

The Influence of Animated Video Media on Students' Learning Interest in Islamic Religious Education

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Abstract

Islamic Religious Education learning needs to be supported by the use of media that can attract students' attention and suit their learning needs. One of the media that can be utilized is animated video because it is able to present material more interestingly through a combination of images, sound, text, and animation. This study aims to determine the effect of using animated video media on students' learning interest in Islamic Religious Education subjects at SD Negeri 100202 Napa. This study uses a quantitative approach with an experimental method and a Pre-Experimental Design type One Group Pretest-Posttest Design. The research sample consisted of 30 sixth grade students. The research data were obtained through a learning interest questionnaire given before and after the use of animated video media. The collected data were analyzed using descriptive and inferential statistics, including the Liliefors normality test and the paired sample t-test at a significance level of 0.05. The results showed that the average student learning interest increased from 88.00 in the pretest to 94.73 in the posttest with a difference of 6.73 points. The hypothesis test results obtained a significance value of 0.000 (<0.05), indicating that animated video media significantly influenced students' learning interest. Therefore, animated video media can be used as an effective alternative learning medium to increase students' learning interest in Islamic Religious Education (IRE) in elementary schools, as reflected in the increase of the mean score from 88.00 in the pretest to 94.73 in the posttest, with a statistically significant result ($p = 0.000$). These findings suggest that Islamic Religious Education teachers should integrate animated video media into classroom instruction to create more engaging learning experiences and foster students' learning interest.

Keywords

Animated Video, Learning Interest, Islamic Religious Education, Elementary Schools.



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INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping students' knowledge, attitudes, and character. The development of digital technology demands learning that adapts to student characteristics and current educational needs. The alignment

of learning media with student characteristics is a crucial factor in optimally achieving learning objectives (Aswirna, 2018).

The use of technology in education has spurred the emergence of various digital-based learning innovations. Digital media is considered capable of creating more varied, interactive, and effective learning (Aswirna et al., 2020; Aswirna & Ritonga, 2020; Hade & Aswirna, 2019). One widely used medium is animated video, which combines visual elements, audio, text, and movement. Various studies have shown that interactive digital media can increase student participation, attention, understanding, and interest in learning (Chan et al., 2017; Hofer et al., 2018; Yustina et al., 2022; Wong & Chuah, 2023; Kashyap et al., 2023). The significance of this study lies in its contribution to the integration of technology-based learning media in Islamic Religious Education at the elementary school level. While previous studies have demonstrated the effectiveness of animated videos in improving learning outcomes and student engagement across various subjects, limited attention has been given to their role in fostering students' learning interest in Islamic Religious Education. This study is important because learning interest is a key factor influencing students' participation and engagement in religious learning activities. The novelty of this study lies in its focus on examining the effect of animated video media on elementary students' learning interest within the context of Islamic Religious Education. Unlike previous studies that primarily focused on general subjects, this research provides empirical evidence regarding the effectiveness of animated video media in supporting learning interest in religious education, particularly in an elementary school setting.

Islamic Religious Education learning at SD Negeri 100202 Napa still requires strengthening through the use of more varied and engaging instructional media. Previous studies have reported that animated videos and other digital learning media can improve students' motivation, engagement, and learning outcomes across various subjects (Yustina et al., 2022; Wong & Chuah, 2023; Kashyap et al., 2023). However, most of these studies have focused on general subjects such as science, mathematics, and language learning. Limited attention has been given to the application of animated video media in Islamic Religious Education, particularly at the elementary school level. In addition, empirical evidence concerning the effect of animated video media on students' learning interest in Islamic Religious Education remains scarce. Previous studies have reported that animated videos and other forms of digital learning media can improve students' motivation, engagement, and learning outcomes in various subjects (Yustina et al., 2022; Wong & Chuah, 2023; Kashyap et al., 2023).

However, most of these studies have focused on general subjects such as science, mathematics, and language learning. Research examining the effect of animated video media on students' learning interest in Islamic Religious Education, particularly at the elementary school level, remains limited. In addition, empirical evidence regarding the effectiveness of animated videos in fostering learning interest rather than learning achievement within Islamic Religious Education is still scarce. This gap highlights the need for further investigation into the use of animated video media in religious education contexts. Therefore, this study seeks to fill this gap by examining the effect of animated video media on elementary students' learning interest in Islamic Religious Education at SD Negeri 100202 Napa. The findings are expected to contribute to the growing body of knowledge on

technology-enhanced learning in religious education and provide practical insights for teachers in implementing innovative instructional media.

Recent studies in educational technology highlight the increasing role of digital media in enhancing students' learning engagement and interest. Research shows that multimedia-based learning tools such as animated videos, interactive simulations, and audiovisual content can significantly improve students' attention and participation in learning activities (Yustina et al., 2022; Kashyap et al., 2023; Wong & Chuah, 2023). In addition, recent studies conducted in primary education contexts indicate that digital learning media can create more meaningful and enjoyable learning experiences, particularly for young learners who tend to respond better to visual and interactive content (Utaminingsih et al., 2024; Afina et al., 2024). These findings confirm that the integration of technology in education is not only supportive but also essential in modern teaching practices.

METHODS

This research employed a quantitative approach with an experimental method. The design used was a One Group Pretest-Posttest Design, a design involving one research group without a comparison group. The study was conducted at SD Negeri 100202 Napa, South Angkola District, South Tapanuli Regency. The study population consisted of all students at SD Negeri 100202 Napa, while the sample consisted of 30 sixth-grade students selected as research subjects. Data were collected through a learning interest questionnaire administered before (pretest) and after (posttest) the implementation of animated video media. Observations and documentation were used as supporting data to obtain information regarding the learning implementation. Data were analyzed using descriptive and inferential statistics. Normality was tested using the Liliefors test, while hypothesis testing used a paired-sample t-test at a significance level of 0.05 to determine the effect of animated video media on student learning interest.

This research framework illustrates the relationship between the independent variable, namely animated video media, and the dependent variable, namely student learning interest. The use of animated video media in Islamic Education learning is positioned as a treatment given to students, then its influence is measured through changes in learning interest shown by the results of the pretest and posttest.

Pretest (O₁)



The learning interest questionnaire used in this study was developed based on indicators of learning interest, including attention, enthusiasm, participation, and student engagement in learning activities. Before being used in the main study, the instrument was tested for validity and reliability. Item validity was analyzed using item-total correlation, and all items with correlation values higher than the *r*-table value were declared valid. Meanwhile, reliability testing was conducted using Cronbach's Alpha coefficient, which resulted in a value above 0.70, indicating that the instrument had a high level of reliability and was suitable for data collection in this study. Despite its suitability for examining changes before and after treatment, the One Group Pretest–Posttest Design has certain limitations. The absence of a control group makes it difficult to completely rule out the influence of external factors that may affect students' learning interest during the study period. Therefore, the findings should be interpreted within the context of the research setting, and future studies are encouraged to employ experimental designs with control groups to strengthen causal conclusions.

FINDINGS AND DISCUSSION

Findings

The data were collected from 30 sixth-grade students of SD Negeri 100202 Napa using a learning-interest questionnaire administered before and after the implementation of animated video media in Islamic Religious Education classes. The findings present the descriptive statistics, normality test results, and hypothesis testing results.

Table 1. Students' Learning Interest Scores Before and After Treatment

| Test | Mean Score | Minimum Score | Maximum Score |
|-------------|-------------------|----------------------|----------------------|
| Pretest | 88.00 | 82 | 92 |
| Posttest | 94.73 | 88 | 100 |
| Difference | 6.73 | - | - |

Source: Research Data Processing Results (2025)

Table 1 indicates an increase in students' learning interest following the use of animated video media. The mean score rose from 88.00 in the pretest to 94.73 in the posttest, resulting in a gain of 6.73 points. In addition, the minimum and maximum scores obtained after the treatment were higher than those recorded before the treatment.

Table 2. Results of the Normality Test

| Data | Lcount | Ltable | Result |
|----------|--------|--------|---------------------|
| Pretest | 0.153 | 0.161 | Normal Distribution |
| Posttest | 0.133 | 0.161 | Normal Distribution |

Source: Research Data Processing Results (2025)

The normality test was conducted using the Liliefors test. As presented in Table 2, the calculated values for both pretest and posttest data were lower than the critical value. Therefore, both datasets met the assumption of normal distribution and were considered suitable for further statistical analysis.

Table 3. Results of Hypothesis Testing

| Statistical Test | Significance Value | Decision |
|----------------------|--------------------|--|
| Paired Sample t-Test | 0.000 | H ₀ Rejected, H _a Accepted |

Source: Research Data Processing Results (2025)

The paired sample *t*-test yielded a significance value of 0.000, which was below the significance level of 0.05. This result indicates a statistically significant difference between the pretest and posttest scores. Accordingly, the null hypothesis was rejected and the alternative hypothesis was accepted, demonstrating that the use of animated video media had a significant effect on students' learning interest in Islamic Religious Education. In addition to hypothesis testing, an effect size analysis was conducted to determine the magnitude of the effect of animated video media on students' learning interest. The effect size was calculated using Cohen's *d* for paired samples. The result showed a Cohen's *d* value of approximately 1.10, which is categorized as a large effect based on Cohen's interpretation. This indicates that the use of animated video media has a strong practical impact on improving students' learning interest in Islamic Religious Education.

To determine the practical significance of the findings, an effect size analysis was conducted. Effect size provides information regarding the magnitude of the treatment effect beyond statistical significance. The results indicated that the use of animated video media produced a substantial improvement in students' learning interest, suggesting that the observed increase was not only statistically significant but also educationally meaningful.

These findings strengthen the conclusion that animated video media can effectively enhance students' learning interest in Islamic Religious Education.

Figure 1. Comparison of Mean Pretest and Posttest Scores

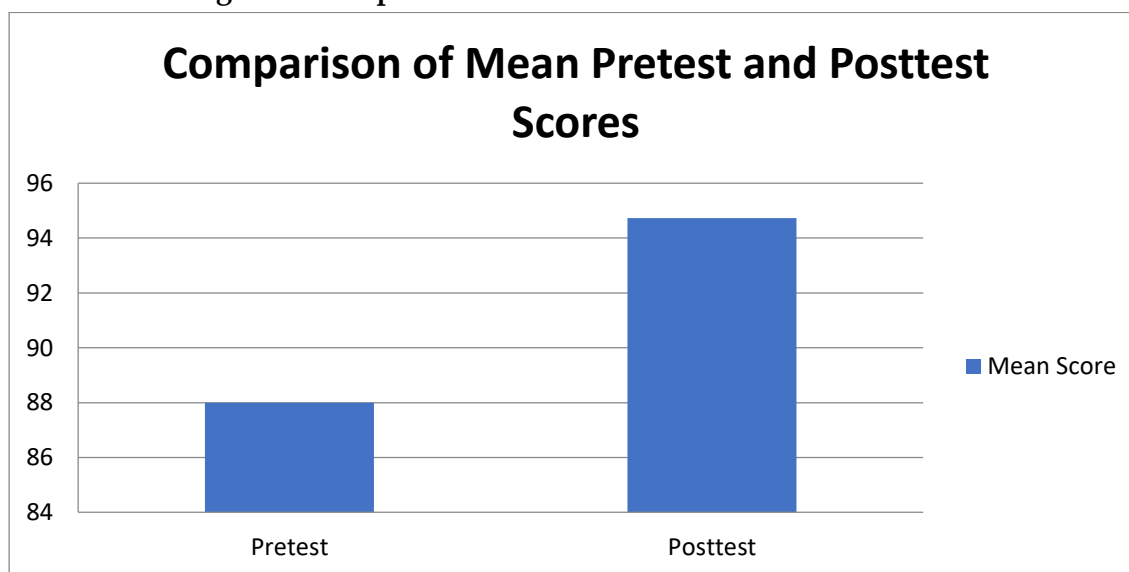


Figure 1 illustrates that the mean posttest score was higher than the mean pretest score. This finding indicates an increase in students' learning interest following the use of animated video media in Islamic Religious Education learning.

Discussion

The Effect of Animated Video Media on Student Learning Interest

Research data shows an increase in student learning interest after using animated video media in Islamic Religious Education lessons. The average learning interest score, which was 88.00 in the pretest, increased to 94.73 in the posttest, a difference of 6.73 points. The results of the hypothesis test, which obtained a significance value of 0.000 (<0.05), also indicate that the use of animated video media significantly influenced the learning interest of sixth-grade students at SD Negeri 100202 Napa. This improvement suggests that selecting media that aligns with student characteristics can create a more engaging learning environment. When material is presented through media that relates to students' daily lives, they tend to pay more attention and show interest in the learning. Similarly, Aswirna (2018) explains that the learning process needs to be adapted to student development and current demands so that learning objectives can be optimally achieved. In today's digital era, the use of technology-based media is a relevant alternative to support the learning process in schools.

The results of this study also support the findings of Utaminingsih et al. (2024), who stated that the use of technology in learning can increase student motivation, readiness, and engagement. Thus, animated videos not only serve as a tool to deliver material but also foster student interest in the learning process.

The Role of Animated Video Media in Increasing Learning Interest

The findings of this study can also be interpreted through the perspective of the Cognitive Theory of Multimedia Learning proposed by Mayer. This theory suggests that students learn more effectively when information is presented through a combination of visual and auditory channels rather than through text or verbal explanations alone. Animated video media integrates images, narration, text, and motion, enabling students to process information more efficiently and maintain their attention throughout the learning process. As a result, students become more engaged and demonstrate greater interest in learning activities. Furthermore, the findings are consistent with theories of learning motivation, which emphasize the importance of stimulating students' attention and curiosity as prerequisites for meaningful learning. Animated videos provide attractive visual representations and interactive learning experiences that can increase students' willingness to participate in classroom activities. The increased learning interest observed in this study indicates that multimedia-based instruction can serve as an effective strategy for enhancing students' motivation and engagement in Islamic Religious Education.

One of the advantages of animated videos lies in their ability to combine images, sound, text, and movement into a cohesive display. This combination makes learning materials more engaging and easier for students to understand. Compared to delivering material solely verbally, animated videos can provide a richer and less monotonous learning experience. Fadilah and Syah (2021) explain that animated videos can present learning materials in an engaging manner, thereby arousing students' curiosity and enthusiasm for learning. Furthermore, this medium also helps explain difficult-to-understand material in a simpler and more accessible way, especially for elementary school students.

This opinion is supported by Pasampuri (2024), who stated that animated media is highly suitable for use in elementary education because students at this age tend to be more attracted to engaging visual displays. This interest then encourages students to focus more on learning and pay greater attention to the material being studied. Mashuri and Budiyono (2020) also explained that animated videos have several advantages, such as presenting material more effectively, transforming abstract concepts into more concrete ones, being reusable, and supporting student-centered learning. These characteristics were evident in this study, where students demonstrated a better response during the learning process.

The Relationship between Animated Video Media and Student Learning Interest

Learning interest is a crucial factor in the success of the learning process. Students with a strong learning interest typically demonstrate better attention, are more enthusiastic about participating in lessons, and are more active in various learning activities. Therefore, increased learning interest is often an indicator that the learning process is going well. Tullah et al. (2022) explained that the use of animated videos can increase learning motivation because students' attention and concentration are more focused on the material being studied. This was also evident during the study, when students showed greater interest in learning using animated videos compared to previous learning.

Akbar et al. (2023) stated that good animated video media not only conveys information but also fosters learning interest and encourages the emergence of new ideas and concepts in students. This was evident in the learning of the topic "The Struggle of Abu Bakar Ash-Shiddiq in the Propagation of Islam," where students more easily understood the content because it was presented in an engaging visual format. Another advantage of animated videos is their ability to present a more concrete depiction of the material being studied. Students not only visualize events through the teacher's explanation, but also see illustrations that help them understand the material more clearly. This ease of understanding contributes to increased student interest in learning.

Consistency of Research Findings with Previous Research

The results of this study align with various previous studies showing that animated video media positively contributes to the learning process. Sari et al. (2023) found that the use of animated videos can improve students' understanding of learning materials. Fajriyah and Nuruddin (2022) also reported that students responded positively to the use of animated videos because learning became more engaging and less boring. Research by Laksmi et al. (2022) showed that animated video media can increase students' enthusiasm and motivation to learn. These findings are relevant to the results of this study, which showed an increase in learning interest after the use of animated videos in Islamic Religious Education lessons.

Research by Yusuf et al. (2020) also showed that audiovisual media positively influenced students' attitudes and responses during learning. Furthermore, several international studies conducted by Chan et al. (2017), Hofer et al. (2018), Yustina et al. (2022), Wong and Chuah (2023), and Kashyap et al. (2023) also explained that interactive digital media can increase student engagement, attention, and learning experiences. These similar results further reinforce the idea that using animated videos is an effective strategy to support learning in the digital age.

Implications of Using Animated Video Media in Islamic Religious Education Learning

The material used in this study was Abu Bakr Ash-Shiddiq's Struggle in the Spread of Islam. Islamic history material like this will be easier to understand when presented through visual media that depicts figures, events, and the values contained within. Through animated videos, students can gain a clearer understanding of the material, making the learning process more engaging. Aisyah and Jannah (2023) explained that using videos in Islamic cultural history lessons can increase student enthusiasm and interest during the lesson. This same finding was also seen in this study, where students demonstrated greater interest after learning using animated videos.

The increase in learning interest scores from 88.00 to 94.73 indicates that animated videos can be an effective alternative learning medium in Islamic Religious Education subjects in elementary schools. Therefore, teachers need to consider utilizing technology-based media as part of efforts to create more engaging, innovative, and tailored learning experiences to meet the needs of students in the digital age.

CONCLUSION

This study concludes that the use of animated video media has a positive and significant effect on students' learning interest in Islamic Religious Education at SD Negeri 100202 Napa. The integration of visual, audio, text, and motion elements in animated videos creates a more engaging and interactive learning environment, which contributes to increased student participation and interest in learning. The novelty of this study lies in its focus on examining the effect of animated video media specifically on learning interest in Islamic Religious Education at the elementary school level, particularly in a rural school context, which has received limited attention in previous studies. This provides new empirical evidence regarding the effectiveness of digital learning media in religious education. In practical terms, the findings of this study suggest that Islamic Religious Education teachers can utilize animated video media as an innovative instructional strategy to enhance students' engagement and learning interest. The implementation of such media can help create a more enjoyable and meaningful learning experience in elementary classrooms. Future research is recommended to expand the sample size, involve different educational levels, and explore other variables such as learning motivation, learning outcomes, and critical thinking skills.

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