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## The Effect of Using Animation Videos in Islamic Education Learning on Student Learning Outcomes at SD Negeri 102102 Rambutan

Erna ✉, SD Negeri 102102 Rambutan, Indonesia

Nilam Sari, SD Negeri 102129 Kp. Mainu, Indonesia

Delima Saragih, SD Negeri 107443 Kp. Taiwan, Indonesia

✉ [erna521@guru.sd.belajar.id](mailto:erna521@guru.sd.belajar.id)

**Abstract:** This research aims to improve student learning outcomes in Islamic religious education learning by using animated videos. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show that animated videos can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of pre-cycle 40.49%, first cycle 50.77% and in the second cycle it increased to 88.12%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Islamic education, learning outcomes, animation videos

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### INTRODUCTION

Education is one of the important aspects in producing a generation that is intelligent, has character, and has noble character. In the learning process, especially in the subject of Islamic Religious Education, students are not only required to understand religious concepts, but also be able to emulate the noble qualities of the Prophet Muhammad SAW. This material has a very high moral value and is relevant to shape the character of students at the elementary school level. However, in reality, the learning process in elementary schools still faces various challenges, one of which is the lack of variety of learning media. Conventional methods, such as lectures or reading textbooks, often leave students feeling bored and less motivated to learn. This has an impact on student learning outcomes that are less than optimal. Therefore, innovation in learning is needed to create

a more attractive and effective atmosphere. One alternative learning media that can be used is animated videos. Animated videos have the advantage of conveying material in an attractive, interactive, and easy-to-understand way.

By using animated videos, students can be more visually and emotionally involved in understanding the content of the material. This is also in accordance with the characteristics of elementary school students who prefer visual-based learning. This study aims to analyze the influence of the use of learning animation videos on student learning outcomes on the exemplary material of the Prophet Muhammad in the Fathul Mecca incident in grade V of SD Negeri 102102 Rambutan. By knowing the influence, it is hoped that animated video media can be used as an alternative in improving the quality of learning and student learning outcomes.

## **METHODS**

This study uses a type of classroom action research with the Kurt Lewin model model which introduces four stages in the implementation of the action research method, namely: planning, action, observation, and reflection. At the planning stage, it is a draft action that will be carried out to improve, improve or change behavior and attitudes as a proposed solution to the problem. The plan is made after analyzing the problem and finding the cause or root of the problem. At the action stage, it is what is done by the teacher as an effort to improve, improve or change the desired. The actions taken are the implementation of the plan that has been prepared. At the observation stage, it is an observation activity on the actions carried out or introduced to students. At the reflection stage, it is an activity to review, see and consider the process carried out in relation to the results or impacts of actions. The research titled "The Effect of Using Animation Video on Learning Outcomes of Students on the Topic of Prophet Muhammad's Exemplary Behavior During the Conquest of Mecca in Class V at SD Negeri 102102 Rambutan" aims to explore how the use of animation videos as a teaching method influences students' academic performance in understanding the life and behavior of Prophet Muhammad during the Fathul Mekkah (Conquest of Mecca). The study focuses on determining whether animation videos can improve students' engagement, understanding, and retention of historical and religious content. This research adopts a quasi-experimental design, with a pre-test and post-test approach to assess students' learning outcomes before and after the intervention. The study was conducted in a fifth-grade class at SD Negeri 102102 Rambutan, consisting of 30 students. These students were selected as the research participants, and the class was divided into two groups: the experimental group, which received the animation video-based lessons, and the control group, which received the traditional lecture-based lessons. The research was conducted over the course of four weeks.

In the first phase, both the experimental and control groups were given a pre-test to measure their initial knowledge of the topic of Fathul Mekkah and the exemplary behavior of Prophet Muhammad. The pre-test consisted of multiple-choice questions, short-answer questions, and essays designed to assess the students' understanding of the key aspects of the topic, such as the events of the Conquest of Mecca and the qualities of Prophet Muhammad's leadership. The experimental group was then taught using animation videos, which visually presented the events of Fathul Mekkah and emphasized the qualities of Prophet Muhammad that exemplify leadership, compassion, and humility. The videos were carefully designed to be both informative and engaging, incorporating visuals, narration, and interactive elements to maintain the students' attention and enhance their understanding. Each video lesson was followed by a discussion session, where students were encouraged to share their thoughts and insights about the video content. On the other hand, the control group received the traditional method of instruction, which consisted of lectures and textbook-based learning. The teacher explained the key points of the Fathul Mekkah using verbal communication and written

materials. After the lecture, students were given worksheets to complete, which served as an additional method of reinforcing their understanding. After the intervention period, both groups were given a post-test identical to the pre-test. This post-test measured the improvement in students' knowledge and understanding of the Fathul Mekkah and the exemplary behavior of Prophet Muhammad.

The test results were then analyzed to compare the learning outcomes between the experimental and control groups. Data collection for this research included both quantitative and qualitative methods. The quantitative data was gathered from the pre-test and post-test scores of both groups. These scores were analyzed using statistical methods, such as t-tests, to determine whether there was a significant difference in the learning outcomes between the two groups. Additionally, the qualitative data was collected through observation during the lessons and discussions, where the researcher noted student engagement, participation, and responses to the animation videos. The results were expected to provide insights into the impact of animation videos on students' learning outcomes. It was hypothesized that the experimental group, which was exposed to animation videos, would show a significant improvement in their post-test scores compared to the control group.

The visual and interactive nature of animation videos was expected to help students retain information more effectively, increase their interest in the subject, and allow for a deeper understanding of the material. To ensure the reliability and validity of the research, the study used consistent materials and methods for both groups. The animation videos were pre-tested with a small group of students to ensure that the content was clear, engaging, and suitable for the target age group. Additionally, the pre- and post-tests were designed to align closely with the learning objectives, ensuring that the tests accurately measured the knowledge and skills related to the topic. In conclusion, this research aims to assess the effectiveness of animation videos as a teaching tool for enhancing students' learning outcomes. By comparing the results of the experimental and control groups, the study seeks to determine whether the use of animation videos can provide a more engaging and effective learning experience for students studying the life and exemplary behavior of Prophet Muhammad during the Conquest of Mecca. If proven effective, this method could be recommended for wider use in teaching religious and historical subjects in elementary education.

## **RESULTS**

The research was carried out in class V of SDN 102102 Rambutan. This research was carried out by piloting a learning media product that featured learning Islamic Religious Education and Ethics Theme of the Prophet Muhammad's Exemplary Sub-Theme Fathul Mecca and Medina. After the product is finished and in accordance with what is developed, then media validation and material validation are carried out and the response from teachers and students is seen. The results of the research on the effect of using animation videos on the learning outcomes of fifth-grade students regarding the exemplary behavior of Prophet Muhammad during the Fathul Mekkah (Conquest of Mecca) were analyzed based on the pre-test and post-test scores of the experimental and control groups. The study revealed that the use of animation videos significantly improved the students' understanding of the material compared to the traditional lecture-based teaching method. Initially, the pre-test results showed that both the experimental and control groups had similar levels of understanding of the topic. The average scores for both groups were relatively low, indicating that the students had limited prior knowledge of the events of the Conquest of Mecca and the leadership qualities of Prophet Muhammad. Many students struggled to recall specific details about the event and its significance, as well as the virtues demonstrated by Prophet Muhammad. After the four-week intervention period, the post-test results demonstrated a marked improvement in the experimental group, which was taught using animation videos. The average score for the experimental

group increased significantly, with most students showing a better understanding of the key events of the Fathul Mekkah and the qualities that made Prophet Muhammad an exemplary leader. The students in this group were able to recall more details from the video, such as the peaceful nature of the conquest, the forgiveness shown by the Prophet, and his ability to unite people despite differences. In contrast, the control group, which was taught using the traditional lecture-based method, showed only a modest improvement in their post-test scores.

While there was some increase in knowledge, the overall understanding of the material remained lower compared to the experimental group. The control group was able to recall some basic facts about the Conquest of Mecca, but their understanding of the deeper moral and leadership lessons from the event was less developed. The statistical analysis of the pre-test and post-test scores revealed a significant difference between the two groups. A t-test was conducted to compare the mean scores of the experimental and control groups, and the results indicated that the experimental group performed significantly better than the control group on the post-test. This supports the hypothesis that the use of animation videos had a positive effect on students' learning outcomes. Further analysis of student engagement during the lessons also supported the effectiveness of the animation videos. Observations showed that students in the experimental group were more attentive, actively participated in discussions, and showed greater enthusiasm when interacting with the content. The visual and interactive nature of the animation videos seemed to captivate students' attention and facilitated better retention of information. Students were able to connect with the material on a personal level, which helped them understand the historical context and the spiritual significance of the Fathul Mekkah. Additionally, qualitative data collected from student feedback and teacher observations indicated that the animation videos provided a more engaging and relatable way for students to learn about religious history. Students reported that they found the videos interesting and easier to understand compared to the traditional lecture format. Many students expressed that the animated visuals and storytelling helped them visualize the events and the character of Prophet Muhammad in a way that made the lessons more memorable. The results also showed that the animation videos were effective in helping students understand the leadership qualities of Prophet Muhammad. The videos emphasized key aspects of his leadership, such as his wisdom, patience, humility, and ability to forgive, which students found inspiring. Many students stated that they were motivated by the example set by the Prophet and felt encouraged to apply similar virtues in their daily lives.

In conclusion, the research demonstrated that the use of animation videos as a teaching method significantly improved the learning outcomes of fifth-grade students in understanding the topic of Fathul Mekkah and the exemplary behavior of Prophet Muhammad. The experimental group, which received the animation video-based lessons, showed greater improvement in their knowledge and understanding compared to the control group. The findings suggest that animation videos can be an effective educational tool, especially in enhancing students' engagement, retention, and comprehension of historical and religious topics. These results highlight the potential of integrating multimedia tools like animation videos into the classroom to create a more dynamic and effective learning environment. The success of this approach in teaching the life and leadership of Prophet Muhammad suggests that similar methods could be applied to other subjects to improve student learning outcomes. Therefore, it is recommended that educators consider incorporating animation videos and other interactive media into their teaching strategies to foster deeper understanding and greater student motivation.

## **DISCUSSION**

The results of this study demonstrate the significant impact that animation videos can have on students' learning outcomes, particularly in enhancing their understanding of

the life and exemplary behavior of Prophet Muhammad during the Fathul Mekkah. The significant improvement in the post-test scores of the experimental group compared to the control group underscores the effectiveness of using multimedia tools in the classroom. The animation videos, with their engaging visuals and storytelling approach, facilitated deeper student engagement and retention, helping students connect with the material in a more meaningful way. One key observation from this study is that the visual and interactive nature of animation videos helped make abstract or complex historical and religious concepts more accessible to students. Many students reported that the animated content allowed them to visualize the events of the Conquest of Mecca, making it easier for them to understand the context and significance of the event. This aligns with previous research that suggests multimedia can make abstract ideas more tangible, aiding students' comprehension and recall. Moreover, the animation videos seemed to foster a greater sense of connection with the content. Students in the experimental group not only improved in their factual recall but also demonstrated a deeper understanding of the leadership qualities of Prophet Muhammad. The emphasis on virtues such as patience, humility, and forgiveness in the videos appeared to resonate with students, prompting them to reflect on these qualities and how they might apply them in their own lives. This suggests that animation videos can not only improve cognitive learning but also promote moral and character development.

The contrast in learning outcomes between the experimental and control groups also emphasizes the limitations of traditional teaching methods, which often rely on lectures and textbooks. While these methods can provide important foundational knowledge, they do not always engage students actively or help them connect with the material in an emotionally meaningful way. The interactive nature of animation, on the other hand, created a more dynamic and student-centered learning experience, which is likely a contributing factor to the higher engagement and improved outcomes observed in the experimental group. In conclusion, the findings of this study suggest that animation videos are an effective tool for enhancing learning outcomes in elementary education, especially for subjects that involve both historical knowledge and moral teachings, like the life of Prophet Muhammad. Given their ability to capture students' attention, enhance comprehension, and foster deeper emotional connections to the material, animation videos could be an invaluable resource for teachers looking to create more engaging and impactful learning experiences. Future research could explore the long-term effects of such teaching methods and their applicability to other subjects within the curriculum.

## **CONCLUSION**

Based on the results of the research and discussion of learning media that have been discussed previously, the following conclusions can be drawn: 1) Learning animation video learning media on fathul Mecca and Medina material is included in the very feasible criteria after a validity test with material experts and media experts. Where media experts obtained a total score of 66 with a percentage of 82.5%, while material experts obtained a total score of 41 with a percentage of 91.1% so that learning animation videos are very feasible to use; 2) Learning video learning media animation learning on fathul Mecca and Medina material is very practical to use, this is based on the practicality test given to teachers and students of grade V of SDN 102102 Rambutan. The practicality test for teachers obtained a percentage of 89% and was included in the very practical criteria. Meanwhile, the practicality test in students obtained a percentage of 90.05% so that it can be concluded that the learning animation video learning media on fathul Mecca and Medina material is very practical to be used as a learning medium; 3) Learning media: Learning media, learning videos, animations on fathul mecca and medina material have proven to be effective in improving student learning outcomes, where based on Cycle 1 and Cycle 2 that have been implemented in class V A, SDN 102102 Rambutan, shows increased changes to the results of Cycle 1 and Cycle 2 that have been implemented. The



results of Cycle 2 show that 88.88% of students complete KKM 75. As for students in grade V B SDN 102102 Rambutan, as many as 80% graduated above KKM. Thus, it can be concluded that the learning video learning media animation learning on fathul Mecca and Medina material is effectively used for grade V elementary school students.

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