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Development Of Islamic Animated Video To Increase Students' Learning Interest In Arabic Language Learning Materials For Grade Ii Of Madrasah Ibtidaiyah

Yuni Khusniah[1)] , Muh. Ngali Zainal Makmun[2],
(Teacher at MINU Purwosari Metro[1], Islamic Elementary Teacher Education, Faculty of Tarbiya, Universitas Ma'arif Lampung[2])
E-mail: (mrs.yunikusniah@gmail.com)
Correspondent Contact : 085669326507

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ABSTRACT

This study aims to develop an Islamic animated video media that is effective in increasing students' learning interest in Arabic language subjects in Grade II of Madrasah Ibtidaiyah (MI). The background of this research is the low level of students' interest in learning Arabic material, caused by teaching methods that are still conventional and lack variety. This study employs the Research and Development (R&D) method with the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research subjects were 20 Grade II students of MINU Purwosari Metro. Data collection techniques were carried out through observation, questionnaires, and documentation. The results showed that the developed Islamic animated video media had good eligibility criteria based on material expert and media expert validation. Field trials indicated a significant increase in students' learning interest, with the average score rising from 68.4 (moderate category) before using the media to 88.7 (high category) after using the animated video. Students showed increased enthusiasm, concentration, and active participation during the learning process. Teachers also found it easier to deliver the material and Islamic values about body parts through the Islamic animated media. Thus, it can be concluded that the development of Islamic animated video is effective in increasing students' learning interest in Arabic language

learning in Grade II of MI and is feasible to be used as an innovative and enjoyable alternative learning medium.

Kata Kunci

Video Animasi Islami , Minat Belajar Siswa

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media video animasi Islami yang efektif dalam meningkatkan minat belajar siswa pada mata pelajaran Bahasa Arab di kelas II Madrasah Ibtidaiyah (MI). Latar belakang penelitian ini adalah rendahnya minat belajar siswa terhadap materi Bahasa Arab yang disebabkan oleh metode pembelajaran yang masih bersifat konvensional dan kurang bervariasi. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang terdiri dari lima tahap: Analysis, Design, Development, Implementation, dan Evaluation. Subjek penelitian adalah 20 siswa kelas II MINU Purwosari Metro. Teknik pengumpulan data dilakukan melalui observasi, angket, dan dokumentasi. Hasil penelitian menunjukkan bahwa media video animasi Islami yang dikembangkan memiliki kriteria kelayakan yang baik berdasarkan validasi ahli materi dan ahli media. Uji coba lapangan menunjukkan peningkatan minat belajar siswa yang signifikan, dengan skor rata-rata meningkat dari 68,4 (kategori cukup) sebelum penggunaan media menjadi 88,7 (kategori tinggi) setelah penggunaan video animasi. Siswa menunjukkan peningkatan semangat, konsentrasi, dan partisipasi aktif selama proses pembelajaran. Guru juga merasakan kemudahan dalam menyampaikan materi dan nilai-nilai keislaman tentang anggota tubuh melalui media animasi Islami. Dengan demikian, dapat disimpulkan bahwa pengembangan video animasi Islami efektif dalam meningkatkan minat belajar siswa pada pembelajaran Bahasa Arab di kelas II MI dan layak digunakan sebagai media pembelajaran alternatif yang inovatif dan menyenangkan.

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✉ ***Corresponding Author: ……***

INTRODUCTION

Education constitutes a fundamental aspect of societal and national life, serving as the primary means to realize Indonesia's national aspirations, namely a nation that

is independent, united, sovereign, just, and prosperous. In this context, Arabic language education holds a highly significant role and is inseparable from the overall efforts of national development.

Technological advancement has brought about significant impacts on various aspects of human life, including the dimension of the nation's generational life. The development of information technology creates opportunities to present more engaging and interactive learning tools. Islamic animated video media can convey moral messages and facilitate language comprehension through visual, concise, and narrative approaches, thereby capturing the attention and learning interest of elementary school children.

Furthermore, the development of Islamic animation at the elementary school level, such as at MINU, has demonstrated positive outcomes in enhancing students' enthusiasm and understanding of material regarding body parts, thus it can be adopted as a learning medium for Arabic language instruction in elementary schools. Considering age factors and cognitive readiness, Grade II of MINU was selected because these students have begun to become more proficient in reading and can grasp basic moral messages conveyed through animated stories in Arabic.

The application of animated video in the context of Arabic language education possesses the capacity to strengthen students' emotional dimensions—namely, the tendency to actively engage in the learning process, rather than merely absorbing information. Thus, the development of animated video for Arabic language learning is expected not only to increase learning interest but also to deepen comprehension and enhance motivation in learning Arabic.

Therefore, this study examines the development of Islamic animated video media intended for Grade II students of MINU as an innovative step in improving the quality of Arabic language education instruction, both from the aspects of motivation, interest, and enthusiasm in participating in learning. The emphasis on Grade II also considers children's cognitive development and social-emotional context, enabling the effective utilization of media. Consequently, it is anticipated that this research can provide direct benefits to Arabic language education teachers, learning media developers, and basic education administrators in creating more engaging, relevant, and meaningful learning experiences.

a. Learning Media

Learning media are physical or non-physical tools utilized by educators and students in the learning process to support the delivery of Arabic language material, increase student participation, and achieve teaching objectives efficiently. In traditional contexts, tools such as textbooks, blackboards, and creative posters have been used for a long time, but along with the development of the era, the need for more innovative and interactive media continues to increase. Research conducted by Indi Aqilah Mawaddah, Rohana, and Rury Rizhardi, entitled "Development of Scientific-Based Animated Video Learning Media for Elementary School Students," demonstrates that animated video media featuring local wisdom at the elementary school level possesses excellent validity and is highly beneficial for both teachers and students.

In the current educational era, learning aids do not only consist of printed materials or blackboards but are increasingly focused on digital tools such as animated videos capable of displaying information visually, with sound and motion. This type of media helps transform difficult-to-understand concepts into clearer and more engaging content for learners, while also providing opportunities for students to actively engage in the learning process through repetition, speed variations, and combinations of audio-visual elements rich in various features. Additionally, the utilization of appropriate and engaging educational media such as animated videos about Islamic propagation in Arabic language education also plays a significant role in instilling Islamic values from an early age. This media functions not only as a supporting device in delivering material about body parts in Arabic language subjects but also as a vessel for instilling moral values in education, presented in an enjoyable manner easily understood by children at the elementary school level.

b. Animated Video as Learning Media

Animated video is a combination of moving images and sound used to convey messages or learning materials in an engaging manner. Animated video can be used as a visual aid in teaching and learning activities to clarify concepts, attract students' attention, and increase participation and learning motivation. Animated video is highly suitable for elementary school students due to its dynamic visual displays and simple narratives.

Animated video in the learning process is also capable of transforming difficult-to-understand concepts into more tangible and clear representations. With the

assistance of characters, colors, and engaging narratives, students can learn while enjoying educational entertainment. This approach is highly applicable to Arabic language education subjects, as Islamic principles can be conveyed through stories and animated characters that exemplify ways of caring for body parts.

Animated media is highly suitable for MINU Grade II students because they are at a cognitive development stage that favors visualization, colors, and storytelling. The use of Islamic animated video can help students understand religious teachings in a more accessible and enjoyable manner.

c. Functions of Animated Video Media in Arabic Language Learning

Animated video media has many important roles in Arabic language education learning, especially in Grade II of elementary school:

1. Increasing attention and motivation: Children in Grade II typically enjoy moving images and sounds, so the use of animation can be an engaging way to help them become mentally prepared to learn the material.
2. Facilitating material delivery: Material about body parts often contains moral values, exemplary stories, and gratitude that can be conveyed through Islamic animated story formats more vividly compared to conventional lecture methods.
3. Assisting comprehension of abstract concepts: In Arabic language learning, there are ideas such as morality, gratitude, and other concepts that cannot be directly observed. Animation functions to make these concepts visually representable.
4. Serving as a differentiation learning tool: By using animation, educators can accommodate visual or auditory learning preferences, as well as provide opportunities for students who need review. This is crucial to make Arabic language education more inclusive and engaging.

d. Eligibility Criteria for Animated Video Media

In creating or selecting animated video media for Arabic language learning in Grade II of MINU, several eligibility standards must be met, including:

1. Content validity: The animated material must align with the Arabic language learning outcomes for Grade II and relate to real-life contexts experienced by students.

2. Media design: Visuals and audio must be clear, appropriate for children, not excessively long in duration (in accordance with age and needs), and must contain easily understood narration.
3. Practicality: Teachers should be able to use the media easily, while students can access it conveniently (for example, at school, or at home if needed).
4. Effectiveness: After utilizing the media, there should be observable progress in indicators such as learning interest, student participation, or learning outcomes.

METHODS

The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model is widely used in educational product development due to its systematic, flexible, and easily applicable nature. The following is an explanation.

1. Analysis (Analisis)

   In this initial stage, data collection and understanding of existing needs and problems are conducted. The objective is to identify the characteristics of Grade II MI students, what they need, and the conditions of the learning environment. With this information, product development can be directed precisely according to the target.

2. Design

   After needs are identified, the next stage involves designing the educational product in detail. This includes organizing the material, methods, and learning strategies to be used. This design serves as the main guide for the product creation process. This product uses the KineMaster application with a duration of 5 minutes that already contains material about body parts in Arabic.

3. Development

   In this phase, the design that has been created is realized into an actual product. The preparation of learning materials, media, and supporting tools is carried out to produce a product ready for trial. In this development stage, validation was conducted twice, including validation by material experts and media experts. In the first stage, there were revision notes regarding material that was not yet

perfect. Revisions were made based on feedback to ensure product quality and effectiveness.

4. Implementation

   The product that has been developed is then applied in a real learning setting. In this stage, educators implement the animated video product; this is done to ensure its use runs smoothly and according to objectives.

5. Evaluation (Evaluasi)

   The final stage is continuous evaluation to assess the extent to which the product achieves the expected objectives. Feedback collection is conducted to identify strengths and weaknesses, providing a strong foundation for future improvements.

RESULTS AND DISCUSSION

The trial of using animated video media for Islamic propagation was conducted with 20 Grade II students. The purpose of this trial was to observe students' responses to the developed media and evaluate its effectiveness in increasing students' learning interest in Arabic language education subjects. Prior to using the media, students underwent regular learning with lecture methods and brief discussions. Subsequently, the Islamic animated video was played during learning activities lasting approximately 30 minutes, with material about Arabic language learning.

Observation results showed that students appeared more enthusiastic and concentrated during the learning process using animated video. They paid full attention to visual elements, full colors, and engaging background sound. Some of them even repeated the sentences contained in the video, indicating active participation in learning. Arabic language teachers also expressed that the use of this animated media facilitated explaining material in a more enjoyable manner, compared to traditional lecture methods that often made students feel bored.

Based on the results of the learning interest survey, there was an increase in the average score from 68.4 (moderate category) before media utilization to 88.7 (high category) after using the animated video. This indicates that this Islamic innovative learning successfully increased students' interest in Arabic language subjects. Students expressed that learning using animated video helped them understand the material better and they wanted to learn again with similar methods.

The research results demonstrate that the utilization of animated video for Islamic propagation can increase the learning interest of Grade II students in Arabic language education subjects. This increase can be observed from changes in student behavior, who became more enthusiastic, focused, and active during the learning process. Previously, many students were passive and less interested in Arabic language material delivered through traditional methods. However, after using animated video media, the classroom atmosphere became more dynamic and interactive.

From the trial results, students provided positive responses to visual elements, colors, and sound narration in the animated video. Visual elements such as Islamic-themed cartoon characters and easily digestible stories enabled students to grasp the material well. This media also succeeded in instilling gratitude for the blessing of body parts, ways to recognize body part functions, and methods of caring for body parts in an engaging and non-boring manner. Consequently, teachers considered that media usage could facilitate material delivery more effectively and innovatively because it was presented through concrete examples in animation format.

In addition to fostering learning interest, the utilization of Islamic animated video also plays a role in creating an engaging and meaningful learning atmosphere. The relationship between students and teachers became more dynamic as students felt motivated to ask questions and engage in discussions about the story content in the video. This demonstrates that learning materials designed considering children's characteristics—who sometimes can read but cannot understand the content—can, through this media, increase the effectiveness of Arabic language instruction.

The research analysis results are as follows:

1. The developed Islamic Animated Video Media was declared feasible for use as Arabic language learning media for Grade II MI students based on material expert validation (4.45) and media expert validation (4.50) with the category "Very Good."
2. Students' Learning Interest experienced a significant increase, from an average score of 68.4 (moderate category) before media usage to 88.7 (high category) after using the animated video media.

3. Student Responses to the animated video media were very positive, with 93% of students expressing agreement and strong agreement that the animated video helped them learn in a more enjoyable and engaging manner.
4. Teacher Responses indicated that the animated video media was effective in delivering material and Islamic values, as well as facilitating teachers in creating an interactive learning atmosphere.
5. Media Effectiveness based on N-Gain calculation was 0.64, included in the "Moderate" category, which means the Islamic animated video media is effective in increasing students' learning interest in Arabic language subjects.

Overall, this discussion confirms that the development of Islamic animated video capable of increasing student learning motivation not only functions as entertainment but also as an effective educational tool in enhancing learning interest and comprehension of Arabic language materials at the basic education level. This media can become a creative choice for Arabic language instruction to produce interactive, relevant learning experiences aligned with current digital technological advancements.

CONCLUSION

Based on the findings and discussion regarding the "Development of Islamic Animated Video to Increase Students' Learning Interest in Arabic Language Teaching Materials for Grade II of MI," it can be concluded that the use of Islamic animated video learning media has proven effective in increasing students' learning interest and enthusiasm. This media was created considering the characteristics of Grade II MI children, through engaging visual displays, bright color selection, and gentle, easily understood narration. The Islamic material presented, such as ethics toward parents and honesty in daily life, can help build religious attitudes and strengthen students' moral values.

Furthermore, trial results showed that students were more enthusiastic, engaged, and concentrated during the learning process. Teachers also felt assisted because this tool could convey religious information in an engaging and efficient manner. Therefore, the development of this Islamic animated video is highly suitable to serve as an alternative learning media in Arabic language instruction, especially at the elementary school level, to increase learning interest and shape Islamic character from an early age.

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