



The Use of Animated Videos to Increase Learning Motivation for the Material on Renewal Movements in Islam

Hadini¹, Weti Susanti², Hayati¹, Muksalmina³

¹Universitas Islam Negeri Ar-Raniry, Indonesia

²STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

³Universitas Malikussaleh, Indonesia

✉ hadinimanik@ar-raniry.ac.id*

Abstract

The use of animated video media in education has an influence on increasing learning motivation. Ignoring it can result in a decrease in student motivation in learning. This is due to the lack of student motivation in learning Islamic Cultural History. This is seen as some students do not listen to the material from the teacher, get bored easily, and walk around outside the classroom, with various reasons given. The purpose of this writing is (1) to describe the activities of teachers and students through the use of animated video media, (2) to describe the increase in student learning motivation through the use of animated video media in learning Islamic Cultural History, especially in the material of the Renewal Movement in Islam. This research is a Classroom Action Research (CAR) which consists of 4 stages, namely planning, action, observation, and reflection. The subjects of this research are students of class XI Religion at Madrasah Aliyah Negeri 2 Bireuen. Data collection techniques through (1) teacher activity observation sheets, (2) student activity observation sheets, (3) questionnaires. Based on the results of the research data analysis, it was found that (1) teacher activity in cycle I was 80% in the good category, cycle II increased to 92% in the very good category, while student activity in cycle I was 76% in the good category, in cycle II it increased to 91% in the very good category, (2) the percentage of student learning motivation in cycle I was 84% in the good category, in cycle II the percentage of student learning motivation was 92% in the very good category. So it can be concluded that the use of animated video media can increase student learning motivation in the material of the Renewal Movement in Islam.

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INTRODUCTION

Improving the quality of education in the modern era demands innovation in the learning process that can accommodate the increasingly dynamic needs of students. Learning is no longer teacher-centered, but rather student-centered, incorporating a variety of engaging and interactive strategies and media. One crucial aspect of succes

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learning is student motivation, as it is the primary driver determining student engagement, attention, and commitment to the learning process (Raza et al., 2020; Tang, 2023).

Learning motivation plays a strategic role in shaping students' attitudes and learning behaviors. Students with high learning motivation tend to be more active, inquisitive, and able to achieve optimal learning outcomes. Conversely, low learning motivation can lead to inattention, reluctance to engage in learning, and passive and unfocused behavior during the learning process (Masfufah & Chasanah, 2023).

In the context of teaching Islamic Cultural History, particularly in the Islamic Reform Movement, the learning process is often dominated by lectures without the support of varied media. This results in monotonous, unengaging, and difficult for students to understand. Based on initial observations, students exhibited symptoms of low learning motivation, such as paying little attention to teacher explanations, easily becoming bored, and being less active in class discussions (Burhanuddin et al., 2025; Graciani Hidajat et al., 2020; Susanti et al., 2024).

One way to address these issues is to utilize innovative learning media, including animated videos. Animated videos combine visual, audio, and motion elements to present information in a more engaging and easy-to-understand way. Using animated videos in learning can help explain abstract concepts more concretely, increase learning engagement, and encourage active student engagement (Abdelfattah et al., 2025; Fatchurahman et al., 2022).

The use of animated videos in the learning process is more engaging than using only audio or visuals. This is because animated videos utilize two senses simultaneously, namely the eyes and ears, thereby significantly increasing students' motivation and interest in learning, and facilitating understanding and strengthening students' memory. According to Edgar Dale's (1969), Cone of Experience, learning involves various sensory modalities, where visual and auditory experiences play important roles in enhancing students' understanding. Using animated videos and unique character displays that appear in the learning process, it can certainly optimize their understanding of the concepts presented (Hanif, 2020; Kotimah, 2024).

Furthermore, the use of animated videos aligns with learning theories that emphasize the importance of multisensory learning experiences, where students learn through a combination of sight and hearing. Therefore, the use of animated videos is expected to significantly increase student learning motivation.

Therefore, increasing motivation through animated video media is certainly necessary. Based on initial observations at Madrasah Aliyah, the History of Islamic Culture material was considered a less engaging subject. This was due to the traditional method of delivering the material, namely, lectures without developing media, which resulted in reduced student motivation. Consequently, the lack of student motivation made the learning process less engaging, monotonous, and boring.

METHOD

This study uses a qualitative approach with Classroom Action Research (CAR), which aims to directly improve and enhance the quality of the learning process in the classroom. CAR was chosen because it provides an opportunity for researchers to take concrete actions and reflect continuously on the learning process. The research was conducted in two cycles, where each cycle consists of four main stages: planning, action, observation, and reflection. In the planning stage, researchers developed learning tools such as a Lesson Implementation Plan, prepared animated video

media, and designed research instruments. The action implementation stage was carried out by implementing learning using animated videos according to the prepared plan. Next, the observation stage was conducted to observe the activities of teachers and students during the learning process. This observation aims to identify strengths and weaknesses in the implementation of the actions. The final stage is reflection, which is the process of evaluating the results of the actions that have been carried out to determine improvements in the next cycle (Amalia & Wilis, 2021; Engkizar, Jaafar, Hamzah, Syafril, Febriani, et al., 2026; Yusron et al., 2023).

The research subjects were 11th-grade students. The instruments used in this study included teacher activity observation sheets, student activity observation sheets, and a learning motivation questionnaire compiled using a Likert scale with four answer choices. Data collection techniques were carried out through observation and questionnaire distribution. The data obtained were then analyzed using percentage techniques to determine the level of student activity and learning motivation (Aithal & Aithal, 2020; Hasan et al., 2021). The results of the data analysis were then categorized into certain criteria to assess the level of success of the actions taken. To explain the research data, the following data analysis was conducted (Arikunto, 2013):

i) Analysis of Teacher and Student Activities; Data on teacher and student activities were obtained from observation sheets completed during the presentation of material or during classroom teaching and learning activities. The data were then analyzed using the following formula:

$$p = \frac{f}{n} \times 100$$

Description:

f = score obtained

n = maximum value

p = percentage

100% = constant value

Table 1: Criteria for Teacher and Student Activities

Numerical Grade	Letter Grade	Category
86-100	A	Very Good
71-85	B	Good
56-70	C	Enough
41-55	D	Poor
0-40	E	Failed

If the results of the data analysis carried out still contain aspects of observation that are still in the very lacking, lacking, or sufficient categories, then this will be used as a consideration for revising the next device so that the results obtained are optimal.

ii) Questionnaire; This questionnaire contains several statements based on the grid and related to learning motivation. Students then check (√) the statements they deem appropriate to the person filling out the questionnaire.

Table 2: Student Questionnaire Score Categories

Alternative Answers	Statement Score	
	Positive	Negative
Strongly Agree (SA)	4	1
Agree (A)	3	2
Disagree (D)	2	3
Strongly Disagree (SD)	1	4

This data was analyzed using the average score and the formula:

$$p = \frac{f}{n} \times 100$$

Description:

f = score obtained

n = maximum value

p = percentage

100% = constant value

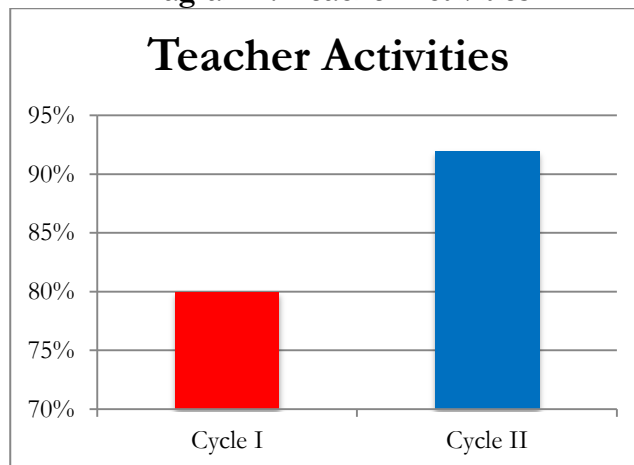
RESULT AND DISCUSSION

Based on the results of data processing from observations of teacher activities, student observation sheets, and student motivation questionnaires in cycles I and II, the following improvements occurred;

i) Teacher Activity Analysis; the learning process is considered optimal when both students and teachers are actively involved in the learning activities, which then impacts increasing student learning motivation. This ensures that the learning process achieves high quality in terms of both knowledge and attitudes. The research results include an analysis of teacher and student activities in efforts to increase learning motivation by utilizing animated videos (Mutaqorribain et al., 2022; Utami et al., 2024; Utaminingsih et al., 2024).

The learning activities carried out by teachers in each cycle experienced improvements. It was known that after the completion of the first cycle, several conditions were seen that teachers needed to improve from the previous cycle, such as the ability to relate the subject matter to everyday life, the teacher's ability to provide motivation, the teacher's ability to condition the class well, both before starting the learning process and when the teacher wanted to show animated videos, and the interaction between teachers and students which was felt to be less than optimal. Furthermore, in the second cycle, the things that were felt to be lacking were optimized and could be adjusted well. The increase in teacher activity during learning was caused by the teacher reflecting at the end of the lesson (Fox & Poultney, 2020; Setiawan et al., 2020). For more details, can be seen in the following diagram.

Diagram 1: Teacher Activities

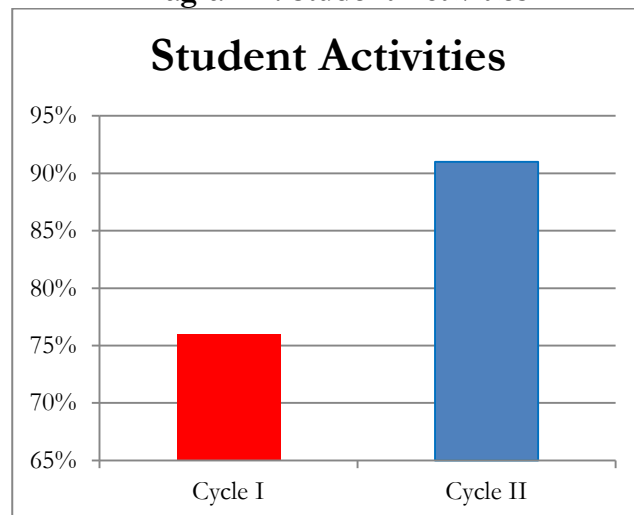


Based on Diagram 1, overall, it can be concluded that teacher activity when managing learning using animated videos has increased. In the first cycle, teacher activity reached 80%, categorized as good, and increased to 92% in the second cycle, categorized as very good.

Dimiyati & Mudjiono (2013), argues that factors influencing the success of the learning process include subject matter, learning atmosphere, learning resources, and media use, with the teacher as the primary focus. Smaldino et al., (2005), states that the media is a source of information and a tool for communication. The word "media" means "between," referring to anything that transmits information between the source and the recipient. In the context of learning, media is considered a tool that carries messages to achieve learning objectives.

ii) Student Activity Analysis; The findings from observations of student activity in the History of Islamic Culture subject for 11th graders at Madrasah Aliyah, as observers in this study, indicate several increases in student activity in the second cycle, as shown in the diagram below.

Diagram 2: Student Activities



In cycle I, student activity was still lacking, with a percentage of 76% in the good category. This can be seen from several aspects that are still lacking, such as

when listening to motivation from the teacher related to the material being taught, lack of cooperation during group discussions, and lack of listening when the teacher explains or delivers the material being taught. However, student activity experienced changes in cycle two with a percentage of 91% in the very good category, significant changes were seen, including students had begun to listen to the motivation given by the teacher related to learning and focus, there was cooperation with their group mates when discussing and willing to listen to the teacher's explanation when the teacher explained the material to be taught (Aisyah, 2024).

iii) Analysis of Student Learning Motivation Improvement; To assess the improvement in student learning motivation using animated video media in the learning process, researchers prepared a questionnaire after all lesson materials were completed. This can be seen in Diagrams 3 and 4 below:

Diagram 3: Student Motivation Questionnaire Cycle I

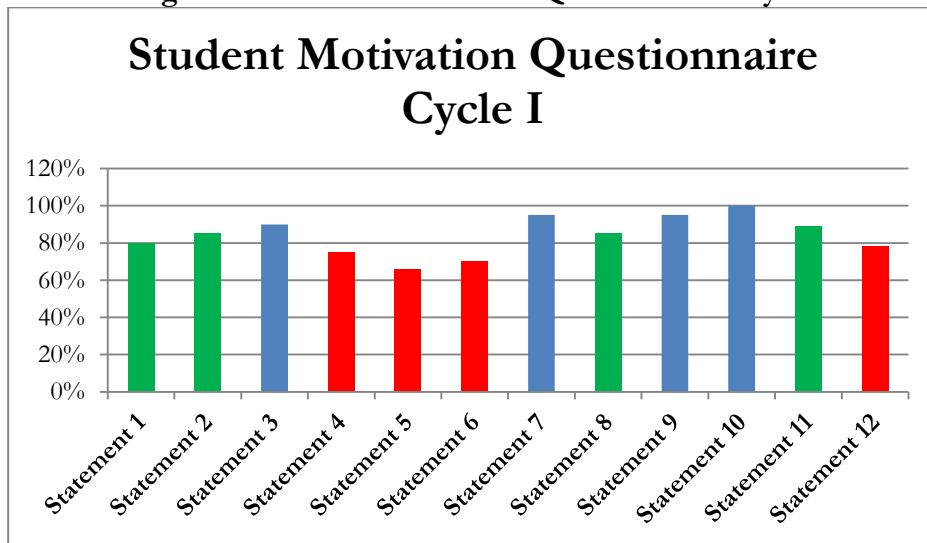
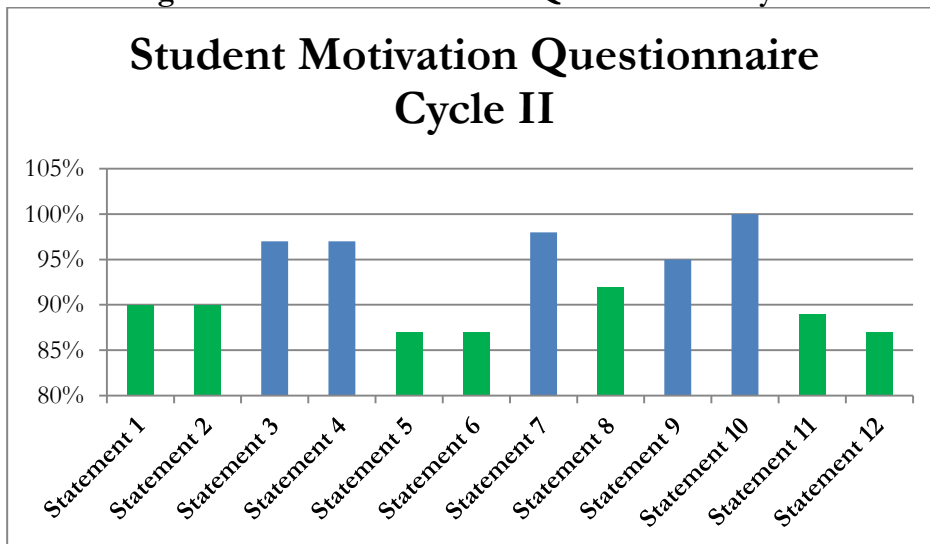


Diagram 4: Student Motivation Questionnaire Cycle II



The results of learning using animated videos show an increase in motivation and desire to learn in students in each cycle. The results of the research that has been completed can be seen based on the answers or responses that have been filled in by

students after the teaching and learning process in the form of statements 1 to 12. The statements given were answered by students with responses Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). After that, the data from the questionnaire was processed using a percentage calculation method (formula). The questionnaire was designed to see the increase in student learning motivation (Engkizar et al., 2026; Yulianti & Utami, 2024).

In the first cycle, student motivation was only 84%, or in the good category. The highest score was statement 10, "I study diligently to easily achieve my future goals," with a score of 100%. Meanwhile, the lowest score was indicator 5, "I am not embarrassed to ask questions if I don't understand," with an average score of 66%.

In Cycle II, student motivation reached 92%, in the very good category. An increase was seen in statement 5, with 87% responding strongly in agreement, compared to 66% in Cycle I. The lowest score was statement 12, "I try to be active in the learning process and participate in class discussions," with an average score of 86%, also in the very good category.

CONSLUSSION

Based on the research results above, the following conclusions can be drawn: first, teacher activity during the learning process using animated video media on the topic of Islamic renewal movements increased. In the first cycle, teacher activity was only at 80%, categorized as good, and in the second cycle, it increased to 92%, categorized as very good. Meanwhile, student activity during the learning process using animated video media on the topic of Islamic renewal movements increased. In the first cycle, the percentage of student activity and learning motivation was only 76%, categorized as good, but increased to 91% in the next cycle, categorized as very good. Second, the use of animated videos is effective in increasing student learning motivation. This can be seen from the results of the student learning motivation questionnaire. In the first cycle, student learning motivation was 84%, categorized as good. In the following cycle, student learning motivation increased to 92%, categorized as very good.

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