

Development of HARIR (Last Day) Animated Learning Video as Da'wah Media for Grade 6 Elementary School Learning

Nur Safitriyanah¹, Raihan Bisyri Rabbani², Alikafitara Dwi Permana³, Ani Nur Aeni⁴

^{1,2,3,4} Universitas Pendidikan Indonesia, Sumedang, Indonesia

¹nursafitriyanah@upi.edu, ²rbisyirabbani7@upi.edu, ³alikafitaraalfi19@upi.edu,

⁴aninuraeni@upi.edu

+6289-3741-7884-8

Abstract

This research aims to develop instructional media in the form of an animated video focused on preaching about the Warning of the Coming of the Last Day, with the hope of providing understanding for sixth-grade elementary school students. The research method used is Design and Development (D&D) with the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The study population consists of all sixth-grade elementary school students, with a sample of 16 students from SDN Panyingkiran II. The instruments used include product validation questionnaires by subject matter and media experts, as well as response questionnaires from students. The research results show that the animated video learning media developed has been validated and deemed suitable for use. Furthermore, this medium has successfully improved students' understanding of the topic of the "Last Day." Students responded positively to the use of this animated video, indicating their interest and engagement in the learning process. Therefore, it can be concluded that the animated video learning media "Last Day" (HARIR) is an effective alternative to enhance students' understanding of the subject matter. The use of this innovative media is expected to make the teaching and learning process more engaging and beneficial for students while deepening their understanding of key concepts in religious education.

Keywords: *animated video; preaching; the end of the world; elementary school learning.*

Abstrak

Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa Video Animasi yang difokuskan pada dakwah tentang Peringatan Akan Datangnya Hari Akhir, dengan harapan dapat memberikan bekal pemahaman bagi siswa kelas VI SD. Metode yang digunakan dalam penelitian ini adalah Design and Development (D&D) dengan model ADDIE, yang mencakup lima tahap: analisis, desain, pengembangan, implementasi, dan evaluasi. Populasi penelitian terdiri dari seluruh siswa kelas VI SD, dengan sampel sebanyak 16 siswa dari SDN Panyingkiran II. Instrumen yang digunakan meliputi angket validasi produk oleh ahli materi dan media, serta angket respon dari peserta didik. Hasil penelitian menunjukkan bahwa media pembelajaran video animasi yang dikembangkan telah terujivaliditasnya dan layak digunakan. Selain itu, media ini berhasil meningkatkan pemahaman siswa mengenai materi "Hari Akhir". Peserta didik memberikan respon positif terhadap penggunaan video animasi ini, yang menunjukkan minat dan keterlibatan mereka dalam proses belajar. Jadi dapat disimpulkan bahwa, media pembelajaran video animasi "Hari Akhir" (HARIR) merupakan alternatif yang efektif untuk meningkatkan pemahaman siswa tentang

materi tersebut. Penggunaan media inovatif ini diharapkan dapat membuat proses belajar mengajar lebih menarik dan bermanfaat bagi siswa, serta memperdalam pemahaman mereka tentang konsep-konsep penting dalam pendidikan agama.

Kata Kunci: video animasi; dakwah; hari akhir; pembelajaran SD.

Received : 2025-04-27
Revised : 2025-05-16

Approved : 2025-06-09
Published : 2025-06-17

Introduction

Education, as stipulated in the National Education System Law No. 20 of 2003, is a conscious and planned effort to improve the quality of education. 2003, is a conscious and planned effort to create a conducive learning environment. Through this process, students are. Through this process, learners are encouraged to actively develop their potential, both in spiritual aspects, self-control, and personality. In addition, education also aims to form individuals who are intelligent, noble, and have skills that are beneficial to themselves and the wider community (Octaviana et al., 2022). In line with the subject of Islamic Religious Education (PAI) in elementary schools plays an important role in shaping the character and morals of students from an early age. One of the materials taught in grade VI is the commemoration of the Last Day, which includes an understanding of the signs of the apocalypse, life after death, as well as the values of faith and readiness to face the afterlife. However, in practice, PAI learning is still often delivered using traditional methods, such as lectures, the use of textbooks, and practice questions. This approach is sometimes less effective in improving learners' understanding, especially in today's digital era, where they are more familiar with technology and interactive media. Therefore, innovation in learning is needed, such as the use of multimedia, interactive discussions, and simulations that can help learners understand the concept of the Last Day more deeply and relevant to their lives (Syafi'i, 2023).

Over time, learning is now mostly done online by utilizing technology, especially the internet. Whereas in the past, teachers relied more on lectures and textbooks, now various digital platforms are used to support the learning process, enabling more flexible and effective interactions between teachers and learners. Distance learning requires innovative, creative, and efficient media to make the learning process more interactive and to increase learners' active participation. In addition, the learning media used must be easy to design in a short time to be effective in its use. One of the solutions applied is the utilization of Canva as a learning medium (Bahrul & Batuliman, 2025).

Canva is an online graphic design platform that provides various features to support the learning process. It includes a variety of templates that can be used to create

presentations, infographics, posters, banners, invitation cards, and designs for social media such as Instagram and Facebook.

Innovation in learning methods and media is an important aspect in modern education to adapt to the growing technological advances. One innovation that can be applied is the development of Canva-based learning videos as an interactive tool. The use of Canva-based videos in learning Islamic Religious Education in grade 6 can increase the effectiveness of learning, because it allows students to learn independently and understand the material more interestingly through interactive and creative visual displays (Donlic, 2023).

In this research, a Canva-based HARIR (Last Day) learning video is developed as an interactive medium to help learners and teachers understand the concept of Last Day. This video is designed with interesting elements such as educational animations, visual illustrations, and narrative explanations that aim to increase learners' understanding of the signs of the apocalypse, life after death, and faith values related to the Last Day. The main objective of this video development is to introduce the material of the Last Days to grade 6 elementary school students in a more interactive and easy-to-understand way. The success of learning is influenced by effective material delivery, clear instructions, and smooth communication and interaction between teachers and learners. By using Canva as a design platform, this learning video is expected to create a more interesting and meaningful learning experience for students (Susanto, 2024).

Research Method

This research uses the Design and Development (D&D) method with the ADDIE model approach. This design and development model was developed by Dick & Carey, who explained that this method includes a systematic process of research, development, and evaluation to produce products that can be utilized as a tool in teaching or outside of teaching (Aprilia. F. I. & Rugaiyah, n.d.). The ADDIE model, as the name suggests, consists of five main stages, namely analysis, design, development, implementation, and evaluation. This approach aims to ensure that the product is not only relevant to learning needs, but also effective in improving learners' understanding (Selim, 2023).

Research and Development were carried out at SD Negeri Panyingkiran II, which is located on Jalan Panyingkiran No. 57, Situ Village, North Sumedang District, Sumedang Regency, West Java. The product was tested on March 15, 2025. The research subjects were all students of class 6A SD Negeri Panyingkiran, totaling 16 students. By applying the ADDIE model in this D&D method, this study aims to produce animated video learning

media that is valid, interesting, and effective in increasing students' understanding of the material “Last Day” (Idris, 2024).

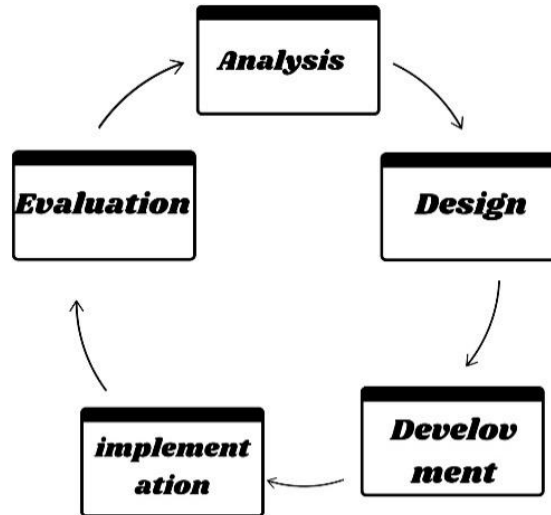


Figure 1: Research Stages of the ADDIE Model (Dewi et al., 2023)

a. Analysis

This stage aims to identify the needs of students and teachers in understanding the material of the Last Days (Adinda et al., 2022). Activities undertaken include:

- 1) Observation of the learning methods used in the Islamic Religious Education (PAI) class VI SD.
- 2) Interviews with teachers and students to find out the obstacles to learning the material for the Last Day.
- 3) Analysis of Learning Outcomes (CP) and Learning Objectives (TP) to ensure the suitability of learning videos with the basic competencies set.

b. Design

At this stage, the initial design of the HARIR learning video is developed by considering the results of the needs analysis (Septianti, 2021). The process included:

- 1) Preparation of the flow of material for the last day.
- 2) Determining the visual concept and interactive elements in the video using Canva.
- 3) Planning the delivery of material so that it is interesting and easy for students to understand.

c. Development

This stage focuses on creating Canva-based learning videos. (Susilo, 2024). Activities undertaken include:

- 1) Collection of teaching materials and supporting illustrations.
- 2) Making videos with interactive features, educational animations, and voice narration.

d. Implementation

HARIR learning video was tested in the learning process in grade VI (Warini & Zakir, 2021). The steps taken include:

- 1) Video playback in learning sessions.
- 2) Observation of learners' responses and participation during the lesson.

e. Evaluation

The evaluation stage is conducted to assess the effectiveness of the HARIR learning video and see how far the learning objectives are achieved. (Syafi'i, 2023). Evaluation was conducted in two stages:

- 1) Formative evaluation: Conducted during the development process with revisions based on feedback from teachers and learners.
- 2) Summative evaluation: Conducted after implementation to measure the impact of the video on learners' understanding through interviews and observations.

Result and Discussion

Based on the research on the development of animated videos as learning media for Islamic Religious Education (PAI) in elementary schools, this study produced three main findings as follows. First, the researchers successfully designed and developed an animated video that presents material about the Last Days specifically for grade 6 elementary school students. This video aims to help students understand the concept and belief in the coming of the Last Day in a more interesting, interactive, and easy-to-understand way. With a creative visual approach, it is expected that students can explore the material more deeply and connect it to their daily lives (Oktaviani et al., 2022). Second, the animated video titled HARIR (Last Day) has gone through a testing phase using various learning devices, such as laptops, projectors, and cellphones. This testing aims to ensure that the video can be accessed easily by teachers and students in various learning conditions, both in the classroom and as an independent learning medium at home. The test results show that the video can be used smoothly without significant technical obstacles, thus supporting the effectiveness of its use in the learning process. This is in line with previous research, which states that the use of animated media in learning can improve students' understanding of religious concepts more effectively (Ahmad et al., 2023). Third, the results of the feasibility test or validation conducted by experts show that the HARIR animated video meets the standards as a learning medium that is suitable for use in delivering material on the Last Days. In addition,

assessments from teachers and students gave positive responses, indicating that this video is effective in helping students understand the material more deeply and enjoyably (Bahrul & Batuliman, 2025).

The development of this animated video uses several digital applications, such as Canva, Runway, and Adobe Animate from Audio, to create more interesting, dynamic, and interactive learning content. The method applied in this research refers to the ADDIE model, which consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation. With this systematic approach, the development of the animation video was carried out in stages to ensure its quality, effectiveness, and suitability to the learning needs of students in elementary school (Saputra et al., 2021). With the development of this animation-based learning media, it is hoped that elementary school students will find it easier to understand important concepts in Islamic Religious Education, especially regarding the Last Day, and can internalize them in their daily lives (Donlic, 2023).

Product Analysis of "HARRIR" (Last Day) Animated Video

At this stage, researchers conduct a needs analysis by adjusting the characteristics of students and referring to learning outcomes and objectives. This analysis becomes a guideline in the development of animated videos that will be made (Susanto, 2024). In general, the stages of analysis in this phase include:

a. Problem Analysis

Researchers examined the availability of learning media used by students in supporting the learning process. According to research conducted by (Caswita, 2019) Digital-based learning media have an important role in improving the effectiveness of the teaching and learning process, especially in understanding abstract concepts such as the Last Days. This stage aims to determine the type of animation video that will be designed and developed as a learning tool (Selim, 2023).

b. Analyzing Challenges and Barriers

At this stage, the researcher aims to identify the obstacles faced by students, both in their characteristics, knowledge, skills, and development. Based on research conducted by (Syarovina et al., 2024) In *Eductum: Jurnal Literasi Pendidikan*, it was found that the lack of interactive learning resources led to low student absorption of faith material. The results of this analysis became a reference in designing an animated video that not only suits the needs of students, but is also able to overcome the difficulties they face in the learning process (Idris, 2024).

c. Analysis of Learning Outcomes and Objectives

Researchers adjust the material to the theme of the Last Days based on the main sources in Islam, namely the Qur'an and Hadith. As explained by (Rahman, 2024) In his research, the integration of faith values in digital-based learning media can improve students' understanding of the concept of divinity. The main focus in the preparation of this material

is to instill faith in the Last Day through the learning standards in Phase C for class 6A. In addition, the material is also presented systematically and interestingly in order to increase students' absorption. From the results of the analysis conducted, the researcher set the title "Last Day" as the main theme of the animated video developed. This animated video is designed to be able to change students' awareness of the importance of faith in the Last Day and its impact on everyday life (Adinda et al., 2022).

Product Design of “HARIR” (Last Day) Animation Video

Determine the application that will be used for editing. The animated video “HARIR” uses simple applications, namely Canva, Runway website, and Adobe Animate from Audio. According to research conducted by Dedi (Harianto et al., 2024). The use of technology in making education-based animated videos can significantly increase students' interest in learning. Then, the researcher designed an animated video that had been adapted to the material of the Last Days for Phase C class 6A. With this approach, the animated video is expected to be an interactive and effective learning medium in improving students' understanding of the concept of the Last Days (Septianti, 2021). The result can be seen in figures 2 – figure 9.



Figure 2. Home Canva App

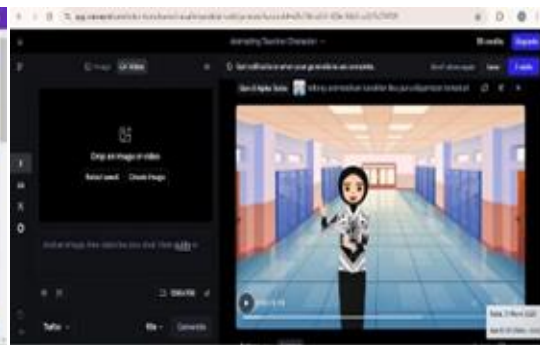


Figure 3. Home Runway Website

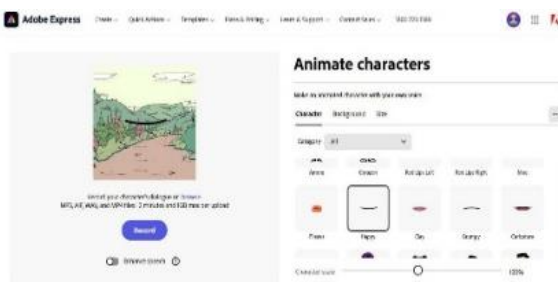


Figure 4. Home website Adobe Animate Audio

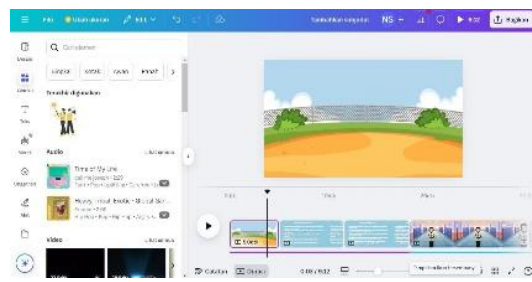


Figure 5. Background Selection

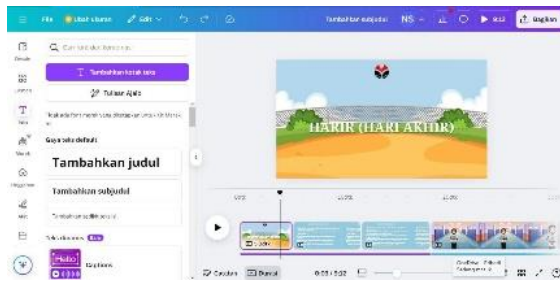


Figure 6. Font Selection

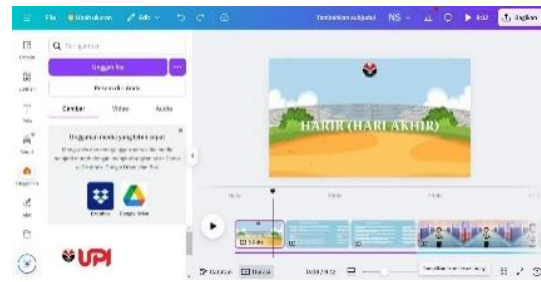


Figure 7. UPI Logo Selection

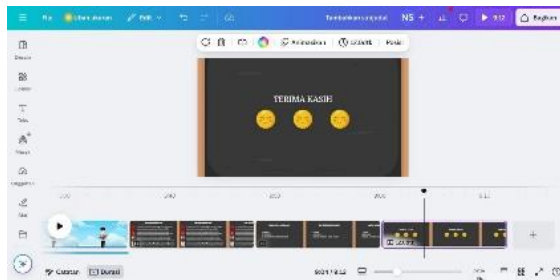


Figure 8. Cover Design

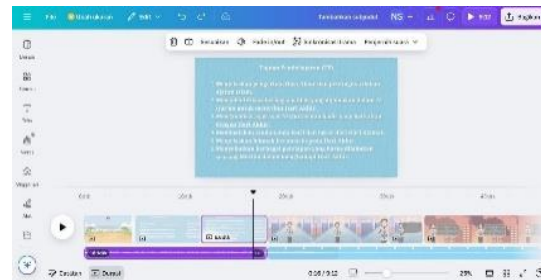


Figure 9. Adding Sounds and Background

Product Development of Animated Video “HARRIR” (Last Day)

After designing the design, the next step is to develop it into an animated video. The animated video design is then copied into the form of a link. The following is the product display of the animated video “HARRIR (Last Day) (Susilo, 2024). He result can be seen in figure 10 – figure 22.



Figure 10. Product Title

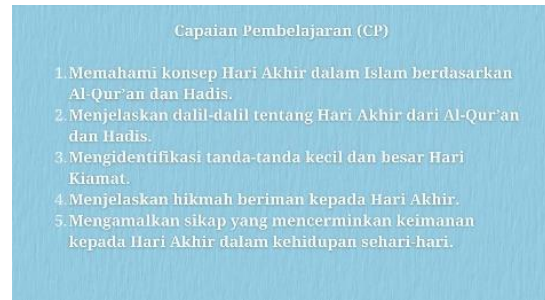


Figure 11. Outcomes Learning

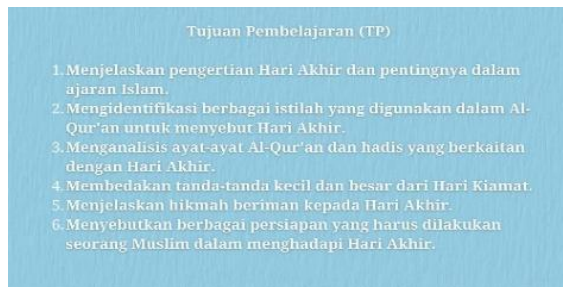


Figure 12. Learning Objectives



Figure 13. Definition of Material



Figure 14. The term Last Days



Figure 15. Evidence from Surah Al-Qariah



Figure 16. Evidence from Surah Al-Zalzalah



Figure 17. Last Day Hadith



Figure 18. A Small Sign of the Apocalypse

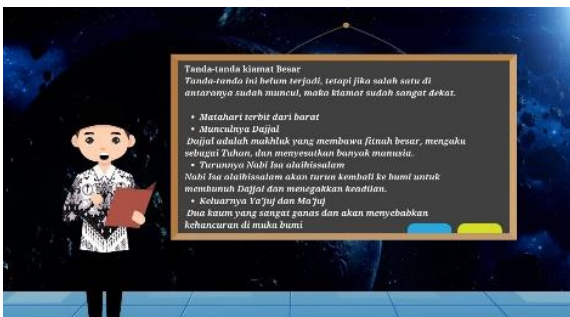


Figure 19. Signs of the Apocalypse



Figure 20. The Wisdom of Believing in the



Figure 21. Preparation for the last day



Figure 22. Quizizz Access Link

Product Implementation of “HARIR” (Last Day) Animation Video

The trial in demonstrating the animated video “HARIR” (Last Day) was conducted directly in class 6A of SDN Panyingkiran II, which is located at Jl. Panyingkiran No. 57, Situ, North Sumedang District, Sumedang Regency, West Java Province. This trial process aims to determine the effectiveness of the animation video in helping students' understanding of the material of the Last Days. The trial was conducted on Saturday, March 15, 2025, involving 16 students of class 6A. The media used in this demonstration is a laptop connected to a projector, so that all students can see the animation display clearly and follow the learning flow optimally. In addition, in this session, there was also interaction between researchers and students to find out the extent of their understanding of the material after watching the animated video (Warini & Zakir, 2021).

Student Learning Outcomes (Pretest–Posttest Results)

To evaluate the effectiveness of the *HARIR* animated video in enhancing students' understanding of the Last Day, pretest and posttest assessments were administered to all 16 participants in Grade 6A at SDN Panyingkiran II. The test consisted of 10 multiple-choice questions aligned with the indicators of the Last Day learning objectives. The result of this test is shown in Table 1.

Table 1. Result of Pretest and Post-test

Average Pre-test Score	Average Post-Test Score	Gain Score
62.5	85.3	22.8

The results revealed a notable improvement of 22.8 points in student performance, indicating that the animated video had a significant positive impact on learners' comprehension. This finding suggests that visual and interactive learning media such as *HARIR* can effectively support the cognitive development of elementary students in the context of Islamic Religious Education.

Expert Assessment of Animated Video “HARIR” (Last Day)

The evaluation stage is the final stage in product development. At this stage, an assessment is carried out by experts and users, consisting of Islamic Religious Education

(PAI) teachers and students. This assessment aims to measure the quality and effectiveness of the animation video based on several predetermined aspects. From the expert's point of view, in this case, the Islamic Education teacher, the validation of the developed product includes aspects of usability, appearance, and language (Syafi'i, 2023).

Meanwhile, from the perspective of the users, namely students, the evaluation focused more on the delivery of the material as well as the media design used in the animated video. To obtain objective evaluation results, this study used a Likert scale as a validation measurement method. This scale allows researchers to measure the extent to which this animated video product meets the expected standards, both in terms of content quality, visualization, and its impact on students' understanding of the material of the Last Days (Bahrul & Batuliman, 2025).

Table 2. Criteria for Material Expert Assessment of Animated Video “HARIR” (Last Day)

Achievement Level	Criteria
0%-20%	Not Feasible
21%-40%	Not Feasible
41%-60%	Decent Enough
61%-80%	Feasible
81% - 100%	Very Feasible

Table 3. Criteria for Assessment of Islamic Religious Education Material Experts on Animated Video “HARIR” (Last Day)

NO.	ASSESSMENT DESCRIPTORS	ASSESSMENT			
		1	2	3	4
PRODUCT SUITABILITY					√
1.	Suitability of material with learning outcomes				√
2.	Suitability of material with learning objectives				√
3	Suitability of material with student characteristics				√
4.	The suitability of the material to the subject matter taught in class				√
5.	Appropriateness of the material to the phase/class				√
MATERIAL PRESENTATION					
6.	Material presentation is easy to understand				√

7.	The language used in the material content is easy to understand				√
8.	The material content presented is legible				√
9.	The material content presented is clear in meaning			√	
10.	The material content is sufficient (not too much or too little) 10.				√
WRITING					
11.	There are no errors in the writing of the Quran/Hadith text.				√
12.	There are no typos in the writing of the material text 12.				√
13.	Material content is accompanied by reference sources				√
14.	The writing of the material text pays attention to the provisions on the use of capital letters			√	
15.	Text writing pays attention to the use of punctuation				√
GOOD IMPACT					
16.	Contains material that encourages students to have good character				√
17.	Contains material that encourages students to study hard			√	
18.	Contains material that encourages student curiosity			√	
19.	Contains material that encourages student empathy				√
20.	Contains material that encourages students to make good habits				√

Table 4. Criteria for Student Assessment of Video Animation “HARIR” (Last Day)

Achievement Level	Criteria
81% - 100%	Very Feasible
61% - 80 %	Feasible
41% - 60%	Decent Enough
21% - 40%	Less Feasible
0% - 20%	Not Feasible

Table 5. Criteria for Student Assessment of Animated Video “HARIR” (Last Day)

NO.	ASSESSMENT DESCRIPTORS	ASSESSMENT				
		1	2	3	4	5
1.	I like learning using animated videos		√			

2.	Animated videos make it easier for me to understand the material		√			
3.	The video is interesting and not boring	√				
4.	The language used in the video is easy to understand		√			
5.	I feel more excited to learn with animated videos	√				
6.	Animated videos help me improve my understanding further.		√			
7.	I want to learn more often using animated video media like this	√				

The questionnaire assessment was conducted on 16 students of class 6A SDN Panyingkiran II. The results showed that most of the indicators received points 1 and 2. As evidence that the animated video “HARIR” (Last Day) was considered quite good, the researcher took a sample questionnaire. The animated video “HARIR” (Last Day) is designed to help students deeply understand the events and wisdom behind the Last Day. As one of the pillars of faith that every Muslim must believe in, an understanding of the Last Day is important for students' spiritual development. Through this video, students are invited to recognize the signs of the arrival of the Last Day, the events that will occur, and the valuable lessons that can be learned from these events (Donlic, 2023).

This video is expected to increase students' faith and piety. By understanding the concept of the Last Day visually, students will find it easier to digest information and take lessons from each event described in the video. Hopefully, after watching this video, students can be more introspective in living their daily lives, multiply good deeds, and avoid actions that are contrary to religious teachings (Susanto, 2024).

Additionally, this animated video serves as an innovative and engaging learning medium. Students tend to understand material presented in visual form more easily than conventional learning methods. Therefore, the “HARIR” video is an effective tool to deliver moral and religious messages to students from an early age. With an interactive and engaging approach, students will be more motivated to understand the teachings of Islam in a deeper way. The video instills the understanding that every human action has consequences. Good deeds will get good rewards, while bad deeds will receive punishment by the decree of Allah SWT. This understanding is expected to shape the character of students who are more responsible in their every action, and foster awareness to always do good to others (Selim, 2023).

With this video, it is hoped that elementary school students can better understand the concept of the Last Days and make it a guideline in their daily lives. This video is not only a learning tool, but also an educational tool that can build students' spiritual awareness. Thus, learning Islam can touch the cognitive, affective, and psychomotor aspects of students more thoroughly (Idris, 2024).

Figure 23. Documentation of product trials in class 6A SDN Panyingkiran II

Figure 24. Documentation with students of class 6A SDN Panyingkiran II

The Figure 22 and Figure 23 show documentation during our group activities that took place at SDN Panyingkiran II. We and the students take a group photo showing the pretest questions with the discussion of the last day as part of the learning activities (Adinda et al.,



2022).



Conclusion

The animated video “HARRIR” (Last Day) is very helpful for students in understanding the concept of the Last Day more clearly and deeply. With an interesting and educational

visual display, students can more easily remember and live the meaning of faith in everyday life. Therefore, the use of learning media such as this video needs to be continuously developed so that more students can learn the teachings of Islam in a more enjoyable and easy-to-understand way.

References

- Adinda, W., Lestari, W., & Dahnial, I. (2022). Implementation of Animated Video Development as a Media for Strengthening Student Character in Primary Schools. *Journal of Elementary School Education*, 2(3), 554–560.
- Ahmad, D. N. R., Ahmad, A., Sari, R. W., & Aeni, A. N. (2023). Video Animasi Berbasis Flipa Clip Sebagai Media Digital Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Journal on Education*, 05(04), 14910–14922.
- Aprilia. F. I., & Rugaiyah. (n.d.). Pengaruh Manajemen Pembelajaran Seni Budaya (Seni Rupa) Berbasis Project Dalam Meningkatkan Kreativitas Peserta Didik Kelas XII Pada Tingkat Sekolah Menengah Atas. *Jurnal Cahaya Mandalika*, 1563–1577.
- Bahrul, M. I. S., & Batuliman, U. (2025). The Use of Islamic Animation Videos to Introduce the Concept of Tauhid to Students at MIS Bahrul Ulum Batuliman Indah. *Journal of Action Research in Islamic Education*, 1(1), 1–16.
- Caswita. (2019). Pemanfaatan Media Audiovisual untuk Peningkatan Aktivitas dan Hasil Belajar Pendidikan Agama Islam. *Jurnal TEKNODIK*, 2, 149–162.
- Dewi, D. P., Aeni, A. N., & Nugraha, R. G. (2023). Development of Website-Based Learning Media on the Practice of Pancasila on Student Learning Motivation. *Jurnal Cakrawala Pendas*, 9(2), 250–261. <https://doi.org/10.31949/jcp.v9i2.4735>
- Donlic, J. (2023). New Muslim Generations : Shaping Self-Image , Reshaping Religion : A Theoretical and Empirical Study of Inter-Religiosity with Muslim Youth in the Alps-Adriatic Region. *MDPI*, 14(993), 1–15.
- Hariato, D., Nuraisyiah, Hasyim, S. H., & Azis, F. (2024). Efektivitas Media dan Teknologi Berbasis Aplikasi dalam Pembelajaran: Sebuah Tinjauan Literatur. *Jurnal Belaindika: Pembelajaran Dan Inovasi Pendidikan*, 6(3), 255–261. <https://belaindika.nusaputra.ac.id/indexbelaindika@nusaputra.ac.id>
- Idris, H. (2024). The Development Of Islamic Education Learning Media Based On Articulate Storyline 3 In Senior High Schools. *Jurnal Pendidikan Agama Islam Journal*, 12(2), 1–14.
- Octaviana, D. R., Sutomo, M., & Sahlan, M. (2022). Pengembangan Media Pembelajaran Berbentuk Power Point Interaktif Dalam Mata Pelajaran Pendidikan Agama Islam Kelas 1 Sekolah Dasar. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 2(1), 146–154. <https://doi.org/10.32665/jurmia.v2i1.270>
- Oktaviani, A. M., Mulyaningsih, I. N., Priatna, Y. Z., & Aeni, A. N. (2022). Pengembangan Video Animasi Pembelajaran PAI dalam Meningkatkan Pendidikan Karakter Anak di Sekolah Dasar Melalui Zepenter. *Jurnal Pendidikan Dan Teknologi Indonesia (JPTI)*, 2(6), 289–294. <https://doi.org/10.52436/1.jpti.186>
- Rahman. (2024). Efektivitas Penggunaan Media Digital dalam Pembelajaran Pendidikan Agama Islam di Era 4.0. *Tomacca: Jurnal Pendidikan Islam*, 1(2), 53–60.
- Saputra, M. R., Wardhana, K. E., Effendy, R., Muthmainnah, R., & Anastasya, T. A. (2021). Penggunaan Video Animasi dalam Pembelajaran Pendidikan Agama Islam Pada Siswa Kelas 1 Sekolah Dasar. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 6(1), 167–182. <https://doi.org/10.33367/ijies.v4i1.1535>
- Selim, N. (2023). Adolescent Non-Arab Muslims Learning Arabic in Australian Islamic Schools: Expectations, Experiences, and Implications. *MDPI*, 14(71), 1–24.
- Septianti, F. (2021). Strengthening Children's Religious And Moral Values In Shamil And Dodo Cartoon Film. *Child Education Journal Journal*, 3(1), 64–77.
- Susanto, H. (2024). The Development of Interactive Learning Media for Islamic Religious Education in Elementary Schools in Indonesia. *Journal of Research in Mathematics, Science, and Technology Education*, 1(2), 77–83. <https://doi.org/10.70232/jrmste.v1i2.14>

- Susilo, M. J. (2024). Developing Islamic Religious Education Learning Videos in Fourth-grade Elementary School. *Nternational Journal of Learning Reformation in Elementary Education*, 3(02), 62–79. <https://doi.org/10.56741/ijlree.v3i02.532>
- Syafi'i, A. (2023). Video Media In Learning Islamic Religion Education. *Sinergi International Journal of Islamic Studies*, 1(2), 48–54.
- Syarovina, A., Setyawan, A., Widayati, S., & Nourhansah, Z. (2024). Analisis Faktor Penyebab Kurangnya Minat Belajar Siswa Kelas IV. *Eductum: Jurnal Literasi Pendidikan*, 3(1), 36–49. <https://doi.org/10.56480/eductum.v3i1.1157>
- Warini, S., & Zakir, S. (2021). Development Of Islamic Religious Education Learning Media Based On Animation Videos. *Development Of Islamic Religious Education Learning Media*, 9(2), 1–13.