

# THE USE OF ANIMATION-BASED VIDEO TO ENHANCE STUDENTS' INTEREST IN LEARNING ISLAMIC RELIGIOUS EDUCATION (PAI) AMONG SEVENTH-GRADE STUDENTS AT SMP ALAM BANYUWANGI ISLAMIC SCHOOL

**Aqila Zhidan Andrareza**

Universitas Nurul Jadid Probolinggo  
[zhidanaqila@gmail.com](mailto:zhidanaqila@gmail.com)

**M. Mahbubi**

Universitas Nurul Jadid Probolinggo  
[mahbubi@unuja.ac.id](mailto:mahbubi@unuja.ac.id)

**Abstract:** Islamic Religious Education (PAI) instruction in secondary schools often encounters challenges related to students' low interest and limited understanding, particularly when dealing with abstract learning materials. This study aims to examine the effectiveness of animation-based instructional videos in improving students' learning outcomes and engagement in PAI lessons. The research employed a Classroom Action Research design conducted in two cycles, involving 37 seventh-grade students at SMP ALAM Banyuwangi Islamic School. Data were collected through classroom observations, learning achievement tests, and documentation, and analyzed using descriptive quantitative and qualitative methods. The findings indicate a notable

improvement in both teacher and student activities. Teacher activity increased from 70% in the initial cycle to 86.66% in the second cycle, while student activity rose from 63.33% to 86.66%. In terms of learning outcomes, the class average score improved from 73.33 in the pre-learning stage to 93.24 in the second cycle, with overall mastery reaching 89.19%. These results demonstrate that animation-based video media effectively facilitate students' understanding of abstract concepts, enhance motivation, and encourage active participation in the learning process. This study highlights the importance of integrating audio-visual media into Islamic and religious education and contributes to the growing body of literature on digital media effectiveness in educational contexts. It is recommended that PAI teachers adopt animation-based videos as an innovative instructional strategy, while future studies may investigate their long-term impact on students' affective and psychomotor domains.

**Keywords:** *Animation-Based Video; Learning Outcomes; Student Engagement; Classroom Action Research*

## Introduction

Islamic Religious Education (Pendidikan Agama Islam/PAI) is one of the fundamental subjects within Indonesia's national education system, taught from elementary school through higher education. PAI aims not only to equip students with religious knowledge but also to shape their character and moral conduct based on Islamic values<sup>1</sup>. This positions Islamic Religious Education (PAI) as an integral component of efforts to cultivate a generation that is faithful, righteous, and characterized by noble moral values<sup>2</sup>. However, in its implementation, Islamic Religious Education often faces challenges, particularly related to students' low levels of interest and motivation. In the digital era, students tend to be more attracted to interactive visual technologies than to traditional

---

<sup>1</sup> Hidayat Hidayat, "Pentingnya Pendidikan Agama Islam Dalam Membentuk Karakter Generasi Muda," *Jurnal Pendidikan Islam Indonesia* 1, no. 1 (2025): 15–21, <https://doi.org/10.63477/jupendia.v1i1.205>.

<sup>2</sup> Maulid Agustin and Nazahah Ulin Nuha, "Integrasi Pendidikan Islam Dalam Pengelolaan Kelas Untuk Pembentukan Generasi Berkarakter," *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan* 16, no. 1 (2024): 114–25, <https://doi.org/10.47435/al-qalam.v16i1.2983>.

instructional methods<sup>3</sup>. Several studies indicate that the use of technology in the learning process can enhance students' motivation and engagement<sup>4</sup>. Digital learning media, such as animated videos, have significant potential to address these challenges by presenting learning processes that are more engaging and relevant for the digital generation<sup>5</sup>.

In the context of globalization and the development of information technology, teachers are required to be more creative and innovative in designing learning experiences<sup>6</sup>. The use of technology-based learning media is one strategy to create a learning environment that is conducive, engaging, and meaningful. According to<sup>7</sup>, Learning media function as intermediaries between educators and students, facilitating the delivery of educational messages. Furthermore, It has been stated that audiovisual-based media, including animated videos, can enhance learning effectiveness by integrating sound, text, and moving images. Thus, the use of digital media has become an urgent necessity to optimize the learning outcomes of Islamic Religious Education (PAI)<sup>8</sup>.

Although various efforts have been made to improve the quality of Islamic Religious Education (PAI), students' learning outcomes often fail to meet the expected targets. Preliminary observations conducted at SMP ALAM Banyuwangi Islamic School in March 2025 indicated that the PAI learning outcomes of Grade VII A students remained low. Out of 37 students, only 12 students (32.43%) achieved the Minimum Mastery

---

<sup>3</sup> Novia Ulfa et al., "Analisis Efektivitas Media Interaktif Dalam Meningkatkan Partisipasi Belajar Siswa Pada Pembelajaran Agama Islam Di Era Digital," *CARONG: Jurnal Pendidikan, Sosial Dan Humaniora* 2, no. 2 (2025): 649–59, <https://doi.org/10.62710/7ngxap43>.

<sup>4</sup> Anisa Permata Sari and Munir Munir, "Pemanfaatan Teknologi Digital Dalam Inovasi Pembelajaran Untuk Meningkatkan Efektivitas Kegiatan Di Kelas," *Digital Transformation Technology* 4, no. 2 (2024): 977–83, <https://doi.org/10.47709/digitech.v4i2.5127>.

<sup>5</sup> Harris Rizki Akhiruddin et al., "PEMANFAATAN CERITA INTERAKTIF DIGITAL SEBAGAI MEDIA PEMBELAJARAN BAHASA YANG INOVATIF," *JUDIKA (JURNAL PENDIDIKAN UNSIKA)* 12, no. 2 (2024): 193–208, <https://doi.org/10.35706/judika.v12i2.11574>.

<sup>6</sup> Eem Merani Destiana et al., "Management Pendidikan Abad 21, Globalisasi, Teknologi," *Harmoni Pendidikan: Jurnal Ilmu Pendidikan* 2, no. 4 (2025): 130–47, <https://doi.org/10.62383/hardik.v2i4.2399>.

<sup>7</sup> Feriska Achlikul Zahwa and Imam Syafi'i, "PEMILIHAN PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI," *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi* 19, no. 01 (2022): 61–78, <https://doi.org/10.25134/equi.v19i01.3963>.

<sup>8</sup> Ayu Angelie Wardatul Chumairoh and Ahmad Nurefendi Fradana, "Penggunaan Media Audiovisual Dalam Pembelajaran Bahasa Indonesia Di Sekolah Dasar," *Cokroaminoto Journal of Primary Education* 8, no. 2 (2025): 955–66, <https://doi.org/10.30605/cjpe.8.2.2025.6362>.

Criteria (KKM) of 75, while the remaining 25 students (67.57%) did not meet this standard. This highlights the need for improvements in the learning process. One of the contributing factors is the predominance of the lecture method, which results in students being less active and insufficiently motivated to fully engage in the learning process. This condition is in line with the findings of, which state that low learning outcomes can be attributed to instructional approaches that do not align with students' characteristics<sup>9</sup>.

The limitations of the lecture method as the primary approach in PAI instruction necessitate that teachers seek innovative solutions that can facilitate student activity and enhance material comprehension. One commonly recommended solution in the educational literature is the utilization of technology-based learning media. According to, Appropriate media can make learning more engaging and participatory, thereby facilitating students' understanding of the material. In the context of Islamic Religious Education (PAI), which is rich in abstract values and ethical concepts, the use of visual media such as animated videos can help students visualize concepts that are difficult to explain verbally<sup>10</sup>.

Animated videos have the advantage of presenting visual representations of abstract learning material while simultaneously enhancing student engagement through interactive elements. <sup>11</sup>It emphasizes that animated videos can enhance students' attention and retention of the material being taught<sup>12</sup>. found that animated media possess a unique appeal that can motivate students to be more active in their learning. Research by<sup>13</sup> This is further supported by findings showing that the use of animated videos can improve elementary school students'

---

<sup>9</sup> I. Putu Ari Sudana and I. Gede Astra Wesnawa, "Penerapan Model Pembelajaran Kooperatif Tipe STAD Untuk Meningkatkan Hasil Belajar IPA," *Jurnal Ilmiah Sekolah Dasar* 1, no. 1 (2017): 1, <https://doi.org/10.23887/jisd.v1i1.10128>.

<sup>10</sup> Ahmad Muzakki Afandi and Zainul Arifin, "Exploring the Cultural Da'wah Strategy of Hadrah Al-Jiduri Art: A Phenomenological Study on Character Building," *Journal of Islamic Education Students (JIES)* 5, no. 1 (2025): 252, <https://doi.org/10.31958/jies.v5i1.15216>.

<sup>11</sup> Diandra Nofita et al., "Efektivitas Penggunaan Media Pembelajaran Digital Video Animasi Terhadap Kemampuan Menyimak Dalam Pembelajaran Bahasa Indonesia Siswa Sekolah Dasar," *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya* 3, no. 2 (2025): 239–47, <https://doi.org/10.61132/morfologi.v3i2.1550>.

<sup>12</sup> Jainal Aqli et al., "Kajian Pustaka Tentang Efektivitas Media Animasi Dalam Meningkatkan Minat Belajar Siswa Pada Materi Fikih Shalat," *Interdisciplinary Explorations in Research Journal* 3, no. 2 (2025): 524–36, <https://doi.org/10.62976/ierj.v3i2.1210>.

<sup>13</sup> Devi Saputri and Silvester Silvester, "PENERAPAN MEDIA PEMBELAJARAN VIDEO TERHADAP HASIL BELAJAR SISWA SEKOLAH DASAR," *Alpen: Jurnal Pendidikan Dasar* 8, no. 1 (2024): 74–83, <https://doi.org/10.24929/alpen.v8i1.342>.

learning outcomes. In other words, animated videos can serve as an effective means to transform the classroom environment into a more dynamic and participatory space.

Similar findings are also highlighted by<sup>14</sup>, who noted that animated videos not only enhance students' cognitive understanding but also foster their interest and enthusiasm for learning. This finding aligns with Edgar Dale's Cone of Learning theory, which states that learning experiences are more effective when students are directly engaged through concrete and interactive media<sup>15</sup>. Therefore, the use of animated videos is relevant for addressing the challenges encountered in Islamic Religious Education (PAI), particularly in enhancing student engagement and understanding of religious concepts.

Although numerous studies have demonstrated the effectiveness of animated videos in improving learning outcomes, research focusing on the implementation of this media in Islamic Religious Education (PAI) at the junior high school (SMP) level remains relatively limited. Previous studies have predominantly concentrated on specific subjects or at the elementary school level. Therefore, a research gap exists that needs to be addressed, particularly regarding the effectiveness of animated videos in enhancing PAI learning outcomes among junior high school students. This is important considering that students' characteristics vary across educational levels, necessitating different instructional approaches.

Based on this background, the present study aims to analyze the use of animation-based learning media in enhancing Islamic Religious Education (PAI) learning outcomes among seventh-grade students at SMP ALAM Banyuwangi Islamic School. The novelty of this study lies in its focus on PAI instruction at the junior high school level using animated videos as the primary media, which is expected to increase student engagement and learning outcomes. By concentrating on the cognitive aspect of learning outcomes, this study is anticipated to provide empirical contributions to the development of innovative instructional strategies within the context of Islamic education in the digital era.

## Method

---

<sup>14</sup> Irrandy Andhana Nuriza et al., "PENGUNTAAN MEDIA DIGITAL BERBASIS VIDEO ANIMASI DALAM MEMOTIVASI PESERTA DIDIK DI SMP NEGERI 5 SURABAYA," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 03 (2025): 246–60, <https://doi.org/10.23969/jp.v10i03.34088>.

<sup>15</sup> Dina Indriyani et al., "ANALISIS TEORI CONE OF EXPERIENCE EDGAR DALE PADA PEMBELAJARAN PPKN DENGAN METODE JIGSAW 'WARUNG HIERARKI' PACET," *Integralistik* 35, no. 1 (2024), <https://doi.org/10.15294/aqcj0f50>.

This study employs the Classroom Action Research (CAR) approach as a reflective and collaborative method to improve classroom teaching practices (Ade Rahayu & Arna Saskia, 2025). CAR is conducted cyclically through four stages: planning, action implementation, observation, and reflection. This approach was chosen because it aligns with the research objective, which is to improve learning outcomes in Islamic Religious Education (PAI) through the use of animated video media that can facilitate more interactive learning.

This study was conducted at SMP ALAM Banyuwangi Islamic School, Genteng District, Banyuwangi Regency, during the odd semester of the 2025/2026 academic year. The research subjects consisted of 37 seventh-grade students, including 17 male and 20 female students. The class was selected through purposive sampling based on preliminary observations that indicated low PAI learning achievement, with a classical completion rate of only 32.43%. The study was conducted over four weeks, from October 8 to November 1, 2025, divided into two cycles: Cycle I from October 11 to 18, 2025, and Cycle II from October 25 to November 1, 2025. Each cycle provided an opportunity to improve instructional strategies based on reflections from the previous cycle.

The research variables include the independent variable, which is the use of animated video media in PAI instruction, and the dependent variable, which is the PAI learning outcomes of seventh-grade students at SMP ALAM Banyuwangi Islamic School. The learning outcomes are focused on the cognitive aspect to examine the extent to which animated video media can enhance students' understanding. The research procedure began with the planning stage, which involved the preparation of the Lesson Plan (RPP), the selection of ghibah material (QS. Al-Hujurat:12) for Cycle I and tabayyun material (QS. Al-Hujurat:6) for Cycle II, as well as the development of research instruments, including observation sheets and learning outcome tests. The PAI teacher was also trained to operate the animated video media effectively.

During the implementation phase, the teacher conducted the learning process in accordance with the Lesson Plan (RPP), beginning with an introduction, presenting the learning objectives, playing the animated video according to the topic, followed by class discussions, and assigning individual and group tasks. Observations were conducted concurrently to record both teacher and student activities, including participation, responses to the media, and engagement in discussions. The reflection stage was carried out at the end of each cycle to evaluate the results of the observations and learning tests, allowing instructional strategies to be improved in the subsequent cycle if necessary.

Data were collected through observations to assess teacher and student activities, learning achievement tests in the form of multiple-choice questions to measure students' understanding, and documentation, including photos of activities and students' work. The research instruments included observation sheets for teacher and student activities, as well as learning outcome tests developed based on the learning indicators. The data were analyzed using a qualitative descriptive approach to describe learning activities and a quantitative descriptive approach to calculate the mean scores and classical mastery percentages using the following formula.

## **Result**

### ***Overview of Research Implementation***

This study was conducted at SMP ALAM Banyuwangi Islamic School, focusing on 37 seventh-grade students. The research process was carried out in two cycles, each consisting of planning, action implementation, observation, and reflection stages. The learning material used in Cycle I was the concept of gossip and its prohibition based on QS. Al-Hujurat:12, while Cycle II focused on the concept of tabayyun from QS. Al-Hujurat:6. The use of animated video media was the main strategy in implementing the learning process to enhance students' understanding of Islamic Religious Education (PAI) material. The primary objective of conducting both cycles was to assess the extent to which the use of animated video media could improve student engagement, teacher effectiveness in managing learning, and students' learning outcomes.

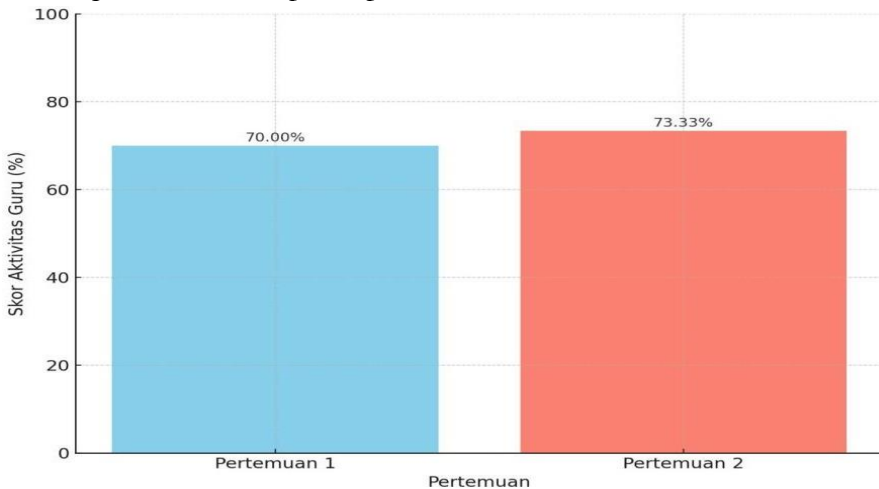
### ***Pre-Cycle Results***

In the pre-cycle stage, initial data were collected through classroom observations and diagnostic tests. The results indicated that the learning process was still dominated by the lecture method, with limited interaction between the teacher and students. Student activity in the classroom was low; most students tended to be passive, merely listening to the teacher's explanations without showing initiative to ask questions or participate in class discussions. The pre-cycle test results showed a class average score of 73.33, with a classical completion rate of 32.43% (12 out of 37 students achieved scores above the Minimum Mastery Criteria [KKM] of 75). These findings indicate the need for intervention through more innovative instructional strategies to enhance student motivation and learning outcomes.

### **Cycle I Results**

#### **Teacher Activities**

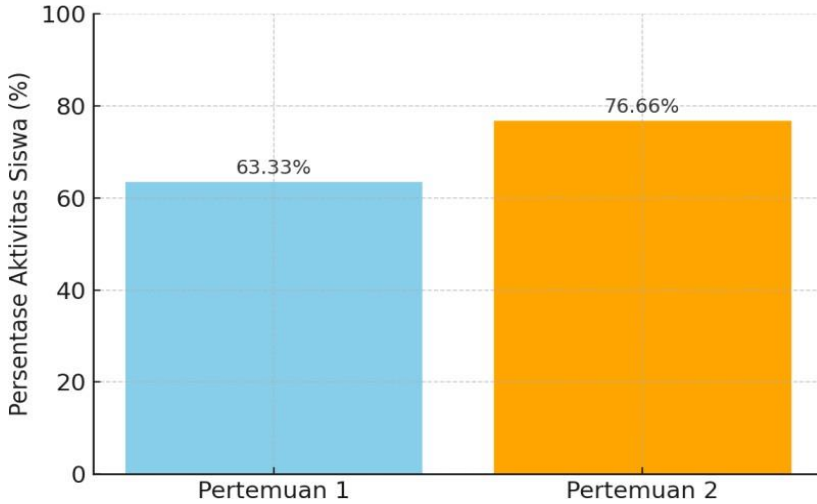
The implementation of the action in Cycle I showed an improvement in the teacher's activity in managing the classroom. The teacher conducted learning in accordance with the prepared Lesson Plan (RPP), including the use of animated video media to visualize the concept of ghibah. Observations indicated that the average teacher activity score reached 70% in the first meeting and increased to 73.33% in the second meeting, as shown in Figure 1. These activities included clearly presenting the learning objectives, appropriately using the video media, and providing opportunities for students to discuss and express their opinions. However, reflection results indicated that several aspects still needed improvement, such as the allocation of time for group discussions, which was considered less than optimal, and the need for varied questioning techniques to ensure more equitable student participation.



**Figure 1. Percentage of Teacher Activities**

### **Student Activity**

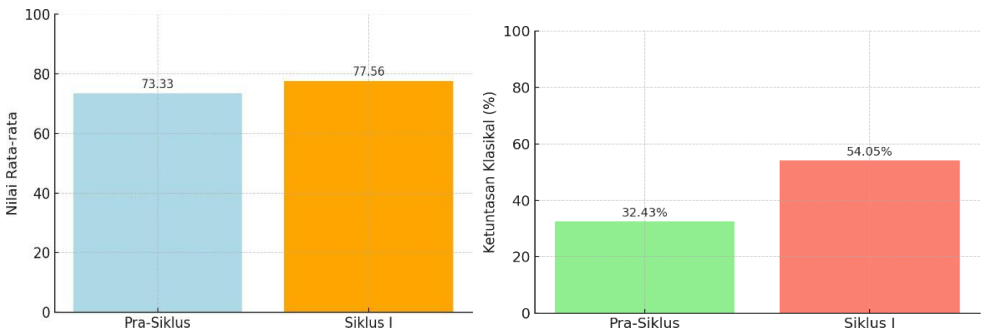
Student activity in Cycle I also increased in each meeting. The student activity score reached 63.33% in the first meeting and rose to 76.66% in the second meeting, as shown in Figure 2. This improvement was evident from students' engagement in answering the teacher's questions, expressing their opinions during class discussions, and attentively watching the animated videos. However, some students still showed hesitation in actively asking questions and providing arguments, indicating the need for additional strategies to enhance their confidence in participation.



**Figure 2. Percentage of Student Activity**

### Student Learning Outcomes

The evaluation results of the test at the end of Cycle I, as shown in Figure 3, indicated a class average score of 77.56, with the classical mastery of the material increasing to 54.05% (20 out of 37 students achieved scores above the minimum mastery criteria). Although there was an improvement from the previous cycle, these results did not yet meet the research success indicator, which required at least 80% classical mastery. Reflection results showed that some students still experienced difficulty in understanding abstract concepts despite the use of animated videos, indicating the need for improvements in the material delivery strategy in the subsequent cycle.



**Figure 3. Percentage of Student Learning Achievement**

## Reflection on Cycle I

Based on the observations and evaluations, the reflection in Cycle I yielded several key points. First, although the use of animated videos successfully increased students' attention, the teacher needs to enhance two-way interaction by providing more varied questions. Second, more time should be allocated for group discussions so that students have greater opportunities to construct their understanding. Third, emphasis on the contextual understanding of the material on gossip needs to be strengthened by providing case examples that are relevant to students' daily lives.

## Cycle II Results

### Teacher Activities

Improvements in the learning strategy in Cycle II had a significant impact on teacher activity. The teacher succeeded in enhancing their skills in utilizing animated video media more effectively, including providing additional explanations to support the video presentation and guiding class discussions in a more structured manner. The average teacher activity score increased to 80% in the first meeting and 86.66% in the second meeting, as shown in Figure 4. The teacher was also able to integrate analytical questions that encouraged students to think critically about the tabayyun material and provide constructive feedback on students' responses.

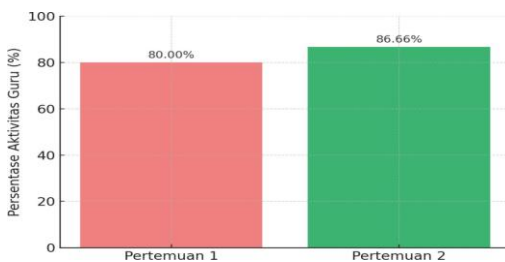
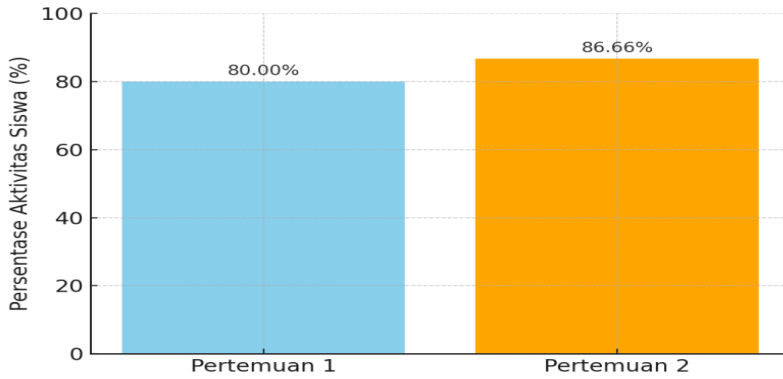


Figure 4. Teacher Activities

### Student Activity

Student activity in Cycle II showed a significant improvement. As illustrated in Figure 5, the student activity score reached 80% in the first meeting and increased to 86.66% in the second meeting. Students appeared more confident in asking questions, expressing opinions, and participating in group discussions. The use of animated videos containing real-life illustrations of tabayyun helped students understand abstract

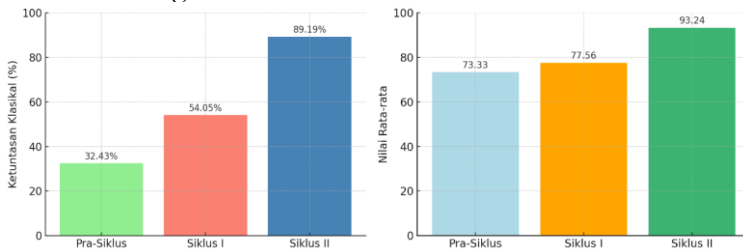
concepts more concretely, making it easier for them to relate the material to real-life contexts.



**Figure 5. Student Activities**

### Student Learning Outcomes

The final test results in Cycle II showed a substantial improvement. The class average score reached 93.24, with a classical mastery rate of 89.19% (33 out of 37 students achieved scores above the minimum mastery criteria). These results exceeded the predetermined research success indicators. This improvement demonstrates that the use of animated video media in PAI instruction is effective in enhancing students' learning outcomes, both in terms of conceptual understanding and critical thinking skills. An overview of students' learning outcomes can be seen in Figure 6.



**Figure 6. Percentage of Student Learning Achievement from Each Cycle**

### Reflection on Cycle II

Reflection in Cycle II indicated that the combination of using animated video media, strengthening class discussions, and providing contextual examples was able to overcome the obstacles identified in the previous cycle. Students became more active and enthusiastic in participating in the learning process, while the teacher was able to manage the classroom more effectively. This success demonstrates that animated

video media not only enhances the appeal of learning but also contributes to the achievement of students' cognitive learning objectives.

### ***Comparison of Results Between Cycles***

The comparison of results across cycles shows a consistent improvement in all indicators. Teacher activity increased from 70% at the beginning of Cycle I to 86.66% at the end of Cycle II. Student activity rose from 63.33% to 86.66%. The class average score increased from 73.33 in the pre-cycle stage to 93.24 in Cycle II, while classical mastery rose from 32.43% to 89.19%. These improvements indicate the effectiveness of using animated video media in enhancing the quality of PAI learning in seventh-grade students at SMP ALAM Banyuwangi Islamic School.

## **DISCUSSION**

### ***Increased Teacher Activity in Learning Management***

The study results indicate a significant improvement in teacher activity during the learning process following the use of animated video media. The increase in the teacher activity observation score from 70% in the first meeting of Cycle I to 86.66% in the second meeting of Cycle II demonstrates that the teacher was able to adapt to a more innovative learning method. This improvement reflects the teacher's efforts in planning and implementing the learning process in accordance with the prepared Lesson Plan (RPP). According to (Aisha Barokah et al., 2025), The teacher plays a central role in creating a conducive learning environment by utilizing various relevant instructional media. The use of animated videos facilitates the teacher in explaining abstract concepts, enabling students to better understand the material presented. This aligns with the perspective of Munir (2017), which states that visual-based media, particularly animated videos, can enhance the effectiveness of delivering educational messages by integrating audio, visual, and textual elements.

The reflection from Cycle I, which emphasized the need for additional discussion time and variation in questioning techniques, was successfully implemented in Cycle II. The teacher was able to integrate questions that encouraged students to think critically, broaden their perspectives, and enhance two-way interaction. This strategy is in line with the opinion of<sup>16</sup> where the teacher acts as a facilitator, providing support to develop students' cognitive abilities. Thus, the increase in teacher activity in this study demonstrates a successful adaptation to a more participatory and innovative teaching method.

---

<sup>16</sup> Niptahul Anwar et al., "Peran Guru Sebagai Fasilitator Pembelajaran Dalam Mendorong Kreativitas Siswa," *JURNAL SYNTAX IMPERATIF: Jurnal Ilmu Sosial Dan Pendidikan* 4, no. 3 (2023): 208–14, <https://doi.org/10.36418/syntax-imperatif.v4i3.240>.

### ***Increasing Student Activity in Learning***

The increase in student activity from 63.33% in the first meeting of Cycle I to 86.66% in the second meeting of Cycle II indicates the success of animated video media in enhancing their engagement. Animated videos were able to visualize the concepts of ghibah and tabayyun in an engaging manner, thereby stimulating students' interest to participate actively in the learning process. These findings support the research of (Fadlan et al., 2024) which states that animated videos possess a unique appeal that can enhance students' attention and participation in the learning process.

Furthermore, the increase in students' confidence in asking questions, expressing opinions, and participating in group discussions indicates the development of their social and communication skills. This is in line with the findings of<sup>17</sup>, which affirms that interactive media can enhance students' confidence through visual and participatory stimulation. The use of animated videos also provides a richer learning experience, which, according to Edgar Dale's theory, strengthens knowledge retention because students learn through more concrete experiences.

### ***Improvement in Student Learning Outcomes***

The significant improvement in learning outcomes from the pre-cycle (average score of 73.33) to Cycle II (average score of 93.24), with a classical mastery rate of 89.19%, demonstrates the effectiveness of using animated video media in PAI instruction. This media bridges the gap between students' conceptual understanding and the presentation of abstract material. Animated videos deliver information visually, making it easier for students to comprehend complex messages. Research by<sup>18</sup> supports this finding, stating that animated media can enhance conceptual understanding and motivate students to engage more actively in learning.

Furthermore, the improvement in students' learning outcomes was influenced by increased interaction during the learning process. The strengthened group discussions in Cycle II provided students with opportunities to exchange ideas and consolidate their understanding of the material. This approach aligns with Piaget's (1952) constructivist theory, which emphasizes that knowledge is constructed through active

---

<sup>17</sup> Wa Ode Delsi Mecriyani et al., "Praktik Media Interaktif Dalam Meningkatkan Kondisi Kelas Pada Pembelajaran Bahasa Indonesia Di Sekolah Dasar," *Journal of Humanities, Social Sciences, and Education* 1, no. 6 (2025): 1–13, <https://doi.org/10.64690/jhuse.v1i6.277>.

<sup>18</sup> Laely Adyani et al., "PENGEMBANGAN PERANGKAT PEMBELAJARAN BERBANTUAN MEDIA ANIMASI INTERAKTIF BERBASIS GAME EDUKASI UNTUK MENINGKATKAN MOTIVASI DAN HASIL BELAJAR SISWA," *JPPS (Jurnal Penelitian Pendidikan Sains)* 4, no. 2 (2017): 648, <https://doi.org/10.26740/jpps.v4n2.p648-657>.

interaction with the learning environment. Thus, the success in enhancing students' learning outcomes in this study reflects a combination of the use of innovative instructional media and an effective collaborative learning approach.

### ***Comparison of Results, Implications, and Relevance to Literature***

The comparison of results between Cycle I and Cycle II shows an upward trend across all research indicators, including teacher activity, student activity, and learning outcomes. This improvement indicates that the refinements in teaching strategies implemented in Cycle II successfully addressed the challenges identified in Cycle I. These findings provide empirical evidence that the use of animated video media is not only effective in enhancing cognitive understanding but also capable of developing students' critical thinking and communication skills.

The implication of these findings is that teachers need to continuously integrate technology-based media into PAI instruction. The use of animated videos not only enhances learning outcomes but also creates a more engaging and motivating learning environment. This is in line with the view of (Wijaya et al., 2021), which emphasizes that appropriate instructional media can facilitate students to learn actively and independently.

The results of this study also reinforce previous findings regarding the effectiveness of animated media in learning. Research by<sup>19</sup> indicating that animated videos can enhance students' attention and facilitate their understanding of the material. Research by<sup>20</sup> It also demonstrates that animated videos can foster students' learning interest while enhancing cognitive understanding. Thus, this study provides additional insights to the existing literature by applying animated video media in the context of PAI education at the junior high school level, a field that has not been extensively explored previously.

### **Conclusion**

This study demonstrates that the use of animated video-based instructional media significantly enhances teacher activity, student engagement, and learning outcomes in Islamic Religious Education (PAI) for seventh-grade students at SMP ALAM Banyuwangi Islamic School.

---

<sup>19</sup> Bambang Subiyakto and Mutiani Mutiani, "INTERNALISASI NILAI PENDIDIKAN MELALUI AKTIVITAS MASYARAKAT SEBAGAI SUMBER BELAJAR ILMU PENGETAHUAN SOSIAL," *Khazanah: Jurnal Studi Islam Dan Humaniora* 17, no. 1 (2019): 137, <https://doi.org/10.18592/khazanah.v17i1.2885>.

<sup>20</sup> Siti Hanifah et al., "Optimalisasi Media Video Animasi Dalam Pembelajaran Pendidikan Agama Islam Untuk Meningkatkan Pemahaman Siswa," *Jurnal Ilmiah Profesi Pendidikan* 10, no. 2 (2025): 1600–1608, <https://doi.org/10.29303/jipp.v10i2.3356>.

The average score increased from 73.33 in the pre-cycle to 93.24 in Cycle II, with a classical mastery rate of 89.19%, indicating that this media effectively bridges abstract concepts into more concrete and engaging representations while promoting a participatory learning environment. These findings reinforce the relevance of audio-visual learning theory in enhancing knowledge retention and support the development of students' critical thinking skills. The primary contribution of this study lies in enriching the literature on the effectiveness of animated videos in the context of PAI learning at the junior high school level, a field that has not been extensively explored.

### Daftar Pustaka

- Ade Rahayu and Arna Saskia. "Metode Penelitian Tindakan Kelas: Konsep, Tahapan Dan Keunggulan Dalam Praktik Pembelajaran." *DIAJAR: Jurnal Pendidikan Dan Pembelajaran* 4, no. 4 (2025): 828–36. <https://doi.org/10.54259/diajar.v4i4.5792>.
- Adyani, Laely, Rudiana Agustini, and Raharjo Raharjo. "PENGEMBANGAN PERANGKAT PEMBELAJARAN BERBANTUAN MEDIA ANIMASI INTERAKTIF BERBASIS GAME EDUKASI UNTUK MENINGKATKAN MOTIVASI DAN HASIL BELAJAR SISWA." *JPPS (Jurnal Penelitian Pendidikan Sains)* 4, no. 2 (2017): 648. <https://doi.org/10.26740/jpps.v4n2.p648-657>.
- Afandi, Ahmad Muzakki, and Zainul Arifin. "Exploring the Cultural Da'wah Strategy of Hadrah Al-Jiduri Art: A Phenomenological Study on Character Building." *Journal of Islamic Education Students (JIES)* 5, no. 1 (2025): 252. <https://doi.org/10.31958/jies.v5i1.15216>.
- Agustin, Maulid, and Nazahah Ulin Nuha. "Integrasi Pendidikan Islam Dalam Pengelolaan Kelas Untuk Pembentukan Generasi Berkarakter." *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan* 16, no. 1 (2024): 114–25. <https://doi.org/10.47435/al-qalam.v16i1.2983>.
- Aisha Barokah, Dearezha Priska, Ernita Wira Hastuti, Yuli Kartika Putri, and Miftahir Rizqa. "Strategi Guru Matematika Dalam Menciptakan Suasana Belajar Yang Kondusif." *Aljabar: Jurnal Ilmuan Pendidikan, Matematika Dan Kebumian* 1, no. 4 (2025): 34–46. <https://doi.org/10.62383/aljabar.v1i4.840>.

- Akhiruddin, Harris Rizki, Anas Ahmadi, and Resdianto Permata Raharjo. "PEMANFAATAN CERITA INTERAKTIF DIGITAL SEBAGAI MEDIA PEMBELAJARAN BAHASA YANG INOVATIF." *JUDIKA (JURNAL PENDIDIKAN UNSIKA)* 12, no. 2 (2024): 193–208. <https://doi.org/10.35706/judika.v12i2.11574>.
- Anwar, Niptahul, Tajriyan Nur Romadhon, Aris Sandro, and Khikmawanto Khikmawanto. "Peran Guru Sebagai Fasilitator Pembelajaran Dalam Mendorong Kreativitas Siswa." *JURNAL SYNTAX IMPERATIF : Jurnal Ilmu Sosial Dan Pendidikan* 4, no. 3 (2023): 208–14. <https://doi.org/10.36418/syntax-imperatif.v4i3.240>.
- Ari Sudana, I. Putu, and I. Gede Astra Wesnawa. "Penerapan Model Pembelajaran Kooperatif Tipe STAD Untuk Meningkatkan Hasil Belajar IPA." *Jurnal Ilmiah Sekolah Dasar* 1, no. 1 (2017): 1. <https://doi.org/10.23887/jisd.v1i1.10128>.
- Chumairoh, Ayu Angelie Wardatul, and Ahmad Nurefendi Fradana. "Penggunaan Media Audiovisual Dalam Pembelajaran Bahasa Indonesia Di Sekolah Dasar." *Cokroaminoto Journal of Primary Education* 8, no. 2 (2025): 955–66. <https://doi.org/10.30605/cjpe.8.2.2025.6362>.
- Diandra Nofita, Cerillia Nanda Ocktaviani, Adrias Adrias, and Fadila Suciana. "Efektivitas Penggunaan Media Pembelajaran Digital Video Animasi Terhadap Kemampuan Menyimak Dalam Pembelajaran Bahasa Indonesia Siswa Sekolah Dasar." *Morfologi : Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya* 3, no. 2 (2025): 239–47. <https://doi.org/10.61132/morfologi.v3i2.1550>.
- Eem Merani Destiana, Dimas Sartika, Nur Puspitasari, and Asiyah Asiyah. "Management Pendidikan Abad 21, Globalisasi, Teknologi." *Harmoni Pendidikan : Jurnal Ilmu Pendidikan* 2, no. 4 (2025): 130–47. <https://doi.org/10.62383/hardik.v2i4.2399>.
- Fadlan, M., Muslimin Muslimin, and Hardyanti Hardyanti. "Penerapan Media Video Animasi Untuk Mengembangkan Berfikir Kreatif Siswa SMP Negeri 2 Bolo." *INFOTIKA: Jurnal Pendidikan Informatika* 3, no. 2 (2024): 26–32. <https://doi.org/10.56842/infotika.v3i2.441>.
- Hanifah, Siti, Irma Soraya, and Mohammad Kurjum. "Optimalisasi Media Video Animasi Dalam Pembelajaran Pendidikan Agama Islam

- Untuk Meningkatkan Pemahaman Siswa.” *Jurnal Ilmiah Profesi Pendidikan* 10, no. 2 (2025): 1600–1608. <https://doi.org/10.29303/jipp.v10i2.3356>.
- Hidayat, Hidayat. “Pentingnya Pendidikan Agama Islam Dalam Membentuk Karakter Generasi Muda.” *Jurnal Pendidikan Islam Indonesia* 1, no. 1 (2025): 15–21. <https://doi.org/10.63477/jupendia.v1i1.205>.
- Indriyani, Dina, Ucu Rohimah, and Iyep Candra Hermawan. “ANALISIS TEORI CONE OF EXPERIENCE EDGAR DALE PADA PEMBELAJARAN PPKN DENGAN METODE JIGSAW ‘WARUNG HIERARKI’ PACET.” *Integralistik* 35, no. 1 (2024). <https://doi.org/10.15294/aqcj0f50>.
- Irrandy Andhana Nuriza, Muhammad Fahmi, and Ali Mas’ud. “PENGUNAAN MEDIA DIGITAL BERBASIS VIDEO ANIMASI DALAM MEMOTIVASI PESERTA DIDIK DI SMP NEGERI 5 SURABAYA.” *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 03 (2025): 246–60. <https://doi.org/10.23969/jp.v10i03.34088>.
- Jainal Aqli, Falihah Falihah, Khairunnisa Khairunnisa, Khalishaturrahmah, Rila Sasmita, and Marlina Marlina. “Kajian Pustaka Tentang Efektivitas Media Animasi Dalam Meningkatkan Minat Belajar Siswa Pada Materi Fikih Shalat.” *Interdisciplinary Explorations in Research Journal* 3, no. 2 (2025): 524–36. <https://doi.org/10.62976/ierj.v3i2.1210>.
- Jayusman, Iyus, and Oka Agus Kurniawan Shavab. “AKTIVITAS BELAJAR MAHASISWA DENGAN MENGGUNAKAN MEDIA PEMBELAJARAN LEARNING MANAGEMENT SYSTEM (LMS) BERBASIS EDMODO DALAM PEMBELAJARAN SEJARAH.” *Jurnal Artefak* 7, no. 1 (2020): 13. <https://doi.org/10.25157/ja.v7i1.3180>.
- Novia Ulfa, Najwa Az-Zahra, Ferry Irawan Saputra, and Ervina. “Analisis Efektivitas Media Interaktif Dalam Meningkatkan Partisipasi Belajar Siswa Pada Pembelajaran Agama Islam Di Era Digital.” *CARONG: Jurnal Pendidikan, Sosial Dan Humaniora* 2, no. 2 (2025): 649–59. <https://doi.org/10.62710/7ngxap43>.
- Saputri, Devi, and Silvester Silvester. “PENERAPAN MEDIA PEMBELAJARAN VIDEO TERHADAP HASIL BELAJAR

- SISWA SEKOLAH DASAR.” *Alpen: Jurnal Pendidikan Dasar* 8, no. 1 (2024): 74–83. <https://doi.org/10.24929/alpen.v8i1.342>.
- Sari, Anisa Permata, and Munir Munir. “Pemanfaatan Teknologi Digital Dalam Inovasi Pembelajaran Untuk Meningkatkan Efektivitas Kegiatan Di Kelas.” *Digital Transformation Technology* 4, no. 2 (2024): 977–83. <https://doi.org/10.47709/digitech.v4i2.5127>.
- Subiyakto, Bambang, and Mutiani Mutiani. “INTERNALISASI NILAI PENDIDIKAN MELALUI AKTIVITAS MASYARAKAT SEBAGAI SUMBER BELAJAR ILMU PENGETAHUAN SOSIAL.” *Khazanah: Jurnal Studi Islam Dan Humaniora* 17, no. 1 (2019): 137. <https://doi.org/10.18592/khazanah.v17i1.2885>.
- Susi Annisa Putri, Dimas Aldi Pratama, and Samsul Susilawati. “OPTIMALISASI BAHAN AJAR, MEDIA, DAN SUMBER BELAJAR DALAM PEMBELAJARAN PAI.” *Jurnal Riset Multidisiplin Edukasi* 2, no. 6 (2025): 678–91. <https://doi.org/10.71282/jurmie.v2i6.534>.
- Wa Ode Delsi Mecriyani, Muhammad Yusnan, Marsanda Marsanda, Sindi Cahyani, and Melisa Melisa. “Praktik Media Interaktif Dalam Meningkatkan Kondisi Kelas Pada Pembelajaran Bahasa Indonesia Di Sekolah Dasar.” *Journal of Humanities, Social Sciences, and Education* 1, no. 6 (2025): 1–13. <https://doi.org/10.64690/jhuse.v1i6.277>.
- Wijaya, Agi Ma’ruf, Ilfiana Firzaq Arifin, and Mohamad Il Badri. “MEDIA PEMBELAJARAN DIGITAL SEBAGAI SARANA BELAJAR MANDIRI DI MASA PANDEMI DALAM MATA PELAJARAN SEJARAH.” *SANDHYAKALA Jurnal Pendidikan Sejarah, Sosial Dan Budaya* 2, no. 2 (2021): 1–10. <https://doi.org/10.31537/sandhyakala.v2i2.562>.
- Zahwa, Feriska Achlikul, and Imam Syafi’i. “PEMILIHAN PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI.” *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi* 19, no. 01 (2022): 61–78. <https://doi.org/10.25134/equi.v19i01.3963>.