EFFECTIVENESS OF USING ANIMATED VIDEO MEDIA STORIES PROPHET IBRAHIM A.S. ON LEARNING MOTIVATION STUDENTS IN ELEMENTARY SCHOOL

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ABSTRACT

This research examines the effect of using animated media of the story of the prophet Ibrahim A.S. on students learning motivation in elementary school. This study was conducted using a quantitative research type experimental. The research was conducted in one experimental class containing students with diverse academic abilities. The data collection technique used a wide pretest and posttest questionnaire. Data processing used a simple linear regression statistical data test carried out on the SPSS version 27 data application. Based on the results of the study, it was concluded that the use of animated video media had an effective influence on students' learning motivation in elementary school. The data test results showed a significance value of 0.000 <0.05, so Ho was accepted and Ha was rejected, so there was an effect influence in increasing students' learning motivation.

KEYWORDS	*Animated Video Media, Learning Motivation, the prophet Ibrahim A.S.*

INTRODUCTION

Islamic Religious Education (PAI) is an important subject in Elementary School (SD) which aims to shape the personality of students who have noble morals in believing in Allah SWT. In the PAI material, the most important material is the exemplary material of the stories of the Prophets. One of the important materials in Islamic Religious Education (PAI) is the story of the Prophet Ibrahim A.S. who has an exemplary and motivational role in listening and listening to the story. The story of the Prophet Ibrahim A.S. is full of moral values and very strong examples so that it can be emulated by students to become good people. However, in reality, PAI learning in elementary schools related to the story of the Prophet still has several obstacles. According to the results of observations and interviews conducted on

May 27, 2024, it was explained that the low level of PAI learning in elementary schools was caused by several problems including (1) lack of student motivation towards PAI learning; (2) the use of monotonous learning methods; and (3) lack of use of learning media in implementing learning in the Modern Era. From these problems, it is explained that the low level of PAI learning in elementary schools is caused by several factors both internally and externally. According to (Saputra, et al. 2021), there are several factors in the low level of Islamic Religious Education learning, apart from internal and external factors, it also comes from student psychology.

At the stage of child development, especially in the early grades of elementary school (grades one, two, and three) ranging in age from 6 or 7 years to 9 or 10 years, they have special characteristics that are very different for each individual. In this age range, the stages of child development are very different, some can easily understand the material presented, while others are not yet able to understand the material quickly (Munawaroh, 2021). The different conditions of children, learning activities require appropriate learning methods and media according to the character of the child's psychological development. This solution is important to do in order to increase the enthusiasm of children to be more motivated in participating in learning at school.

Judging from the daily test scores given by the teacher as a daily test, the average is low at 65.40. From these results, it is explained that the motivation to follow student learning is not optimal, so it is necessary to apply a good learning process so that student learning motivation increases. In agreement with this, the teaching and learning process can run well and motivate students to receive increased learning, various influences are needed, such as (1) implementing learning using fun media; (2) providing learning materials that are packaged attractively so that students are more enthusiastic in learning; and (3) activating the learning atmosphere with various fun activities so that students do not feel bored (Wartono, 2003).

Furthermore, the quality and quantity of teaching become an important role for teachers. Teachers have an important role in supervising the learning process so that students are able to develop and improve their knowledge and skills to be effective and efficient (Fathurrahman dan Sutikno, 2012). On the other hand, teachers must be creative in determining student learning activities in the classroom, for example, implementing appropriate learning media to increase students' enthusiasm in receiving PAI learning, especially in the material on the stories and examples of the prophets. Then, along with the increasing growth of technology and without limitations, teachers can invite students to listen to and see the stories of the prophets directly. This activity can be carried out by implementing various media that can be shown and seen by students and heard by students such as video media. Video media is a learning media that can be used by teachers to arouse students' enthusiasm for learning because it is audio and visual based (Muslimin, 2017).

Judging from the student learning experience by using the application of effective media in learning, it will have an impact in the form of increased enthusiasm for learning and motivation for students to receive material. This

explains that in teaching and learning activities (KBM) using tools or objects called media in the form of audio and visual or video has an impact on students in (1) clarifying the material to be delivered because it is more contextual; (2) increasing student enthusiasm and motivation in receiving material; and (3) increasing student learning concentration because the material explained is in the form of animated images (Fathurrahman dan Sutikno, 2012). In agreement, Sunandar also explained that learning based on interesting content presented through text, graphics, animation, audio, and others can increase student interest in learning and understanding a particular field (Sunandar, 2019).

On the other hand, the use of media in learning must be adjusted to the material and content being studied in order to refer to the learning objectives. Supported by Sardiman who explained that the most important elements that must be considered in designing learning media include determining the subject of research, reviewing learning objectives, determining the right method, and designing the storyline (Sardiman, 2018).Then, the use of appropriate learning media can make it easier for students to understand the material and content explained by the teacher, especially in the delivery using images such as animation or cartoons as characters in the story with language that is easy for students to understand. Students' learning experiences using concrete media can arouse motivation, desire to learn, learning activities, instill correct basic concepts, and be realistic in relation to understanding and comprehensive learning experiences from concrete to abstract (Anas, 2021). Thus, this research is important to be studied because learning media is very important and necessary in the teaching and learning process.

Supported by the results of previous studies explaining that as many as 50% of elementary school children (SD) generally learn from something they hear and see so that, in this case the role of learning media in teaching and learning activities such as audio and visual media that are familiar to them are TV, animated videos, YouTube, films and others are very much needed (Mia, 2023). In agreement with this, Harahap also explained that the influence of the use of animated video media on student motivation in Islamic Religious Education lessons with a significance value of $0.001 < 0.05$ so that animated videos have an influence in increasing student motivation (Harahap, 2023). Based on the explanation above, the title taken in the study is entitled "the effectiveness of using animated video media on the story of the prophet Ibrahim A.S. on student learning motivation in elementary schools (SD)".

RESEARCH METHOD

This type of research is quantitative research. Quantitative research is a research method that uses data tests in the form of numbers with statistical analysis that meets research rules (Sugiyono, 2019). Furthermore, the type of quantitative research used is an experiment with a one group pretest-posttest research design. This design uses one class by entering pretest and posttest data as a comparison of changes in independent and dependent variables (Emzir, 2017). The description of the research design image used is described as follows:
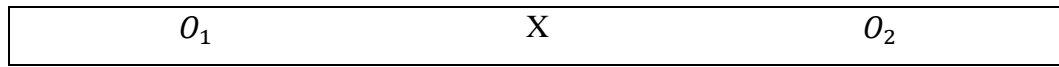
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O_1	X	O_2

Figure 1. Research Design

Information:
O_1= Pretest
O_2= Posttest
X = Animation Video Implementation

The location of the research was conducted in class II of SD 2 Barongan Kudus which aims to determine the effectiveness of the application of animated video of the story of the prophet Ibrahim A.S. on students' learning motivation in the subject of Islamic Religious Education. The population in the study was all class II of SD 2 Barongan Kudus with the sampling technique used was purposive sampling using one class that was in accordance with the character of the study with a total of twenty students. Then, the research stages used in the study include preparation, implementation, and reporting. The variables used in the study consist of two variables, namely the independent variable (X) and dependent (Y). The independent variable in this study is the application of animated video media of the story of the prophet Ibrahim A.S. while the dependent variable in this study is learning motivation. The data collection technique used a questionnaire and data analysis used in testing the hypothesis using SPSS Version 27 with testing stages including (1) prerequisite test (validity test and reliability test); (2) normality test; (3) homogeneity test; and (4) hypothesis test (Siregar, 2018). Before conducting research and data analysis, the researcher conducted a validation test using Pearson product moment validation on the test instrument in the form of a research questionnaire using a Likert scale (Azwar, 2017). The Likert scale in the questionnaire assessment is as follows (Sugiyono, 2019).

Table 1. Likert Scale Assessment

Alternative Answers	Information	Score
SS	Strongly agree	4
S	Agree	3
R	Doubtful	2
TS	Don't agree	1

RESULT AND DISCUSSION

After conducting the research stages, the researcher conducted a data analysis stage on the application of animated video media of the story of Prophet Ibrahim A.S. The explanation of the results and discussion of the research are as follows:

Validity Test

Validity testing is a testing procedure carried out to determine the research measurement instrument such as a questionnaire, test, or others with accuracy as the focus of the research (Siregar, 2018). In this study, the validation theory used is

item validation (content validation) in the questionnaire with certain score criteria. The steps in the validation test process include (1) construct definition; (2) instrument development; (3) trial; (4) data analysis; and (5) interpretation of results (Sugiyono, 2019). The table of questionnaire validation test results is as follows:

Table 2. Results of the Pretest and Posttest Questionnaire Normality Test

Questionnaire	Sig 2 Tailed Score	Questionnaire	Sig 2 Tailed Score
Pre1	0,000	Post1	0,000
Pre2	0,016	Post2	0,018
Pre3	0,004	Post3	0,024
Pre4	0.000	Post4	0.016
Pre5	0,000	Post5	0,000
Pre6	0,015	Post6	0,028
Pre7	0,000	Post7	0,018
Pre8	0,000	Post8	0,044
Pre9	0,000	Post9	0,000
Pre10	0,000	Post10	0,000

Based on table 2 above, it is explained that the results of the pretest and posttest questionnaire validation tests are < 0.05, so the data is valid, Ho is accepted and Ha is rejected. In the pretest questionnaire, the overall sig 2-tailed score is < 0.05, while in the posttest questionnaire, the overall sig 2-tailed score is < 0.05. Furthermore, the data is said to be valid, so reliability testing can be carried out.

Reliability Test

Reliability test is a statistical procedure used to measure the level of consistency in the state of a research instrument (Sugiyono, 2019). In the reliability test of the questionnaire using the alpha cronbach coefficient with a coefficient value considered reliable < 0.6 then Ho is accepted and Ha is rejected, whereas, if the coefficient value > 0.6 then Ho is rejected and Ha is accepted so that it is considered unreliable (Ghozali, 2018). The results of the reliability test are explained in the table below:

Table 3. Questionnaire Reliability Test Results

Types of Research Questionnaires	Cronbach's Alpha	N of Items
Pretest	0.923	10
Posttest	0.985	10

Based on the results of the reliability test using the cronbach alpha formula test, it explains the pretest questionnaire acquisition of $0.923 > 0.6$, so the data is reliable. In the posttest data, the reliability acquisition of $0.985 > 0.6$ from the data

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is explained that Ho is accepted and Ha is rejected and reliable data is used for hypothesis testing.

Normality Test

Normality test is included in the prerequisite test in the first data test that must be carried out by researchers before proceeding to the next test. The tests carried out on the pretest and posttest questionnaires in the prerequisite test include validitation and reliability tests. Normality test is a test conducted to determine whether the data obtained is normally distributed or not. The data normality test is conducted using the Shapiro Wilks test on SPSS 27 with the provision that if the 2-tailed sig value is < 0.05 then the data is included in the normal category (Ho is accepted and Ha is rejected) while if the significance value is > 0.05 then the data is included in the abnormal category (Ho is rejected and Ha is accepted) (Siregar, 2018). The test results are as explained in the following table:

Table 4. Results of Normality Test

Eksperimen		Shapiro-Wilks		
		Statistic	df	Sig.
Learning Motivation Results	Pretest	0.899	20	0.040
	Posttest	0.857	20	0.047

Based on table 2 above, it is explained that the results of the pretest and posttest questionnaire normality test < 0.05, so the data is normal, Ho is accepted and Ha is rejected. In the pretest questionnaire, the overall sig 2-tailed score is < 0.05, while in the posttest questionnaire, the overall sig 2-tailed score is < 0.05. Furthermore, the data is said to be normal, so homogeneity test can be carried out.

Homogeneity Test

Homogeneity test a statistical test method to test the truth or validity of data or assumptions (hypothesis) (Siregar, 2018). In this study, hypothesis testing uses a single sample test by comparing known population values. As explained in the following table:

Table 5. Homogeneity Test Results

		Levene Statistics	df1	df2	Sig.
Learning Motivation Results	Based on Mean	8,391	1	38	0.316
	Based on Median	3,458	1	38	0.071
	Based on Median and with adjusted df	3,458	1	25,827	0.074
	Based on trimmed mean	8,380	1	38	0.436

The results of the homogeneity test above explain that the acquisition based on mean is 0.316 and based on median 0.071. The results of the data homogeneity

test explain that it is homogeneous. Based on Siregar, it explains that the data analysis rules in data homogeneity test are considered homogeneous if the results based on mean > 0.05 (Siregar, 2018). Thus, data analysis for hypothesis testing can be carried out.

Hypothesis Test

Hypothesis test is used to test the truth of a research hypothesis that has been formulated by the researcher (Sugiyono, 2019). The steps in testing a hypothesis include (1) formulating a hypothesis; (2) testing statistics; (3) data collection; (4) statistical calculations; (5) comparing test results; (6) making decisions; and (7) drawing conclusions (Ghozali, 2018). The results of data processing from the hypothesis test are as follows:

Table 6. Hypothesis Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	77,051	1	77,051	33,705	.000
	Residual	41,149	18	2,286		
	Total	118,200	19			

The table above explains that the results of data analysis in the hypothesis test using ANOVA testing on the pretest and posttest questionnaires using SPSS version 27. The provisions of the hypothesis test data are considered to have a significant effect if, significance < 0.05 then, Ho is accepted and Ha is rejected and there is an effectiveness of the use of animated video media on student learning motivation, while if the significance value > 0.05 the data is included in the category of ineffectiveness towards learning motivation, namely Ho is rejected and Ha is accepted (Siregar, 2018). The use of animated video media of the story of the Prophet Ibrahim a.s. is effective and significantly influences student learning motivation. From the table it is explained that the influence produced in the use of animated video media has a determination at R of 0.807 with an influence of use of 65.2%. Thus, the use of video media is effective in influencing student learning motivation.

Animated video media is a suitable media for use in learning, especially Islamic Religious Education learning on the material of emulating the story of the prophet. The use of innovative learning media such as animated videos has become a trend in the world of education. According to Mayer, multimedia in learning that combines visual and audio media can improve students' understanding and memory (Mayer, 2001). In line with this opinion, Ahmad also explained that in the study conducted, the use of animated video media in Islamic Religious Education learning on the story of the prophet had a positive impact such as increasing interest in learning, increasing understanding of concepts, and increasing memory for students, especially in lower grades (Ahmad, 2018).

In terms of Islamic Religious Education material, the story of the prophet is a material that is very difficult for students to understand. This is because the stories

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of the prophets often contain abstract concepts that are difficult for students to visualize. According to Piaget, it explains that the stage of children's cognitive development tends to be easier to understand concrete concepts compared to abstract concepts (Piaget, 1950). Furthermore, if the teaching method is carried out in a less varied way, it will certainly have an impact on students' lack of understanding of the material. Supported by Brune's theory which explains that learning is designed in such a way that it is in accordance with the stages of students cognitive development by involving various interesting activities (Bruner, 1960).

Learning motivation is the main factor in the success of learning, especially in Islamic Religious Education learning materials on the stories of the prophets. Learning motivation in grade 2 students is a special concern because the material or concept contains abstract meanings and moral values that are difficult to understand. In line with this, according to Maslow's theory, it explains that the theory of learning motivation in elementary schools consists of two parts including intrinsic motivation and extrinsic motivation (Maslow, 1943). Intrinsic motivation is motivation that comes from within the individual in the form of interest in enjoying the process of a pleasant and contextual learning atmosphere in everyday life, while extrinsic learning motivation is learning motivation that comes from outside such as praise, rewards and punishments or others.

CONCLUSION

Based on the explanation and presentation of the research results above, it is concluded that the use of animated video media of the story of the prophet Ibrahim A.S. effectively influences the increase in student learning motivation. From the results of the significance value of the sig value of $0.000 < 0.05$, it explains that Ho is accepted and Ha is rejected and there is an effectiveness of the use of animated video media on student learning motivation. The use of animated video media can be used as an alternative learning media in increasing student learning motivation because it has a variety of images and is accompanied by sound as a channel of information in the material in the form of audio and visuals.

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