

Development of Islamic Animated Video Media for Learning Aqidah and Morals for Elementary School Students

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Abstract: This study aimed to develop Islamic animated video learning media for Aqidah and Morals instruction in elementary schools and to determine its feasibility, practicality, attractiveness, and effectiveness. The research employed a Research and Development (R&D) method using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The research subjects included material experts, media experts, teachers, and elementary school students. Data were collected through observation, interviews, questionnaires, pretest and posttest, and documentation. Data analysis was conducted using descriptive quantitative and qualitative techniques. The validation results indicated that the Islamic animated video media achieved a feasibility score of 96.88% from material experts and 87.50% from media experts, categorized as very feasible. Teacher responses showed a practicality level of 96.88%, categorized as very practical, while student responses reached 92.50%, categorized as very attractive. The effectiveness test results revealed a significant improvement in student learning outcomes, with the average score increasing from 60.25 in the pretest to 89.25 in the final posttest, and learning mastery reaching 100%. Therefore, the Islamic animated video media is considered feasible, practical, attractive, and effective for Aqidah and Morals learning in elementary schools.

Keywords: *Islamic animated video; Aqidah and Morals; learning media; elementary school; ADDIE*

INTRODUCTION

Aqidah and Akhlak education in elementary schools plays a strategic role in shaping students' faith, noble character, and religious values from an early age. The Aqidah and Akhlak learning process is carried out in a meaningful, contextual, and engaging way, so that Islamic values are not only understood cognitively but also internalized in students' daily attitudes and behavior (Arni et al., 2024). The curriculum emphasizes the importance of using innovative learning media that align with the developmental characteristics of elementary school students, who tend to be visual, imaginative, and enjoy engaging and enjoyable learning (Choirunnisa et al., 2025).

Moreover, Aqidah and Akhlak learning in elementary schools is also expected to be able to integrate educational technology development as part of efforts to improve the quality of learning (Novela et al., 2024). The appropriate use of digital media can help teachers present material in a more varied, interactive, and relevant way to the world of children today. (Rachmawati, 2025). Thus, learning functions not only as a means of knowledge transfer but also as a vehicle for shaping values and character through meaningful and enjoyable learning experiences (Hae et al., 2021).

However, based on initial observations in elementary schools, Aqidah and Akhlak learning is still dominated by lecture methods and the use of textbooks as the primary learning resource. The learning media used tend to be limited and lack variety, resulting in students being less actively engaged in the learning process. Consequently, some students show low levels of attention and motivation, as well as difficulties in understanding and relating Aqidah and Akhlak material to daily life. This condition is also reflected in the low student participation during the learning process, where only a small number of students actively ask or answer the teacher's questions. Most students tend to be passive, easily bored, and show little enthusiasm in following the lessons. This indicates that the strategies and media used have not yet fully accommodated the learning needs of elementary school students, who require more visual, interactive, and contextual learning.

This condition indicates a gap between the ideal Aqidah and Akhlak learning which is interactive, engaging, and student-centered—and the actual classroom practice, which remains conventional and makes limited use of innovative media. This gap results in the objectives of Aqidah and Akhlak learning not being achieved optimally.

If this condition is left unaddressed, Aqidah and Akhlak learning has the potential to become less meaningful for students. Islamic values, which should be instilled from an early age, may not be properly internalized, resulting in a low understanding of Aqidah and Akhlak concepts and limited development of noble attitudes and behaviors in students' daily lives (Abidin, 2022). Moreover, the weak internalization of Aqidah and Akhlak values may cause students to lack a strong moral foundation in facing various negative influences from the environment and digital media (Hairani & Conermann, 2025). Without a proper understanding and appreciation of Islamic values, students are more easily influenced by behaviors that are not in accordance with Islamic teachings, such as a lack of discipline, honesty, and responsibility in daily life (Djuaini, 2025). This condition can affect the formation of a younger generation with weak moral character and a lack of strong religious awareness (Mahfud & Zahriyah, 2025). This, of course, contradicts the goals of national education and Islamic education, which emphasize the importance of developing individuals who are faithful, pious, and possess noble character as a foundation for life in society and the nation (Astuti et al., 2023).

One alternative solution that can be implemented is the development of Islamic-themed animated video learning media. Animated video media can present material both visually and auditorily at the same time, making it more engaging and easier for elementary school students to understand (Diandra Nofita et al., 2025; Zahroh et al., 2025). Moreover, Islamic animated videos can package Aqidah and Akhlak material in the form of stories, characters, and situations that are close to students' lives, thereby facilitating the internalization of Islamic values (Agustin et al., 2023; Mahendra et al., 2025; Septiana et al., 2025).

The selection of Islamic animated video media is based on the characteristics of elementary school students, who enjoy visual and narrative-based learning (Chudrin & Darnoto, 2024; Komalasari et al., 2022). This media also allows the delivery of Aqidah and Akhlak material in a contextual, engaging manner, and in accordance with students' psychological development (Sugitra et al., 2022; Wariaka & Walalayo, 2020). Furthermore,

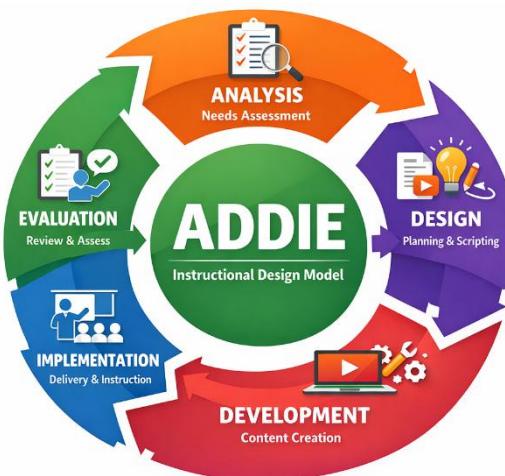
Islamic animated video media is considered relevant to the demands of learning in the digital era and has great potential to enhance students' motivation and understanding of the learning material (Muchtar & Makhshun, 2025; Wahid et al., 2025).

Based on previous research, video- and animation-based media have been proven to enhance students' motivation and understanding in religious education learning. Research by Wahid et al., (2025) shows that the use of animated videos in the context of Islamic education can improve students' understanding, motivation, and engagement, as well as provide a more meaningful learning experience compared to traditional methods. Findings from Lestari & Dahnial, (2025) state that animated videos as learning media in the digital era increase student engagement and motivation, and effectively reinforce moral messages and learning concepts. Furthermore, a study by Putri Nurul Fadillah et al., (2022) confirms that animated video media in Islamic learning enhances conceptual understanding, learning motivation, and student learning outcomes, highlighting the relevance of digital media in contemporary religious education. Therefore, the development of Islamic animated video media is considered relevant, effective, and aligned with the characteristics of elementary school students in Aqidah and Akhlak learning (Fitriani et al., 2026).

Based on the discussion above, this study focuses on the development of Islamic animated video media for Aqidah and Akhlak learning in elementary school students, with the expectation that the developed media can serve as an effective, engaging, and relevant alternative learning tool to support the achievement of Aqidah and Akhlak learning objectives.

RESEARCH METHODOLOGY

This study employs a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen because it is systematic, flexible, and suitable for developing learning products in the form of animated video media.



The stages of developing learning media using the ADDIE model which include Analysis, Design, Development, Implementation, and Evaluation applied in the development of Islamic animated videos for Aqidah and Akhlak learning are as follows:

Analysis Stage is the initial phase aimed at identifying learning needs, student characteristics, and the problems encountered in Aqidah and Akhlak learning. This stage serves as the basis for determining the objectives and specifications of the media to be developed.

Design Stage involves designing the media, including formulating learning objectives, determining the content, creating a storyboard, and designing the flow and appearance of the Islamic animated video. This stage aims to produce a systematic product design that aligns with students' needs.

Development Stage is the process of creating the media based on the design that has been prepared. This stage involves producing the animated video, adding content, incorporating narration and illustrations, and validating the product with subject matter experts and media experts to ensure quality and feasibility.

Implementation Stage is the phase where the developed media is applied in Aqidah and Akhlak learning in the classroom. The media is used by teachers and students during learning activities, followed by observation and data collection to assess students' responses and the effectiveness of the media.

Evaluation Stage is the process of assessing the quality and effectiveness of the media. Evaluation is conducted both formatively and summatively to identify the strengths and weaknesses of the media, which can then be used as the basis for improving and refining the final product. The data collection techniques in this study include observation, interviews, questionnaires, tests, and documentation. Observation is used to examine the Aqidah and Akhlak learning process in the classroom and students' engagement before and after using the Islamic animated video media. Interviews are conducted with teachers to explore learning needs, difficulties encountered, and student characteristics, which serve as the basis for media development.

In addition, questionnaires are used to obtain validation data from subject matter experts, media experts, and learning experts, as well as to assess teachers' and students' responses to the developed media. Tests are conducted in the form of pretests and posttests to measure students' improvement in understanding Aqidah and Akhlak material after using the Islamic animated video media.

The data analysis techniques in this study employ both quantitative and qualitative descriptive analysis. Validation data from subject matter experts, media experts, and learning experts are analyzed, and questionnaire data on teachers' and students' responses are also analyzed using percentage formulas to determine the practicality of the media. The percentage technique is used to determine the feasibility level of the developed Islamic animated video media, using the following formula:

$$P = \frac{\sum X}{\sum X_{max}} \times 100$$

Explanation:

P = feasibility percentage

$\sum X$ = total score obtained

$\sum X_{max}$ = maximum possible score

Table 1. Interpretation of Teachers' and Students' Responses on Media Practicality

Percentage	Category
81–100%	Very feasible / very practical
61–80%	Feasible / practical
41–60%	Fair
21–40%	Poor
≤20%	Not feasible

The pretest and posttest data were analyzed by calculating the average score, learning completeness, and N-Gain to determine the improvement in students' learning outcomes after using the media. The formula used is as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

\bar{X} = mean score

$\sum X$ = total score

N = number of students

N-Gain Formula (Learning Improvement)

$$N - Gain = \frac{S_{spots} - S_{pre}}{S_{maks} - S_{pre}}$$

Explanation:

S_{post} = score posttest

S_{pre} = score pretest

S_{maks} = score maximum

Category:

$\geq 0,7$ = High

$0,3 - 0,69$ = Medium

$< 0,3$ = Low

Meanwhile, the qualitative data obtained from interviews, observations, and expert suggestions were analyzed descriptively to provide an overview of the strengths, weaknesses, and improvements of the developed media.

RESULTS AND DISCUSSION

The Islamic animated video media was developed based on the analysis of students' needs and characteristics, and then validated by experts to assess the feasibility of the content, media design, and its alignment with the learning objectives of Aqidah and Akhlak before being implemented in the learning process. The results of the subject matter expert validation are as follows:

Table 1. Results of Subject Matter Expert Validation

No	Indicator	Score Obtained Stage 1	Score Obtained Stage 2
1	Alignment with KD	3	4
2	Accuracy of concepts	3	4
3	Alignment with student characteristics	3	4
4	Clarity of presentation	2	4
5	Integration of objectives	3	4
6	Correctness of Islamic values	3	4
7	Completeness of material	2	3
8	Clarity of examples	2	4
Total		21	31
Average		2.63	3.88
Percentage		65.63%	96.88%

Based on the results of the subject matter expert validation, the Islamic animated video media in Stage I obtained a total score of 21, an average of 2.63, and a feasibility percentage of 65.63%, which falls into the valid category. Although, in general, the content was aligned with the basic competencies and concepts of Aqidah and Akhlak, there were still several aspects that needed improvement, particularly in the indicators of clarity of presentation, completeness of material, and clarity of examples, which received relatively low scores. After revisions were made based on the suggestions and feedback from the subject matter experts, Stage II validation was conducted. The results showed a significant improvement, with a total score of 31, an average of 3.88, and a feasibility percentage of 96.88%, which falls into the highly valid category. Almost all indicators, such as alignment with basic competencies, accuracy of concepts, integration of objectives, and correctness of Islamic values, received maximum scores. This indicates that the content in the Islamic animated video media has been systematically and accurately developed and is suitable for the characteristics of elementary school students.

Thus, based on the results of Stage II subject matter expert validation, the Islamic animated video media is declared highly feasible for use in Aqidah and Akhlak learning in elementary schools. In addition to the content aspect, the quality of the Islamic animated video media was also evaluated in terms of appearance and technical aspects through media expert validation to ensure that the developed media is suitable for use in the learning process. The results of the media validation are presented in the following table:

Table 2. Results of Media Expert Validation

No	Indicator	Score Obtained Stage 1	Score Obtained Stage 2
1	Visual appearance	2	3
2	Color and design	3	3
3	Text clarity	2	4
4	Animation quality	2	3
5	Audio quality	2	3
6	Synchronization	2	4

7	Ease of use	3	4
8	Media attractiveness	2	4
	Total	18	28
	Average	2.25	3.50
	Percentage	56.25%	87.50%

Based on the results of Stage I media expert validation, the Islamic animated video media obtained a total score of 18, an average of 2.25, and a feasibility percentage of 56.25%, which falls into the fairly valid category. Several indicators, such as visual appearance, text clarity, animation quality, audio quality, and media attractiveness, still received low scores, indicating that the media needed improvements in terms of appearance and technical quality to make it more engaging and easier for students to use. After revisions were made based on suggestions and feedback from media experts, Stage II validation results showed a significant improvement. The media obtained a total score of 28, an average of 3.50, and a feasibility percentage of 87.50%, which falls into the highly valid category. Almost all indicators improved, especially in terms of text clarity, synchronization of images and sound, ease of use, and media attractiveness. This indicates that the Islamic animated video media now has good visual and technical quality and is suitable for use in Aqidah and Akhlak learning in elementary schools.

After being declared feasible by subject matter and media experts, the practicality of the Islamic animated video media was further assessed through teachers' responses as users in Aqidah and Akhlak learning.

Table 3. Teachers' Responses on the Practicality of Islamic Animated Video Media in Aqidah and Akhlak Learning

No	Indicator	Score	Score
		Stage 1	Stage 2
1	Ease of use	3	4
2	Clarity of presentation	3	4
3	Alignment with objectives	3	4
4	Attractiveness of appearance	2	4
5	Helps teaching	3	4
6	Suitability for students	3	4
7	Time efficiency	2	3
8	Feasibility of use	3	4
	Total	22	31
	Average	2.75	3.88
	Percentage	68.75%	96.88%

Based on the results of teachers' responses in Stage 1, the Islamic animated video media obtained a total score of 22, an average of 2.75, and a percentage of 68.75%, which falls into the practical category. This result indicates that, in the initial stage, the media was fairly easy to use and aligned with the learning objectives, but improvements were still needed, particularly in terms of visual attractiveness and time efficiency. After revisions were made according to teachers' feedback, the Stage 2 assessment showed a significant improvement, with a total score of 31, an average of 3.88, and a percentage of 96.88%, placing it in the highly practical category. Almost all indicators received maximum scores, indicating that the Islamic

animated video media is considered very easy to use, engaging, and effective in assisting teachers in delivering Aqidah and Akhlak material. Thus, the developed media has met the practicality criteria for use in elementary school learning.

In addition to teachers' responses, students' responses were also analyzed to determine the level of attractiveness and usefulness of the Islamic animated video media in learning. The results of students' responses are presented in Table 4 as follows:

Table 4. Students' Responses on the Practicality of Islamic Animated Video Media in Aqidah and Akhlak Learning

No	Indicator	Score	Score
		Stage 1	Stage 2
1	Media is easy to understand	56	72
2	Attractive appearance	52	74
3	Enjoyable animation	54	76
4	Material is easy to remember	50	70
5	Media helps learning	55	75
6	Increases learning motivation	53	76
7	Clear audio and visuals	51	72
8	Makes learning more enjoyable	54	77
Total		425	592
Average		2.66	3.70
Percentage		66.41%	92.50%

Based on the responses of 20 students in Stage 1, the Islamic animated video media obtained a total score of 425, an average of 2.66, and a percentage of 66.41%, which falls into the interesting category. This result indicates that most students were able to understand the material and felt assisted by the use of the media, although some aspects, such as appearance and animation attractiveness, still needed improvement.

After revisions and media refinement, the responses of the 20 students in Stage 2 showed a significant improvement, with a total score of 592, an average of 3.70, and a percentage of 92.50%, which falls into the highly interesting category. Students reported that the media was easier to understand, more enjoyable, and able to increase learning motivation in Aqidah and Akhlak learning. This indicates that the developed Islamic animated video media has met the criteria for attractiveness and feasibility from the students' perspective.

In addition to practicality and attractiveness, the effectiveness of the Islamic animated video media was also analyzed by comparing students' pretest and posttest results to observe improvements in Aqidah and Akhlak learning outcomes, as follows

Table 5. Students' Pretest and Posttest Results

No	Student	Pretest Stage 1	Posttest Stage 1	Posttest Stage 2
1	S1	60	72	85
2	S2	58	70	88
3	S3	62	75	90
4	S4	55	70	86
5	S5	63	78	92
6	S6	60	74	89
7	S7	59	72	87
8	S8	64	76	91
9	S9	61	73	88
10	S10	57	70	85
11	S11	60	74	90
12	S12	62	75	92
13	S13	58	72	87
14	S14	61	74	89
15	S15	63	78	93
16	S16	56	70	86
17	S17	60	73	90
18	S18	59	72	88
19	S19	62	75	91
20	S20	61	74	89
Total		1,205	1,457	1,785
Average		60.25	72.85	89.25
Students		2	7	20
Completed (≥ 75)				
Completion Percentage		10%	35%	100%

Based on the Stage 1 pretest results of 20 students, a total score of 1,205 was obtained with an average of 60.25. Only 2 students (10%) reached the learning completeness criterion (≥ 75), indicating that students' initial understanding of Aqidah and Akhlak material was still relatively low. After using the Islamic animated video media in Stage 1 posttest, learning outcomes improved, with a total score of 1,457 and an average of 72.85. The number of students achieving completeness increased to 7 students (35%). Although not all students had achieved mastery, these results indicate that the media had begun to positively impact students' understanding. In Stage 2 posttest, after the media was revised and refined, the improvement in learning outcomes was highly significant. The total score reached 1,785 with an average of 89.25, and all students (20 students or 100%) achieved learning completeness. This indicates that the developed Islamic animated video media is highly effective in improving elementary school students' learning outcomes in Aqidah and Akhlak.

The results of this study indicate that the Islamic animated video media developed using the ADDIE model is deemed feasible, practical, engaging, and effective in supporting Aqidah and Akhlak learning in elementary schools. The feasibility of the media is evident from expert evaluations, which stated that the content, visual design, and Islamic values incorporated were aligned with the learning objectives and students' characteristics. This finding aligns with Aminuddin Aminuddin et al., (2023) who asserted that animation-based learning media developed through expert validation stages can improve the alignment of content with the curriculum and facilitate students' understanding of concepts.

In the context of this study, Islamic animated videos can present Aqidah and Akhlak concepts in a more concrete, visual, and easily comprehensible manner for elementary school students.

From the design and visual perspective, the developed media demonstrated high-quality visuals, animation, and audio that support student engagement. This is consistent with the findings of Maulana, (2025) who stated that the use of attractive animation and visuals can enhance students' attention and focus, particularly in elementary education, which is characterized by visual and imaginative learning styles.

Teachers' responses showed that the Islamic animated video media facilitated the delivery of content, helped manage learning time, and supported the achievement of learning objectives. This finding supports Shabrina et al., (2025) who stated that effective learning media are not only engaging but also practical for teachers to use in classroom learning activities.

Furthermore, students' responses indicated that the Islamic animated video media increased interest, motivation, and enjoyment in learning. This aligns with the study by Maradekaya et al., (2024) which found that animated media can enhance active student engagement and create a more enjoyable learning environment, thereby facilitating comprehension of value-based material.

The improvement in students' learning outcomes after using the media also demonstrates that the Islamic animated video is effective in helping students understand Aqidah and Akhlak material. This finding is consistent with Anggita et al., (2024) who stated that the use of animated videos in religious education can enhance conceptual understanding as well as the internalization of moral and religious values among students.

Therefore, this study reinforces previous findings that Islamic animated video media is an effective alternative learning medium for improving the quality of Aqidah and Akhlak learning in elementary schools, in terms of feasibility, practicality, attractiveness, and its impact on learning outcomes

CONCLUSION

This study developed learning media in the form of Islamic animated videos for the Aqidah and Akhlak subject in elementary schools using the ADDIE model. Expert validation results indicated that the media is highly feasible, with content aligned to basic competencies, accurate Islamic values, clear presentation, and attractive visual design. Revisions based on expert feedback further increased its feasibility to a very high level. From the practicality perspective, both teachers and students rated the media as easy to use, engaging, and effective; teachers were assisted in delivering content and managing learning time, while students became more motivated and could understand the material more easily. Pretest-posttest analysis showed a significant improvement in learning outcomes, with all students achieving mastery. This media has proven to be effective and can serve as an innovative alternative for enhancing the quality of Aqidah and Akhlak learning, supporting meaningful, enjoyable, student-centered learning, as well as fostering religious character development from an early age.

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