the researchers used the 3D Explainer video toolkit template. The researchers also prepared an animated image as an example in the material. The audio is the elf voice on the Caput application, which can attract students' attention. Characters Translate On the 3D Template Video Explainer Toolkit contains animated images that match the age of the SD child's character.

4.3. Development

The third stage is development, where this phase begins with turning the design results into a product, followed by the validation process through validation sheets and direct discussions with validators regarding the validity or feasibility of the animated video learning media designed using the Renderforest application, as well as seeking suggestions for improvements to the animated video learning media. After that, the validation stage is conducted with experts. Three experts validate the animated learning video media: subject matter, language, and media expert.

4.3.1. Results of validation by material experts

The validation results for the material, measured from four aspects, namely content feasibility, material presentation, ease of presentation, and contextual evaluation, where these four aspects are detailed in 15 statement items that have four assessment criteria, making the maximum score 60 (15 indicator items \times 4 assessment criteria). The validation results yielded a total score of 56, resulting in a feasibility score of 93.3%. This result is categorized as "highly valid."

4.3.2. Results of validation by media design experts

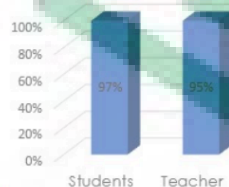
The animated video's validation results from the media aspect, measured across five indicators: Technical Quality, Accuracy and Relevance of Content, Engagement and Motivation, Instructional Design, and Accessibility. These aspects are elaborated through 15 statement items, each with four assessment criteria, making the maximum score 60 (15 indicator items \times 4 assessment criteria). The validation yielded a total score of 51, resulting in a feasibility score of 80%. This result is categorized as "highly valid."

One suggestion from the media expert was that the material's voiceover was too fast, so it needed to be updated so that students could adequately follow what the teacher was conveying in the animated video. The researcher then revised the video accordingly. After the revision, the researcher presented the learning video with a speaker whose voice intonation could be enjoyed by the listeners. Consequently, students could follow the teacher's message in the learning video.

4.4. Implementation

The next stage is implementation, aimed at applying the animated video learning media and measuring the students' practicality towards the Renderforest-based animated video learning media developed in fifth-grade students' learning process at SD Negeri 2 Watunohu. The practicality stage was conducted through trial activities with 10 fifth-grade students of SD Negeri 2 Watunohu and the Islamic education subject teacher. This trial aimed to ascertain the practicality of the learning video.

Figure 1 compares students' and teachers' practicality tests against the animation video on learning Islamic religious education.



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Figure 1. Comparison of student and teacher practicality results

Figure 1 demonstrates that the animated video learning media used in Islamic studies meets the practicality criteria from the assessments of both students and teachers.

4.5. Evaluation

The final stage of the ADDIE model development steps is the evaluation phase, which the product to be developed is refined. This evaluation phase comprises two stages: formative and summative evaluation. Formative evaluation involves collecting data at each stage, while summative evaluation determines the refinement of the product at the end of the stages. In this study, the ADDIE model utilizes formative evaluation, which involves conducting assessments at every stage.

5. Discussion

The development of animated video-based learning media in Islamic religious education has shown significant results in the learning process. This research uses the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. From the results of the research that has been carried out, some critical points can be linked to the theory and relevant research results.

At an early stage, needs analysis showed that teachers of Islamic education had not made the most of the learning media, with textbooks as the primary media. This affected students' low interest in learning. According to Mayer (2009), multimedia learning media can improve learning effectiveness by combining visual and auditory elements that attract students' attention. This aligns with the interview conclusion that showed the students enjoyed the learning presented as an animated video.

During the design phase, the research focused on developing content and selecting animation templates that matched the learning material. Clark & Mayer (2011) emphasized the importance of practical learning design in multimedia learning, where good design can improve students' understanding of the material. In this context, selecting animation templates that are interesting and appropriate to the student's age can improve student engagement and motivation for learning.

At the development stage, using the Renderforest application to realize the concept of animated video design was an important step. The validation results showed a validity score of 80% for the media aspect and 93.3% for the material aspect, which was categorized as "very valid." According to Branch (2009), validation is an essential step in ensuring the quality of learning media before implementation. High validation results indicate that the animated video developed has technical quality, accuracy and relevance of content, learning design, and good accessibility.

Implementation of video animation in the learning process shows efficient results, both from the teacher's and student's perspectives. According to Hake (1998), learning involving student activity can improve understanding of the material. In this context, using animation video as a learning medium encourages students' active involvement in education.

The formative and summative evaluations showed that developing video animation in Islamic religious education can improve the learning product. This conclusion supports the initial hypothesis that developing animated video-based learning media can increase the effectiveness of learning Islamic religion education.

Overall, this study shows that the development of animated videos in Islamic religious education strongly correlates with multimedia learning theory and relevant research results.

6. Conclusion

The results of this research showed that the development of the media video animation of Islamic education, especially the material Let's Do It, is declared very worthy by the evaluation of the experts of the material and the media, in addition to the practicality of the learning media Video Animation has been tested to users both teachers and pupils obtained the assessment of "very practical," then from that the media learning video animations of the Islamic religion on the materials let us do not do it deserves to be used.

Limitation

This study has several limitations worth noting. First, the research was limited to SD Negeri 2 Watunohu with a relatively small sample size of fifth-grade students, which may restrict the generalizability of the findings to other educational contexts or grade levels. Second, the development of animated videos focused solely on "sincerity in deeds," potentially limiting insights into how this medium might perform across Islamic education topics. Additionally, while the study established the validity and practicality of the animated videos, it did not extensively measure long-term learning outcomes or retention of knowledge, which would require a more longitudinal approach. The technical constraints of using only the Renderforest application may have limited the creative possibilities for animation development, and the research did not compare the effectiveness of animated videos against other innovative teaching methodologies that could enhance Islamic religious education.

Recommendation

Based on the findings of this study, several recommendations can be proposed for future research and practice. First, educational institutions should invest in comprehensive training programs for Islamic education teachers to enhance their digital literacy and capacity to develop and implement animated video learning media across various Islamic education topics. Second, curriculum developers should consider integrating animated videos as standard teaching tools within Islamic religious education, particularly for abstract concepts that benefit from visual representation. Future research should expand to include more extensive and diverse student populations across different grade levels and geographical areas to validate the effectiveness of animated videos in varied educational contexts. Additionally, comparative studies examining the impact of different animation styles, lengths, and interactive elements would provide valuable insights for optimizing the design of Islamic educational videos. Finally, longitudinal studies measuring knowledge retention and behavioral changes resulting from animated video instruction would strengthen the evidence base for this pedagogical approach and help establish best practices for implementation in Islamic religious education.

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