At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam
Vol. 18 No. 1 Juni 2026, 71 – 87
DOI: https://doi.org/10.47498/tadib.v18i1.5729

AT-TA'DIB
Jurnal Ilmiah Prodi Pendidikan Agama Islam

VALIDITY AND PRACTICALITY OF DEVELOPING ANIMATED LEARNING VIDEOS AT MADRASAH IBTIDAIYAH

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Abstrak

Dalam kegiatan pembelajaran, pendidik hendaknya memanfaatkan media pembelajaran berbasis teknologi digital yang sesuai dan mampu menarik minat peserta didik, seperti video animasi. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa video animasi pada materi ṣhalat *'idayn* pelajaran fikih kelas IV Madrasah Ibtidaiyah, yang menghasilkan produk berupa video animasi. Metode penelitian menggunakan model pengembangan *Alessi & Trollip,* yang terdiri dari tiga tahapan, yaitu perencanaan *(planning)*, desain *(design)*, dan pengembangan *(development)*. Model ini dianggap sesuai untuk penelitian dan pengembangan produk berbasis multimedia. Hasil penelitian pengembangan ini menunjukkan bahwa pembelajaran menggunakan video animasi layak digunakan. Video animasi dinilai sangat layak, dengan persentase sebesar 87% berdasarkan penilaian dari ahli materi dan ahli media; sangat praktis, dengan persentase 97,93% berdasarkan penilaian peserta didik; dan efektif, berdasarkan uji efektivitas dengan analisis *N-Gain* yang menunjukkan skor gain sebesar 0,58, termasuk kategori sedang ($0{,}3 \leq$ N-Gain $\leq 0{,}7$). Oleh karena itu, penggunaan video animasi pada materi ṣhalat 'idayn dinilai efektif. Kesimpulannya, video animasi pada materi ṣalat 'idayn pelajaran fikih kelas IV Madrasah Ibtidaiyah layak, praktis, dan efektif untuk digunakan dalam proses pembelajaran. Media ini mampu meningkatkan minat belajar dan pemahaman peserta didik terhadap materi yang disampaikan.

Kata kunci: Validitas, kepraktisan, video pembelajaran, animasi

Abstract

In learning activities, educators should use digital technology-based learning media that are suitable and attractive to students, such as animated videos. This study aims to develop learning media in the form of animated videos on the ṣhalat 'idayn material for fiqh lessons in grade IV Madrasah Ibtidaiyah, which produces products in the form of animated videos. The research method uses the Alessi & Trollip development model, which comprises three stages: planning, design, and development. This model is considered appropriate for research and development of multimedia-based products. The results of this development research are learning using animated videos. The results of animated videos are considered very feasible, with a percentage of 87% based on the results of assessments by material experts and media experts; very practical, with a percentage of 97.93% based on the results of student assessments;

and effective based on the effectiveness test using N-Gain analysis with a gain score of 0.58, including the medium category based on 0.3 ≤ N-Gain ≤ 0.7. Therefore, the use of animated videos on ṣhalat 'idayn material is effective. In conclusion, the animated video on the ṣalat 'idayn material in the fiqh lesson for grade IV Madrasah Ibtidaiyah is suitable, practical, and effective for use in learning. This media can increase students' interest in learning and understanding of the material presented.

Keywords: Validity, practicality, learning videos, animation

A. INTRODUCTION

Education plays a fundamental role in human life, serving as a medium for the effective transfer of knowledge and values. The quality of a nation's development is closely related to the quality of its education system. A well-functioning and conducive education system contributes positively to national progress, whereas poor educational conditions may lead to social instability and decline (As'ari Muhajir, 2011). Therefore, both developed and developing countries place strong emphasis on improving the quality of education as a strategic priority.

In its development, education must continually transform and improve at all levels to enhance its quality and respond to future challenges. Education is expected to develop students' potential so that they are capable of facing and solving various life problems (Al-Tabany, 2014). One of the significant factors influencing educational development is the rapid advancement of science and technology, particularly in information and communication technology, which affects learning processes and instructional strategies. These developments provide opportunities for teachers to use various types of learning media aligned with instructional needs and objectives. The use of learning media can simplify the delivery of material, increase learning effectiveness, and create more engaging learning experiences (Wina Sanjaya, 2008).

Madrasah Ibtidaiyah, as a primary-level educational institution, plays an important role in providing foundational knowledge, including religious subjects such as Fiqh. To ensure that the learning process is effective and conducive, Fiqh instruction requires the use of various instructional strategies and media, including printed materials, audiovisual media, interactive media, and digital technology-based resources appropriate to students' characteristics. In addition to learning media, several other factors influence the success of the learning process, including teacher professionalism, the availability of facilities and infrastructure, and students' interest in learning (Nopida & Dkk, 2025). Among these factors, teachers play a central role in shaping the direction and quality of the learning process (Santoso & Putri, 2023), while adequate facilities are essential for implementing effective learning activities (Asiyah, 2025).

The use of instructional media is one of the strategies teachers can employ to create meaningful, high-quality learning experiences. In the context of current technological advancements, learning processes can no longer rely solely on conventional resources such as textbooks and blackboards but must be supported by modern digital tools. The integration of such tools enables teachers to create more interactive and engaging learning environments, thereby improving students' motivation and participation in learning (Usman & Asnawir, 2002).

Learning is essentially a system that involves interconnected components, including teachers, students, learning media, curriculum, strategies, and learning resources (Khanifatul, 2013). The quality of education can be achieved when all these components function optimally in their respective roles. However, in practice, teachers often encounter difficulties delivering learning materials effectively, leading to uneven learning outcomes among students (Andayani, 2004). This situation is often exacerbated when teachers rely solely on themselves as the primary source of learning and fail to use learning media effectively. Therefore, the appropriate and effective use of instructional media is essential to improve learning outcomes (Sanaky., 2009).

Based on observations conducted in collaboration with the Fiqh teacher of grade IV at MIN 1 Aceh Jaya, students' learning outcomes in the topic of Ṣalāt 'Īdayn were found to be below the Minimum Mastery Criteria (KKM), with an average score of 64. This indicates that learning objectives have not been fully achieved. The condition is influenced by several factors, including low student attention during lessons, limited engagement, and the dominance of conventional learning methods, such as textbooks. As a result, students tend to experience boredom and show low motivation to participate actively in learning.

Although the school already has facilities such as LCD projectors, they have not been used optimally in the learning process. This suggests that the problem lies not merely in the availability of infrastructure but also in a lack of innovation in the use of appropriate learning media. Therefore, teachers need to be more adaptive and creative in selecting media that align with students' learning styles, including visual, auditory, and kinesthetic modalities.

One potential solution is the use of technology-based learning media, such as animated videos. Animated videos have advantages in presenting material through a combination of visual and auditory elements, making learning more concrete, engaging, and easier to understand. They can also increase motivation to learn and allow repeated access to material anytime, anywhere (Ismawati, 2021).

However, despite the increasing use of digital learning media, several gaps remain. First, many existing learning videos, particularly those available on platforms such as YouTube, still focus primarily on theoretical explanations and lack practical demonstrations, especially for procedural materials in Fiqh such as Ṣalāt 'Īdayn. Second, previous studies on animated learning media have generally emphasized general subjects or thematic learning, with limited focus on Fiqh content at the Madrasah Ibtidaiyah level. Third, there is still a lack of development studies that systematically examine the validity, practicality, and effectiveness of animated video media within a structured development model, such as Alessi & Trollip, particularly for religious instruction.

These gaps indicate the need to develop more contextual, interactive, and pedagogically structured learning media specifically designed for Fiqh learning. Therefore, this study aims to develop animated video learning media for the topic of Ṣalāt 'Īdayn in fourth-grade Fiqh at Madrasah Ibtidaiyah, as well as to examine its validity, practicality, and effectiveness. The development of this media is expected to enhance students' interest in learning, improve their understanding of the material, and contribute to more effective and engaging learning processes.

B. METHOD

This study employed the Research and Development (R&D) method. The research procedures consisted of planning, design, and development stages. The planning stage included defining the scope and establishing the constraints. The design stage involved developing initial content ideas, preparing a prototype, creating a flowchart and storyboard, and preparing the script. The development stage comprised preparing the text, creating the graphics, producing the audio and video, assembling the media product, conducting an alpha test, revising the product, and conducting a beta test. The research was conducted at Madrasah Ibtidaiyah Negeri 1 Aceh Jaya. The research subjects consisted of two material expert validators, two media expert validators, and 23 fourth-grade students. The study was carried out from January to May 2025. Data collection techniques included questionnaires, documentation, and tests. Data obtained from the questionnaire instruments were analyzed using item-specific scoring methods and then tabulated according to specific procedures. Data from the test technique were analyzed using the N-gain formula. Data obtained from documentation were analyzed through data reduction, verification, inference, and presentation.

C. RESEARCH RESULT

This study produced a product in the form of an animated learning video on the topic of Ṣalāt 'Īdayn for fourth-grade Fiqh instruction at Madrasah Ibtidaiyah. Product development was carried out in several stages based on the Alessi and Trollip development model, which comprises three fundamental attributes: Standards, Ongoing Evaluation, and Project Management. In its implementation, the Alessi and Trollip development model was carried out in three main stages: Planning, Design, and Development (Alessi & Trollip, 2001).

1. Planning Stage

The needs analysis stage aimed to determine the requirements of the learning process by analyzing learning objectives and material constraints. Therefore, the activities conducted at this stage included analyses of learners, materials, tasks, and learning objectives.

This analysis was intended to identify the main problems faced by fourth-grade students at MIN 1 Aceh Jaya, who were the target subjects of the development of the animated learning video media. The activities were carried out through direct observation of students during the learning process and interviews with teachers at the school. Based on the researcher's observations during classroom learning, many students paid insufficient attention to lessons, particularly in Fiqh, and were less active in the teaching and learning process, which remained predominantly teacher-centered.

Although teachers had attempted to present learning videos from available social media platforms, the instructors perceived that the existing videos were still less engaging, as they presented only theoretical material and lacked practical demonstrations of prayer movements that matched students' interests. Meanwhile, available facilities, such as LCD projectors, had not been used optimally by teachers at the school.

Based on the above analysis, the researcher proposed an innovative development of animated learning video media to support the teaching and learning process. This innovation

was expected to increase students' motivation to learn, facilitate their understanding of the material presented by the teacher, and encourage more active participation in learning, as the media presented would be more engaging for students.

2. Design Stage

The design stage was a step to develop the initial concept for producing the animated video learning media. This stage included developing a more appropriate video title and determining the development objectives, namely, to produce an animated learning video. The target users were fourth-grade Madrasah Ibtidaiyah students and Fiqh teachers, with a video duration of approximately 5–7 minutes, in accordance with the attention span of elementary school–aged students. This stage also involved preparing Prototype I of the product as animated video learning media, including designing the video format, visual design, and video content.

This stage also focused on designing audiovisual learning media, including the format, visual design, content, font type and size, language, and the selection of images and audio to be incorporated into the media. Several font types were used in the animated video, including System, Oleo Script, Karla, Arvo, and Carter One, with font sizes adjusted to instructional needs. The video display design was also created to be as attractive as possible.

Several applications were utilized in the development process, namely Animaker (web-based version), Adobe Animate from Audio (web-based version), and CapCut (desktop version). The selected learning material presented in the video was Ṣalāt ʻĪdayn. Furthermore, the software or applications used to create the animated video were prepared as follows:

a. Animaker Application

In general, Animaker is widely used to create infographics and to support learning and presentation activities. This application is designed so that even beginners can easily create animated videos in various styles, including infographic, typography, 2D, and 2.5D. In this study, Animaker was used to develop a video design containing Fiqh material on Ṣalāt ʻĪdayn as well as a practical demonstration video of Ṣalāt ʻĪdayn. However, further refinement with other applications was still required to enhance the video's overall appeal.

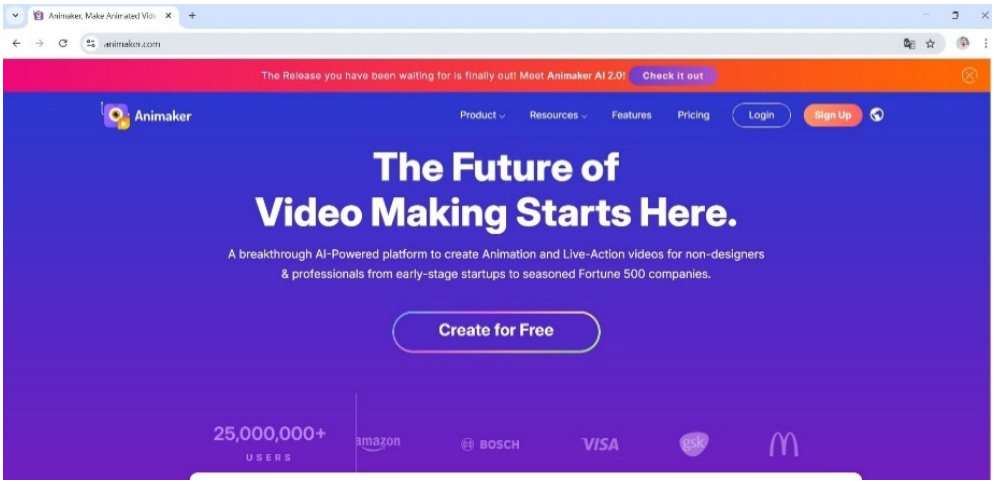

Figure 4.1: Screenshot of the Animaker Application Interface

b. Adobe Animate from Audio

Adobe Animate from Audio is a web-based application within Adobe Animate and Adobe Express that allows users to create character or object animations that move or speak based on the provided audio input. This feature enables the synchronization of character lip movements with the audio. Adobe Animate is an application designed to create 2D animation, and it is highly useful for animators to produce high-quality animated content with near-perfect results.

In this study, Adobe Animate from Audio was used to create more lifelike animated characters that were able to synchronize spoken audio with mouth movements effectively. The animations produced using this application were utilized primarily in the opening or introductory segment of the learning video to introduce the instructional material.

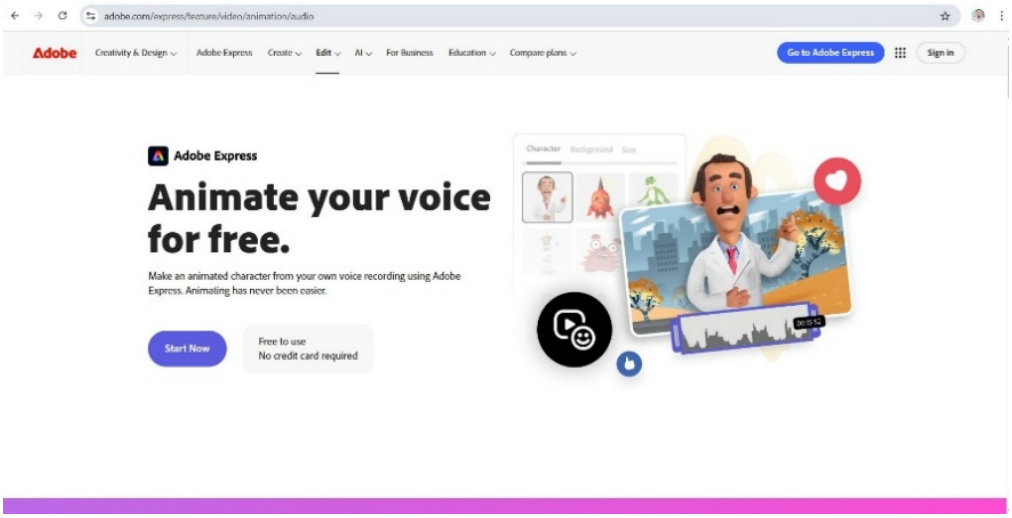

Figure 4.2: Interface of the Adobe Animate From Audio Application

c. CapCut

CapCut is a popular video editing application that is suitable for beginner content creators. It is developed by ByteDance, the same company that developed the social media platform TikTok. CapCut offers a variety of advanced yet user-friendly editing features, including video trimming, clip merging, text insertion, music addition, and applying effects and filters.

In this study, CapCut was used to integrate the animated video components produced using the two previously mentioned applications, namely Animaker and Adobe Animate. Using CapCut, the researcher efficiently developed, refined, and revised the animated video, ultimately producing a complete and coherent learning video as expected. The CapCut version used in this study was the desktop version, downloaded and installed on a computer or laptop.

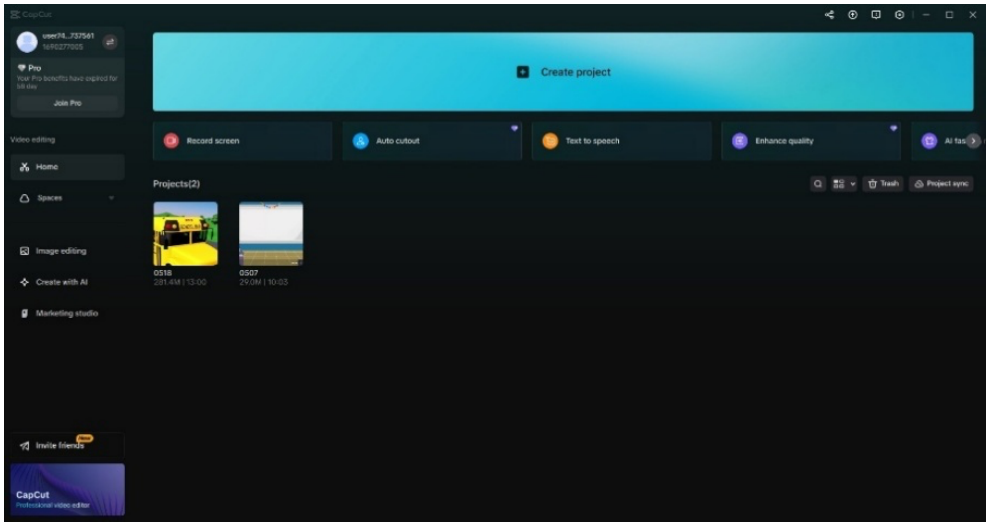

Figure 4.3: Interface of the Desktop Version of the CapCut Application

3. Development Stage

The product that had been designed in the design stage was subsequently developed by producing an engaging learning video that included material on Ṣalāt ʻĪdayn. The animated learning video was developed using Animaker to sequence instructional animations, Adobe Animate to animate characters for the opening video, and the desktop version of CapCut to integrate all prepared video components. CapCut was also used to refine the video by adding supporting elements, including background music, animal images, and other necessary materials.

The stages of development in this study are as follows: First, instructional materials were prepared for incorporation into an animated learning video. Next, graphic designs were created using supporting software, specifically animated characters developed through Adobe Animate from the Audio application. Subsequently, audio and video elements were incorporated as complementary components of the developed product. Following this, the prepared slides produced using the supporting applications were integrated into a unified video. Finally, an alpha test was conducted.

Validation of the research was conducted by two experts, namely material and media experts, using questionnaires validated by instrument validators. The results of the expert validation are presented as follows:

a. Results of Material Expert Validation

The material validation of the animated learning video was conducted by a lecturer in the Postgraduate Program at Universitas Islam Negeri Ar-Raniry Banda Aceh. The purpose of this validation was to assess the accuracy and quality of the material presented in the video, specifically the material on Ṣalāt ʻĪdayn. Additionally, the material expert validation aimed to determine whether the product was feasible based on each assessed aspect.

Overall, the material expert validation questionnaire consisted of three aspects: introduction, content, and learning. The material validation of the animated video on the topic of Ṣalāt ʻĪdayn for Fiqh learning was conducted by Validator I and Validator II. The validation

was carried out on April 12, 2025, using the material validation questionnaire. The aspects of material validation are presented in the following table:

Table 4.1 Validation Results from Two Subject-Matter Experts

No	Assessment Items	Expert		Average	Category
		I	II		
Introduction					
1	Alignment of the material with the syllabus	3	4	3,5	Very Feasible
2	Alignment of the material with learning objectives	3	4	3,5	Very Feasible
3	Alignment of the material with basic competencies	4	4	4	Very Feasible
Content and Language Aspects					
1	Accuracy of the content	4	4	4	Very Feasible
2	Scope of content (breadth and depth)	4	4	4	Very Feasible
3	Logical sequencing of the material	4	3	3,5	Very Feasible
4	Systematic and specific organization of the materia	4	3	3,5	Very Feasible
5	Use of standard and appropriate language	4	3	3,5	Very Feasible
6	Emphasis on key points within the content	3	4	3,5	Very Feasible
Learning Aspects					
1	Suitability of the material to the characteristics of Grade IV MI students	4	4	4	Very Feasible
2	The video is accompanied by clear examples and images	4	4	4	Very Feasible
3	Appropriateness of image selection in relation to the material	3	4	3,5	Very Feasible
4	The video is accompanied by explanations that are easy to understand	4	4	4	Very Feasible
5	Musical illustrations support the learning process	3	3	3	Feasible
6	Appropriateness of background music for the learning video	3	3	3	Feasible
7	Images and displayed components are easy to understand	4	4	4	Very Feasible
8	Appropriateness of animation in explaining the material	4	4	4	Very Feasible
9	The presentation of the material is well-sequenced	4	4	4	Very Feasible

10	Facilitates teachers in delivering the material	4	4	4	Very Feasible
11	Compatibility of the video with the learning material	4	4	4	Very Feasible
12	Suitability of the level of material difficulty to students' characteristics	3	4	3,5	Very Feasible
13	Overall, the video is easy to understand	4	4	4	Very Feasible
		81	83	82	89%
	Average			3,7	Very Feasible

Based on the material expert validation data, the developed animated video product obtained an average score of 3.7 (89%), indicating that it was highly feasible for use, subject to revisions in accordance with the experts' suggestions. The comments and recommended revisions provided by the two material experts were as follows:

1) The animation in the video should be made more dynamic and lively to enhance student engagement.
2) The video should present the material more systematically to avoid repetition when similar content appears.
3) The background images displayed in the video should be adjusted to reflect the appropriate setting or context in which the material is taught.

b. Results of Media Expert Validation

In this process, the assessment of the animated learning video media was conducted by two media experts. These two validators were selected because they are specialists in educational media. The evaluation of the animated learning video product by Media Expert I and Media Expert II was carried out on April 11, 2025.

The purpose of this evaluation was to measure the feasibility of the animated video media as a teaching resource before it was field-tested. The media expert assessment covered three aspects, namely appearance, usability, and utility. The results of these three aspects are presented in the table below:

Table 4.2 Validation Results from Two Media Experts

No	Assessment Items	Media Expert		Average	Category
		I	II		
Appearance Aspects					
1	Accurate font selection	2	4	3	Feasible
2	Accurate font size selection	2	4	3	Feasible
3	Consistent text color selection	3	4	3,5	Very Feasible
4	Text size is clear and easy to read	3	4	3,5	Very Feasible
5	Accuracy of color selection	4	3	3,5	Very Feasible
6	The text color is clearly legible against the background color	4	4	4	Very Feasible
7	Clarity of image shapes	4	3	3,5	Very Feasible

8	Accuracy of image selection	4	3	3,5	Very Feasible
9	Clarity of selected video clips	2	4	3	Feasible
10	Accuracy of background color selection	3	4	3,5	Very Feasible
11	Harmony between text color and background color	4	4	4	Very Feasible
12	Appropriateness of background music selection	3	4	3,5	Very Feasible
13	Musical illustrations (sound effects) support the learning process	3	3	3	Feasible
14	Appearance of opening animation	3	3	3	Feasible
15	Appropriateness of opening animation	3	3	3	Feasible
16	Effectiveness of the video as a learning medium	3	4	3,5	Very Feasible
17	Effectiveness of background music selection	3	4	3,5	Very Feasible
18	Consistency of visual presentation	2	4	3	Feasible
Usability Aspects					
1	Ease of use of the media	3	4	3,5	Very Feasible
2	Ease of saving the media	3	4	3,5	Very Feasible
Utilization Aspects					
1	The learning process becomes more interesting and enjoyable	4	4	4	Very Feasible
2	Video content is easy to understand	3	4	3,5	Very Feasible
3	Facilitates teachers in delivering learning materials	4	4	4	Very Feasible
		64	86	79	85,8%
	Average			3,6	Very Feasible

Based on the evaluation results from the two media experts, the developed animated video media received an overall average score of 3.6, corresponding to 85.8% after conversion. Therefore, it can be concluded that the animated learning video product is highly feasible for field testing, subject to the recommended revisions.

The comments and suggested revisions provided by the two media experts were as follows:

1) The spelling used in the choice of letters should be adjusted according to the Kamus Besar Bahasa Indonesia (KBBI);
2) The pronunciation of the letter 'Ain in the *i'tidal* position should be clarified;
3) The human character in the video should be designed to resemble a teacher rather than a doctor.

c. Conducting Revisions

The researcher carried out revisions based on the recommendations provided by all expert validators, taking into account all aspects identified in the results of the alpha test. The alpha test provided an overview of the developed product's feasibility, which then guided the

researcher to make revisions in accordance with suggestions from both media and materials experts.

The revision stage of the animated learning video product was conducted in two parts, based on the critiques and recommendations from the material and media experts. The revised processes are described as follows:

Table 4.3 Results of the Analysis of Students' Response Questionnaires

No	Assessment Items	Score				Score	Percentage
		1	2	3	4		
1	Completeness of the şalat 'idain material in the learning video media			2	21	90	97,8%
2	Clarity of the şalat 'idayn material in the learning video media			3	20	89	96,7%
3	Consistency of the presentation of the şalat 'idayn material in the learning video media			3	20	89	96,7%
4	The appropriate selection of images to explain the material on the prayer of the Prophet Muhammad (PBUH)			4	19	88	95,7%
5	The appropriate animation to explain the material on the prayer of the Prophet Muhammad (PBUH)			2	21	90	97,8%
6	The appropriate music/songs accompanying the learning videos			4	18	84	91,3%
7	Clarity of sound in learning videos			1	22	91	98,9%
8	The font size is clear enough to see and read				23	92	100%
9	The color of the text matches the background color				23	92	100%
10	Clarity of sound in learning videos			3	20	89	96,7%
11	Musical illustrations (sound effects) support the learning process of şalat 'idayn.			4	19	88	95,7%
12	Effectiveness of videos in explaining şalat 'idayn material.				23	92	100%
13	Learning with şalat 'idayn becomes more enjoyable.			1	22	91	98,9%
14	Learning with şalat 'idayn becomes more engaging				23	92	100%
15	With video media, learning about the şalat 'idain becomes more engaging.				23	92	100%
16	Easy storage and management of learning videos.			1	22	91	98,9%

17	Learning video media makes it easier for students to understand ṣalat 'idayn learning.	3	20	89	96,7%
18	This learning media adds variety to the available learning methods.		23	92	100%
19	Learning video media can provide greater focus and attention to students during the learning process.	3	20	89	96,7%
20	Learning video media can provide information and input for improving and developing learning media for Islamic jurisprudence subjects.		23	92	100%
	Average				97,93%

Based on the analysis of the table above, it can be concluded that the percentage of student responses regarding the practicality of using the animated video media in learning the topic of Ṣalāt 'Īdayn in the Fiqh subject for grade IV at MIN 1 Aceh Jaya yielded an average score of 97.93%. This response falls within the 81%–100% category, which corresponds to the very practical criterion. Therefore, the practicality criterion for the developed animated learning video media has been achieved.

According to observations, the developed animated learning video media facilitated the delivery of Fiqh lessons, particularly on the topic of Ṣalāt 'Īdayn, and was found to be engaging, practical, and easy to use. This was because the animated video media provided a clear audiovisual illustration of the topic, enabling students to understand the lesson well and increasing their enthusiasm for participating in learning activities.

d. Results of Learning Outcome Test Validation (Effectiveness Test)

The analysis of the learning outcome tests was conducted through pre-test and post-test assessments administered to the students. This procedure aimed to determine the extent to which the developed animated learning video media effectively improved students' understanding of the Fiqh material. This was evaluated by comparing the scores from the pre-test, conducted before the animated video was used, with those from the post-test, conducted after its implementation.

The results of the students' pre-test and post-test using the developed animated learning video media are presented below:

Table 4.4 Comparison of Pre-test and Post-test Results

No	Student Name	Class	Pre-test	Post-test
			Score	Score
1	PD 1	IV-A	64	87
2	PD 2	IV-A	80	96
3	PD 3	IV-A	62	76
4	PD 4	IV-A	67	91

5	PD 5	IV-A	67	84
6	PD 6	IV-A	60	91
7	PD 7	IV-A	56	82
8	PD 8	IV-A	58	82
9	PD 9	IV-A	58	84
10	PD 10	IV-A	56	84
11	PD 11	IV-A	76	96
12	PD 12	IV-A	53	84
13	PD 13	IV-A	64	82
14	PD 14	IV-A	64	78
15	PD 15	IV-A	67	84
16	PD 16	IV-A	64	82
17	PD 17	IV-A	80	96
18	PD 18	IV-A	64	80
19	PD 19	IV-A	64	82
20	PD 20	IV-A	62	84
21	PD 21	IV-A	60	84
22	PD 22	IV-A	58	76
23	PD 23	IV-A	78	96
	Average		64	85

Based on the table above, the average pre-test score was 64, while the average post-test score was 85. This indicates an improvement, as the post-test scores show that all students achieved the Minimum Mastery Criteria (KKM) of 70 after using the animated learning video media. In addition to observing the increase in average scores from the pre-test and post-test, this improvement can also be measured using the gain score, as follows:

$$\text{N – Gain} = \frac{\text{S Post – S Pre}}{\text{S max – S Pre}}$$
$$= \frac{85 - 64}{100 - 64}$$
$$= \frac{21}{36}$$
$$= 0{,}58$$

Based on the calculation above, the gain score from comparing the average pre-test and post-test scores in learning using the animated learning video media was 0.58, which falls into the moderate category ($0.6 > \text{N-gain} \geq 0.3$). The increase in the average post-test score indicates that, in general, the animated learning video media was effective for teaching Fiqh, particularly the topic of Ṣalāt ʻĪdayn, after students learned using the developed video product.

D. DISCUSSION

The purpose of this research was to produce animated video learning media on the topic of ṣalāt ʻīdayn and to examine the validity, practicality, and effectiveness of the developed media product. The media product was developed using the Alessi & Trollip model, which comprises three components: Standards, Ongoing Evaluation, and Project Management. In its

development process, the Alessi & Trollip model includes three essential stages: Planning, Design, and Development.

1. Development of Animated Video Media

The Alessi & Trollip development model in this study consists of three main components: Standards, Ongoing Evaluation, and Project Management. The Standards phase serves as the initial stage, involving activities such as determining scope limitations, estimating costs, preparing documents, identifying resources, and planning the media design. Ongoing Evaluation refers to continuous assessment throughout the development process, in which all components are tested, evaluated, and revised based on feedback from subject-matter and media experts. Meanwhile, Project Management focuses on managing resources such as time, finances, materials, and equipment, as well as monitoring project progress.

In the planning stage, a needs analysis was conducted through classroom observations of fourth-grade students at MIN 1 Aceh Jaya, revealing low student engagement due to limited use of instructional media despite the availability of supporting facilities such as internet access, projectors, and speakers. Based on these findings, the researcher developed an animated instructional video tailored to students' characteristics to improve focus and engagement in learning.

During the design stage, the animated video on ṣalāt 'īdayn was developed with an attractive visual approach using applications such as Animaker, Adobe Animate Audio, and CapCut, despite limitations of free versions. The development stage involved finalizing the video based on the storyboard, integrating learning materials (including competencies, procedures, and values of ṣalāt 'īdayn), and preparing instruments such as questionnaires and tests to assess validity, practicality, and effectiveness.

The product was then validated by expert reviewers, revised accordingly to produce Prototype II, and tested with students to obtain data on practicality and effectiveness. The results indicate that animated video media effectively support students' understanding, increase motivation and engagement, and can be accessed flexibly, making it a feasible instructional medium for classroom learning.

2. Validity Testing of the Animated Video Media

The developed animated video media was evaluated by two subject-matter experts and two media experts. The subject-matter expert validation yielded an average score of 3.7 (89%), categorized as *very feasible*, indicating that the content was appropriate and could be revised based on experts' suggestions. Meanwhile, validation by media experts yielded an average score of 3.6 (85.8%), which was also classified as *very feasible*. Based on these results, the product was declared valid and suitable for field testing after revisions. The media's feasibility is supported by its compliance with multimedia instructional criteria, including content accuracy, curriculum alignment, clear language, student engagement, and instructional effectiveness (Sukmawati, 2020). The validity assessment in this study used a rating scale, where numerical data were converted into qualitative categories to ensure alignment with predetermined standards (Arikunto, 2010).

The practicality of the animated video media was tested through field trials involving fourth-grade students at MIN 1 Aceh Jaya using a four-point Likert-scale questionnaire. The practicality criterion was met when at least 50% of responses were positive. The results showed that students' positive responses exceeded 80% for all items, with an overall average of 97.93%, indicating that the media is *very practical*. In practice, the media is easy to use and engaging, and it supports meaningful learning experiences and enhances creativity and learning outcomes.

Furthermore, the animated video media increased students' motivation and enthusiasm in learning by presenting attractive visuals, animated characters, and varied illustrations. This reduced boredom in Fiqh learning, particularly on the topic of ṣalāt 'īdayn. In addition, the media can be accessed at any time and repeatedly, making it suitable for both independent and guided learning.

3. Practicality Testing of the Animated Video Media

The practicality of the animated learning video media was tested through field trials conducted at MIN 1 Aceh Jaya. The practicality criterion was considered fulfilled if at least 50% of the students provided positive responses to at least half of the assessed aspects. The student response questionnaire employed a four-point Likert scale, with response options of 4, 3, 2, and 1. A statement was categorized as receiving a positive response if students selected options 4 or 3, and as receiving a negative response if they selected options 2 or 1.

Based on the results of the field trial, the respondents showed positive responses exceeding 80% across all questionnaire items, with an overall average score of 97.93% among students at MIN 1 Aceh Jaya. These findings indicate that the developed learning media met the practicality criteria. The practicality of the developed instructional media refers to the extent to which students can easily use it, thereby enabling meaningful, engaging, and enjoyable learning experiences. Additionally, the media are beneficial to students' daily lives, can enhance their creativity in learning, and have been shown to improve learning outcomes (Riani & Hutabri, 2017).

The developed animated learning video media fostered motivation to learn and increased students' enthusiasm, making the learning process more enjoyable and engaging. This was supported by the inclusion of animated teacher characters and varied visual illustrations that reinforced the learning content. Consequently, students did not experience boredom during classroom learning, particularly in fiqh lessons on the topic of ṣalāt 'īdayn. Moreover, the media can be accessed anytime, anywhere, and used repeatedly for independent or guided learning.

4. Effectiveness Testing of the Animated Video Media

Students' learning outcomes reflect their achievement of competencies and behavioral changes in the domains of attitudes, knowledge, and skills. These outcomes are commonly measured using pretest and posttest assessments, where the pretest identifies students' prior knowledge and the posttest measures their understanding after instruction.

The effectiveness of the animated learning video was evaluated by comparing pretest and posttest results. The average score increased from 64 to 85, with an N-gain of 0.58, categorized as moderate, indicating that the media is effective in improving students' conceptual understanding. Initially, only 4 of 23 students met the Minimum Mastery Criteria

(KKM), but after implementation, all students met the KKM, reflecting an approximate 33% improvement.

The media's effectiveness is further supported by its advantages over conventional methods, such as PowerPoint and printed materials. The animated video presents content through attractive visuals, background music, and storytelling, enabling students to revisit difficult sections and supporting independent learning. In addition, it is easily accessible online and can be shared via social media, providing flexibility in its use.

Furthermore, the animated video enhances conceptual understanding by combining text, images, and animated visualizations that illustrate both concepts and procedures of ṣalāt 'idayn. The medium's ability to support multiple learning objectives confirms its effectiveness in facilitating meaningful learning.

After conducting testing and trials of the developed animated video product, several weaknesses were identified, including:

a. The animated video places greater emphasis on the importance of the material rather than on further development or expansion of the content;
b. The production of animated video media would require relatively high costs if it were to be developed to a more optimal level;
c. The visual quality of the animated video media remains limited due to the constraints of free applications, resulting in less-than-optimal presentation quality;
d. If the video file is not stored locally, internet access is required to play the animated learning video, as it is distributed via social media networks.

In addition, several limitations were identified in this research and development process, which contributed to the less optimal quality of the final product, including:

a. The study was limited to the fiqh subject matter on ṣalāt 'idayn;
b. The development of the animated learning video media requires substantial costs and a considerable amount of time to produce a more refined and comprehensive animation;
c. The researcher relied on free applications in developing the animated video media, which imposed limitations on enhancing the quality of the animations;
d. The developed animated learning video media product was limited to fourth-grade students at MIN 1 Aceh Jaya, as it was tested only with this group of learners.

D. CONCLUSION

This study on the development of animated video media for the topic of ṣalāt 'īdayn in fiqh learning for fourth-grade students of Madrasah Ibtidaiyah employed the Alessi & Trollip development model, which consists of three main components: Standards, Ongoing Evaluation, and Project Management. The Alessi & Trollip development process comprises three essential stages: Planning, Design, and Development.

The validation results of the developed animated video media on the topic of ṣalāt 'īdayn indicated a score of 89% from subject-matter experts and 85.8% from media experts, both of which fall into the *very feasible* category. The animated video media product achieved a practicality score of 97.93%, classified as *very practical*. Furthermore, the animated video media product obtained an N-gain score of 0.58, interpreted as moderate and categorized as

very effective for use. This effectiveness was also reflected in a 33% increase in scores from pretest to posttest.

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