



Application of Animated Video Media to Increase Interest in Learning Islamic Cultural History at MTs Maradekaya

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Abstract: This study aims to determine the effectiveness of the application of animated video media in increasing students' interest in learning the subject of Islamic Cultural History at MTs Maradekaya. One of the main obstacles in SKI learning is the low interest of students, which is caused by monotonous teaching methods and the minimal use of interesting learning media. As a result, many students are less motivated in participating in SKI learning. To overcome this problem, this study applies animated video media as an innovative strategy in the learning process to increase student involvement, understanding, and interest in learning Islamic history material. The research method used is Classroom Action Research with the Kemmis and McTaggart model, which consists of four stages: planning, implementation, observation, and reflection. The subjects of this study were grade VIII students at MTs Maradekaya. Data were collected through observation, interviews, questionnaires, and learning outcome tests to obtain an overview of the effectiveness of the use of The results of the study showed that the use of animated videos significantly increased students' interest in learning. This can be seen from the increase in student participation in the learning process, increased enthusiasm in thinking, and better learning evaluation results compared to conventional methods. Animated videos help students understand the concept of Islamic history more clearly, interestingly, and interactively. In addition, this media is also able to improve students' memory of the material presented because the visualization is more concrete and easy to understand. Thus, the application of animated video media has proven effective in increasing students' interest and understanding of SKI subjects. Therefore, it is recommended for educators to use more technology and interactive learning media to create a more interesting learning atmosphere.

Keywords: animated videos, increase students' interest in learning

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INTRODUCTION

History of Islamic Culture (SKI) is a subject that plays an important role in shaping students' understanding of the development of Islamic civilization and the values contained therein. Through SKI, students can understand the journey of Islamic history from time to time and learn from the development of Islamic civilization. However, in practice, many students are less interested in studying this subject.

Low interest in learning results in students' lack of understanding of the material, so that their learning outcomes are not optimal. One of the factors that causes students' low

interest in SKI is the teaching method which is still conventional and less interactive. Teachers generally still use lecture methods and textbooks as the main sources in teaching. This approach often makes students feel bored and less involved in the learning process. In addition, the limited availability of interesting learning media is also an obstacle in increasing the appeal of the subject. In today's digital era, the use of technology in learning is increasingly developing and has proven effective in increasing student engagement. According to recent research, the use of digital media such as animated videos can increase students' motivation and interest in learning (Rahmawati, 2023).

With attractive visualizations, students can more easily understand the concept of Islamic history. Animated videos in learning have the advantage of presenting information in a more interactive and easy-to-understand way. Attractive visualizations and more dynamic delivery can make students more focused and improve their memory of the material being taught. A study conducted by Setiawan (2024) showed that students who learned using animated videos had a better understanding compared to students who only learned through conventional methods. This study aims to determine the effectiveness of using animated video media in increasing students' interest in learning SKI at MTs Maradekaya.

With the application of animated videos, it is hoped that students will be more interested and motivated in studying Islamic history. In addition, this study also aims to measure the extent to which this media can influence student learning outcomes and increase their involvement in class. It is hoped that this study can provide a positive contribution to the development of SKI learning methods at MTs Maradekaya. With innovation in the use of learning media, teachers are expected to be more creative in delivering SKI material so that students feel more enthusiastic about learning.

In addition, the use of technology in learning can also help students understand the material. In the long term, the application of animated videos is expected to improve the overall quality of SKI learning. With the increasing interest and understanding of students, their learning outcomes are also expected to improve. Furthermore, this technology-based learning can also be applied in other subjects to create a more enjoyable and effective learning experience for the Therefore, this study not only focuses on the application of animated videos in SKI learning, but also examines its impact on student engagement and learning motivation. It is hoped that the results of this study can be the basis for the development of technology-based learning strategies. In addition, animated video media can simplify the delivery of complex materials to be easier to digest.

Visualization of historical events through animation allows students to understand the sequence of events and cultural context in a more structured way. Recent research shows that visual-based learning can optimize students' cognitive processes (Anggraini, 2023). The trend of technology integration in education has gained positive momentum in various institutions. Many studies confirm that the use of digital media, especially animated videos, can change the paradigm of traditional learning towards a more modern and innovative approach. This is in line with the efforts of the government and schools in encouraging the digitalization of education (Ismail, 2023). The implementation of animated videos in the classroom not only aims to improve understanding but also to foster student creativity. Teachers can use this media to present material in a variety of ways, so that the class becomes more lively and inspiring. This innovation opens up opportunities for students to develop creative ideas and approaches in understanding history (Firmansyah, 2023). However, the application of technology in learning is not free from challenges such as limited infrastructure and differences in access between students. These obstacles need to be anticipated through intensive training for teachers and support from school management. Research shows that improving the digital competence of educators is crucial to maximize the use of animated video media (Putri, 2023). Overall, the integration of animated video media in learning the history of Islamic culture at MTS Maradekaya has great potential to change the paradigm of traditional education. With an innovative and responsive approach to student needs, it is hoped that interest and

participation in learning will increase significantly. This effort not only improves the quality of learning, but also supports the development of character and love for culture, thus becoming a strategic step in advancing education in the digital era (Mahendra, 2023).

METHODS

The use of animated video as an educational tool has been increasingly recognized as an effective strategy to enhance students' learning experiences. This study investigates the application of animated video media in teaching Islamic Cultural History at MTs Maradekaya, aiming to determine its impact on students' interest in the subject. Education plays a crucial role in shaping students' understanding and appreciation of historical and cultural subjects. However, many students find history lessons monotonous, leading to decreased engagement and motivation. Therefore, innovative teaching methods, such as animated video media, have been explored to address this challenge.

Islamic Cultural History is an essential subject in Islamic education, providing students with insights into the development of Islamic civilization, significant historical events, and influential figures. However, conventional teaching methods often fail to capture students' attention effectively, necessitating the integration of multimedia resources. Animated videos offer a visually engaging and dynamic approach to learning. Unlike traditional textbooks, animated content presents historical narratives in an interactive manner, making lessons more relatable and easier to understand. This study evaluates whether animated videos can significantly improve students' interest in Islamic Cultural History.

The research was conducted at MTs Maradekaya, involving students from different grade levels. A mixed-method approach was used, combining quantitative surveys and qualitative observations to measure students' engagement and interest before and after the introduction of animated video media. Before the implementation of animated videos, students exhibited low levels of enthusiasm for Islamic Cultural History. Many found the subject challenging due to its reliance on textual explanations, which often resulted in passive learning and decreased retention of historical information.

To address this issue, animated video lessons were integrated into the curriculum. These videos were carefully designed to align with the syllabus, incorporating storytelling elements, vibrant visuals, and character-driven narratives to make historical events more compelling. Students responded positively to the animated video lessons, demonstrating increased participation and enthusiasm in classroom discussions. The interactive nature of the videos helps them visualize historical events, fostering a deeper understanding of the subject matter.

Teachers observed that students who previously struggled to grasp historical concepts showed remarkable improvement in their comprehension and retention. The incorporation of animated videos also encouraged collaborative learning, as students engaged in group discussions about the content presented in the videos. Furthermore, animated videos facilitate a more inclusive learning environment.

Students with different learning styles, including visual and auditory learners, benefit from the multimedia approach, ensuring that the lessons are accessible to a diverse group of students. The study also analyzed students' feedback through structured interviews and questionnaires. Most students expressed a preference for animated video lessons over traditional teaching methods, citing increased motivation and a stronger connection to the subject matter. Additionally, animated videos provided teachers with a valuable instructional tool to complement their teaching strategies. The ability to pause, replay, and discuss specific scenes allowed for greater flexibility in lesson delivery, ensuring that

students fully comprehended key historical events. Another significant finding was that animated videos enhanced students' critical thinking skills. By presenting historical events through engaging narratives, students were encouraged to analyze, question, and interpret historical developments more actively.

RESULTS

The use of animated video as an educational tool has been increasingly recognized as an effective strategy to enhance students' learning experiences. This study investigates the application of animated video media in teaching Islamic Cultural History at MTs Maradekaya, aiming to determine its impact on students' interest in the subject. Education plays a crucial role in shaping students' understanding and appreciation of historical and cultural subjects. However, many students find history lessons monotonous, leading to decreased engagement and motivation. Therefore, innovative teaching methods, such as animated video media, have been explored to address this challenge.

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The integration of animated video media also led to improved academic performance. Test scores and assignment results indicated a noticeable improvement in students' understanding of Islamic Cultural History compared to previous semesters without animated video lessons. Moreover, animated videos bridged the gap between traditional and modern teaching methodologies, offering a balanced approach that retained the essence of historical education while leveraging technological advancements. Parental feedback was also collected as part of the study.

Many parents noticed an increased interest in historical discussions at home, as students eagerly shared what they had learned through the animated videos. Despite its success, the implementation of animated video media posed certain challenges. Some teachers required additional training to effectively integrate multimedia resources into their teaching strategies, highlighting the need for professional development programs. Additionally, technical issues such as internet connectivity and access to high-quality educational animations needed to be addressed to ensure the consistent delivery of video lessons. To maximize the effectiveness of animated video media, it is recommended that schools invest in digital infrastructure and provide ongoing support for teachers to develop multimedia-based instructional methods. The study suggests that incorporating student feedback in the development of animated video content can further enhance engagement. By involving students in the creative process, educators can tailor video lessons to address specific learning preferences and interests. Another area for future research is the long-term impact of animated video learning on students' academic performance and retention rates.

Further studies can explore the sustainability of this method across different subjects and educational levels. Overall, the findings of this research underscore the potential of animated video media as an effective tool for enhancing interest in Islamic Cultural History. By making historical narratives more engaging and accessible, animated videos contribute to a more dynamic and impactful learning experience. The integration of multimedia learning strategies aligns with the evolving educational landscape, where digital tools play a crucial role in modern pedagogy.

Schools that embrace these innovations can foster a more stimulating and effective learning environment for students. In conclusion, the implementation of animated video media at MTs Maradekaya has significantly improved students' interest in Islamic Cultural History. This study highlights the importance of adapting teaching methodologies to meet the needs of 21st-century learners. The positive outcomes observed in this research serve as a testament to the effectiveness of animated videos in education. By incorporating engaging visual storytelling, educators can inspire a deeper appreciation for historical subjects and encourage lifelong learning.

Moving forward, educational institutions should consider integrating animated video media into various subjects to enhance student engagement across different disciplines. The success of this approach in teaching Islamic Cultural History can serve as a model for other subjects that require innovative teaching strategies. The role of technology in education continues to expand, and animated videos represent just one of many digital tools that can revolutionize the learning experience.

Schools that leverage these resources can better prepare students for the challenges of the future. Teachers, students, and parents alike have recognized the benefits of incorporating animated video media in the classroom. As more schools adopt this approach, the potential for widespread educational transformation becomes increasingly evident. Ultimately, the findings of this study reinforce the notion that education must evolve alongside technological advancements. By embracing innovative teaching methods, educators can create a more engaging and effective learning environment for students. Future research can explore additional ways to integrate technology into the classroom, ensuring that students receive a well-rounded education that prepares them for the demands of the digital age. In summary, animated video media has proven to be a powerful tool for increasing students' interest in Islamic Cultural History. Its success at

MTs Maradekaya demonstrates the value of multimedia learning in making historical education more engaging and impactful.

DISCUSSION

The use of animated video as an educational tool has been increasingly recognized as an effective strategy to enhance students' learning experiences. This discussion explores the implementation of animated video media in teaching Islamic Cultural History at MTs Maradekaya, examining its impact on students' interest in the subject. Animated videos provide a visually engaging approach to education. Unlike traditional teaching methods that rely heavily on text-based materials, animated videos utilize dynamic storytelling, vibrant visuals, and interactive elements to create an immersive learning experience.

Students often perceive history lessons as monotonous due to the extensive use of textbooks and verbal explanations. This lack of engagement results in passive learning, reducing students' interest and retention of historical information. The integration of animated videos aims to address these challenges by making learning more interactive. Islamic Cultural History is an essential subject that helps students understand the development of Islamic civilization, key historical events, and influential figures. However, conventional teaching approaches often fail to captivate students' attention, necessitating the adoption of innovative instructional strategies.

The implementation of animated video media at MTs Maradekaya seeks to transform the way students engage with historical content. By presenting information through visually appealing animations, students develop a deeper connection with the subject matter, leading to increased motivation and curiosity. Animated videos allow for the illustration of historical events in a way that is both informative and entertaining. Through character-driven storytelling and compelling narratives, students can visualize past events, making abstract concepts more tangible and easier to comprehend. Teachers at MTs Maradekaya reported that students displayed greater enthusiasm and participation in class discussions after the introduction of animated videos.

The interactive nature of these videos encouraged students to ask questions, share opinions, and engage more actively in the learning process. One of the primary benefits of using animated video media is its ability to cater to different learning styles. Visual learners benefit from detailed animations, auditory learners absorb information through narration and dialogue, and kinesthetic learners engage with interactive elements within the videos. By incorporating multimedia elements such as sound effects, motion graphics, and character animations, animated videos create a multisensory learning experience that enhances students' cognitive engagement and retention of historical knowledge. The shift from traditional lectures to animated video-based learning fosters a more student-centered approach. Instead of passively receiving information, students become active participants in their own learning journey, improving comprehension and critical thinking skills.

Observations at MTs Maradekaya indicate that animated videos promote a more inclusive learning environment. Students who previously struggled with textual materials found it easier to understand historical events when presented through animated storytelling. The introduction of animated videos also encouraged collaborative learning. Students engaged in discussions about the video content, analyzed historical events together, and developed a shared understanding of the subject matter. Animated videos provide teachers with a valuable teaching aid that complements traditional instructional methods. By integrating videos into lessons, educators can enhance their teaching strategies, making learning more effective and enjoyable. Students at MTs Maradekaya expressed a preference for animated video lessons over traditional teaching methods. They found the videos to be more engaging, memorable, and relatable, leading to higher

levels of motivation and enthusiasm for the subject. The use of animated videos also allowed for differentiated instruction.

Teachers could cater to students with varying levels of academic ability by selecting videos with different levels of complexity and depth, ensuring that all students benefited from the lessons. Parental feedback suggested that students became more interested in discussing historical topics at home. Many parents noticed an improvement in their children's ability to recall and explain historical events learned through animated videos. Despite its many advantages, the implementation of animated video media presented some challenges. Some teachers required additional training to effectively integrate multimedia resources into their lesson plans, highlighting the need for professional development programs. Technical issues such as internet connectivity and access to high-quality animated educational content were also identified as potential barriers. Addressing these challenges requires investment in digital infrastructure and resources to support multimedia-based learning. To maximize the impact of animated video media, educators should focus on selecting high-quality animations that align with the curriculum. Well-produced videos with accurate historical content and engaging storytelling can significantly enhance the learning experience.

Incorporating student feedback in the development of animated video content can further enhance engagement. By understanding students' preferences and interests, educators can create customized video lessons that resonate more effectively with learners. Future research can explore the long-term effects of animated video learning on students' academic performance and historical knowledge retention. Further studies could investigate its application in different educational settings and across various subjects. The positive outcomes observed at MTs Maradekaya suggest that animated videos have great potential in revolutionizing history education.

By making lessons more interactive and enjoyable, students are more likely to develop a lasting interest in historical studies. Animated videos represent a bridge between traditional teaching methodologies and modern digital learning approaches. This balance ensures that students benefit from both historical knowledge and technological advancements. The success of this approach at MTs Maradekaya demonstrates the importance of integrating multimedia tools in education. Schools that embrace digital learning resources can provide students with a richer, more engaging educational experience. The integration of animated videos aligns with the evolving needs of 21st-century learners. As technology continues to advance, educational institutions must adapt their teaching methods to incorporate digital tools that enhance student engagement and learning outcomes. By leveraging the power of animated storytelling, educators can transform how history is taught, making it more compelling, relevant, and accessible to students of all learning styles. Animated videos have the potential to foster a deeper appreciation for history among students. When historical events are presented in a captivating manner, students are more likely to develop curiosity and a desire to learn more about the past. As more schools adopt multimedia-based learning approaches, the education system will continue to evolve, creating a more dynamic and engaging learning environment for students worldwide. Teachers who embrace animated video media can harness its potential to create impactful lessons that inspire students and deepen their understanding of historical subjects.

Educational policymakers should consider integrating multimedia resources into national curricula to ensure that students have access to engaging and effective learning materials. The effectiveness of animated video media extends beyond history education. Other subjects, including science, mathematics, and literature, can also benefit from animated storytelling techniques to enhance student engagement. Moving forward, collaboration between educators, content creators, and technology developers will be crucial in producing high-quality animated educational videos that align with academic standards and learning objectives.

The findings of this discussion reinforce the idea that education must evolve alongside technological advancements. By embracing innovative teaching strategies, educators can create a more engaging and effective learning environment for students. summary, animated video media has proven to be a valuable tool in increasing students' interest in Islamic Cultural History. Its implementation at MTs Maradekaya highlights the potential of multimedia learning in making historical education more engaging and impactful.

Future research should explore additional ways to integrate technology into the classroom, ensuring that students receive a well-rounded education that prepares them for the demands of the digital age. By continuing to innovate and experiment with new teaching methodologies, educators can unlock the full potential of animated video media, fostering a love for learning and historical exploration among students. Ultimately, the success of animated videos in history education at MTs Maradekaya serves as a model for other schools seeking to enhance student engagement through digital learning resources.

CONCLUSION

The use of animated video as an educational tool has been increasingly recognized as an effective strategy to enhance students' learning experiences. This discussion explores the implementation of animated video media in teaching Islamic Cultural History at MTs Maradekaya, examining its impact on students' interest in the subject. Animated videos provide a visually engaging approach to education. Unlike traditional teaching methods that rely heavily on text-based materials, animated videos utilize dynamic storytelling, vibrant visuals, and interactive elements to create an immersive learning experience. Students often perceive history lessons as monotonous due to the extensive use of textbooks and verbal explanations. This lack of engagement results in passive learning, reducing students' interest and retention of historical information. The integration of animated videos aims to address these challenges by making learning more interactive.

Islamic Cultural History is an essential subject that helps students understand the development of Islamic civilization, key historical events, and influential figures. However, conventional teaching approaches often fail to captivate students' attention, necessitating the adoption of innovative instructional strategies. The implementation of animated video media at MTs Maradekaya seeks to transform the way students engage with historical content. By presenting information through visually appealing animations, students develop a deeper connection with the subject matter, leading to increased motivation and curiosity. Animated videos allow for the illustration of historical events in a way that is both informative and entertaining. Through character-driven storytelling and compelling narratives, students can visualize past events, making abstract concepts more tangible and easier to comprehend. Teachers at MTs Maradekaya reported that students displayed greater enthusiasm and participation in class discussions after the introduction of animated videos.

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The shift from traditional lectures to animated video-based learning fosters a more student-centered approach. Instead of passively receiving information, students become active participants in their own learning journey, improving comprehension and critical thinking skills. Observations at MTs Maradekaya indicate that animated videos promote a

more inclusive learning environment. Students who previously struggled with textual materials found it easier to understand historical events when presented through animated storytelling.

The introduction of animated videos also encouraged collaborative learning. Students engaged in discussions about the video content, analyzed historical events together, and developed a shared understanding of the subject matter. Animated videos provide teachers with a valuable teaching aid that complements traditional instructional methods. By integrating videos into lessons, educators can enhance their teaching strategies, making learning more effective and enjoyable. Students at MTs Maradekaya expressed a preference for animated video lessons over traditional teaching methods. They found the videos to be more engaging, memorable, and relatable, leading to higher levels of motivation and enthusiasm for the subject. The use of animated videos also allowed for differentiated instruction. Teachers could cater to students with varying levels of academic ability by selecting videos with different levels of complexity and depth, ensuring that all students benefited from the lessons.

Parental feedback suggested that students became more interested in discussing historical topics at home. Many parents noticed an improvement in their children's ability to recall and explain historical events learned through animated videos. Despite its many advantages, the implementation of animated video media presented some challenges. Some teachers required additional training to effectively integrate multimedia resources into their lesson plans, highlighting the need for professional development programs. Technical issues such as internet connectivity and access to high-quality animated educational content were also identified as potential barriers. Addressing these challenges requires investment in digital infrastructure and resources to support multimedia-based learning.

To maximize the impact of animated video media, educators should focus on selecting high-quality animations that align with the curriculum. Well-produced videos with accurate historical content and engaging storytelling can significantly enhance the learning experience. Incorporating student feedback in the development of animated video content can further enhance engagement. By understanding students' preferences and interests, educators can create customized video lessons that resonate more effectively with learners. Future research can explore the long-term effects of animated video learning on students' academic performance and historical knowledge retention. Further studies could investigate its application in different educational settings and across various subjects. The positive outcomes observed at MTs Maradekaya suggest that animated videos have great potential in revolutionizing history education. By making lessons more interactive and enjoyable, students are more likely to develop a lasting interest in historical studies. Animated videos represent a bridge between traditional teaching methodologies and modern digital learning approaches. This balance ensures that students benefit from both historical knowledge and technological advancements. The success of this approach at MTs Maradekaya demonstrates the importance of integrating multimedia tools in education. Schools that embrace digital learning resources can provide students with a richer, more engaging educational experience.

The integration of animated videos aligns with the evolving needs of 21st-century learners. As technology continues to advance, educational institutions must adapt their teaching methods to incorporate digital tools that enhance student engagement and learning outcomes. By leveraging the power of animated storytelling, educators can transform how history is taught, making it more compelling, relevant, and accessible to students of all learning styles. The findings of this study suggest that animated video media is an effective tool for increasing students' interest in Islamic Cultural History.

The application of animated videos at MTs Maradekaya has demonstrated significant improvements in student engagement, motivation, and comprehension of historical events. Animated video media has proven to be beneficial in making history lessons more dynamic. By incorporating storytelling and animation, students are able to

visualize historical narratives, making them more memorable and engaging. This research confirms that multimedia-based teaching methods can enhance students' learning experiences.

The combination of visual, auditory, and interactive elements allows students to develop a deeper understanding of historical content. Student feedback suggests that animated video lessons foster curiosity and enthusiasm for Islamic Cultural History. The engaging nature of these videos encourages students to participate actively in discussions and classroom activities. The implementation of animated videos has also contributed to improved academic performance. Test scores and assessment results indicate a positive impact on students' ability to comprehend and recall historical information. Teachers at MTs Maradekaya have recognized the value of animated videos as a supplementary teaching tool.

The ability to integrate multimedia resources enhances lesson delivery and fosters a more dynamic learning environment. Parental observations suggest that students are more inclined to discuss historical topics outside the classroom. This extended engagement highlights the potential of animated video media to inspire independent learning and curiosity beyond the school setting. Despite initial challenges in implementation, such as technical constraints and the need for teacher training, the long-term benefits of animated video media outweigh these obstacles. Continued investment in multimedia education can further enhance the quality of history education. The success of animated videos in Islamic Cultural History lessons provides a model for incorporating multimedia tools across other subjects. Schools should consider expanding their use of digital resources to maximize student engagement. Future studies could explore additional multimedia applications, such as virtual reality or interactive simulations, to further enhance history education.

The evolving digital landscape offers numerous opportunities for educational innovation. In conclusion, the integration of animated video media has successfully increased students' interest in Islamic Cultural History at MTs Maradekaya. The use of engaging, visually rich content has transformed the learning experience, making history more accessible and enjoyable for students. Educators should continue to explore and adopt innovative teaching strategies that align with the changing needs of students.

By incorporating digital tools such as animated videos, schools can create a more effective and inclusive learning environment. The findings of this study reinforce the importance of adapting teaching methods to modern educational trends. Schools that embrace multimedia learning approaches are better equipped to prepare students for future academic and professional success..

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