

THE USE OF ANIMATION DIGITAL LEARNING MEDIA ON LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION

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Abstract. Islamic Religious Education aims to grow and improve the faith and experience of students so that they become Muslim human beings who continue to develop in terms of faith, piety, nation and state, and to be able to continue at a higher level of education. The purpose of this study was to determine the use of digital animation learning media on learning outcomes in Islamic Religious Education subjects. This research method is a literature study. Based on relevant theories and research results, it shows that student learning outcomes using animated media are significantly better. The use of animated digital learning media makes children more interested and interested in lessons that are visualized in the form of animated images because they are interesting, unique, funny and have different settings so they are easier to accept, understand, and more motivating.

Keywords: Islamic Religious Education, Learning Media, Digital Animation.

INTRODUCTION

In the learning process, the teacher needs learning media as an intermediary for delivering material to children so that children can easily understand what the teacher conveys. Advances in science and technology that occur in social life can inspire every teacher to innovate in learning so that learning can adapt to the needs and challenges of the times. Media is everything related to software and hardware that can be used to convey the contents of teaching materials from learning resources to students that can stimulate students' thoughts, feelings, concerns and interests in such a way that the learning process inside and outside the classroom becomes more effective.

Learning media are all forms of physical equipment in the form of hardware and software that are created and used by teachers to convey subject matter so that learning becomes effective and efficient to support the success of the student learning process. Along with the development of technology and global progress, learning media is also developing (Afifah & Bobi, 2018). When teachers use instructional media properly, abstract things can be concretized and complex things can also be simplified. In the world of education, digital learning media makes it easier for teachers to convey material to children. Especially, animated digital media that contains elements of images, sound and text so that it makes children more interested in and understands the material delivered by the teacher. In line with research conducted by Sukiyasa & Sukoco (2013) that lessons visualized in the form of animated images are more meaningful and interesting, easier to accept, understand, more motivating.

Furthermore, in research conducted by Pratama (2018) which said animation-based digital media including types of audio-visual media that make it easier to convey messages contained in animated stories will more quickly and easily attract children's interest because in the world of animation there will be many kinds of new, unique, funny characters or figures, and different settings from real life, thereby stimulating children's creativity so that they can develop in a better direction. Then, a study conducted by Irham (2018) with research results showed that student

learning outcomes using cooperative learning integrated with computer animation media were significantly better.

Furthermore, in experimental research conducted by Lestarinigrum (2014) it was shown that learning to develop religious moral values using VCD media (Children's Fiqh and Upin Ipin) can significantly increase the inculcation of religious moral values. Subsequent research conducted by Aras & Sahaka (2018) stated that cartoon animation videos on how to do ablution applied to Islamic Religious Education lessons make it easier for children to understand learning because children not only hear but can also see firsthand how to do ablution.

The use of the application of animated media in learning as an innovation of appropriate facilities and infrastructure, because the application of animated media in learning is adapted to the characteristics of students, materials, and supporting infrastructure. So that if the application of animated media in learning is used appropriately, the learning objectives in the cognitive, psychomotor domains will be achieved. Animation media also has aesthetic appeal so that an attractive and eye-catching appearance will motivate users to be involved in the learning process (Setiawati, 2016). Based on the results of relevant studies, it shows that student learning outcomes using animated media are significantly better. The use of animated digital learning media makes children more interested and interested in lessons that are visualized in the form of animated images because they are interesting, unique, funny and have different settings so they are easier to accept, understand, and more motivating. Animation media also has an appeal that contains aesthetic value which makes it look more attractive.

First, learning outcomes of islamic religious education. Learning outcomes can be seen through evaluation activities that aim to obtain evidentiary data that will indicate the level of students' ability to achieve learning objectives. according to Susanto (2013), learning outcomes are changes that occur in students, both concerning cognitive, affective and psychomotor aspects as a result of learning activities. Furthermore, according to Dimyati & Mudjiono (2015) which states that learning outcomes are a pinnacle of the learning process and learning outcomes occur mainly thanks to teacher evaluation. So, learning outcomes are learning achievements achieved by students in the process of teaching and learning activities by bringing about a change and the formation of one's behavior.

According to the 1945 Constitution article 31 paragraph 3 and the National Education System number 20 of 2003 which states that the government seeks and organizes a national education system, which increases faith and piety as well as noble character so that in order to educate the nation's life so that they become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. In terms of developing the potential of students to become human beings who believe and fear God Almighty, one way is by teaching Islamic Religious Education lessons.

Efforts to develop and increase the potential of every child must be carried out from an early age. The inculcation of these religious values must be adapted to the stages of child development and the uniqueness of each child. Islam teaches Islamic values by habituating worship, for example praying five times a day, fasting, giving alms and others (Nurani, 2019). Therefore, teaching Islamic values is the main point of success and success in educating children's lives.

Islamic education is basically an effort to foster and develop human potential so that the purpose of his presence in this world as a servant of Allah SWT, and at the same time as a caliph, is well achieved. The potential in question includes physical and spiritual potential, such as reason, feeling, will, and other spiritual aspects (Anhusadar, 2022). Islamic Religious Education is important as a way to give birth to people who have noble personalities who become the guidelines of society (Mohaiyuddin & Sahad, 2016).

Daradjat (2012) states that Islamic Religious Education is an effort to form human attitudes and behavior in accordance with Islamic teachings. Thus, the process of religious education is an effort to instill or personalize religious values. In this case the Islamic religion refers to faith and piety (as an invisible or secret basic foundation) which has the power to motivate the process of visible behavioral activities, which manifests itself in al-karimah morals in the fields of life including science and technology.

According to Muhammad Qutb, Islamic religious education is an effort to take a comprehensive approach to human form, both physically and spiritually, both from his physical and mental life, in activities on this earth (Samrin, 2015). Islamic Religious Education is an effort made by educators to shape the character of students so that they are in accordance with the Al-Qur'an and As-Sunnah

(according to Islamic teachings) (Mahfud, et al, 2015). Islamic Religious Education is taught to be able to produce people who have faith and piety, think critically, and act honestly and fairly (Suyadi & Sutrisno, 2018).

Islamic Religious Education is a conscious effort made by teachers for students so that students believe, understand and practice the provisions of Islamic Religion through learning activities, training and guidance to achieve the goals that have been set in terms of spiritual and physical. So, the learning outcomes of Islamic Religious Education are the process of changing attitudes and behavior in students by directing and guiding the growth and development of students' nature (basic abilities) through Islamic rules which can be measured through knowledge (cognitive), attitudes (affective) and skills (psychomotor) which is the result of an evaluation of the process of learning activities, training and guidance by the teacher.

Secomd, animation digital learning media. Learning media is a tool for conveying messages and ideas, so that it can stimulate students' thoughts, feelings, actions, interests and attention in such a way that the teaching and learning process occurs in students. So that it will be seen in student learning outcomes for the better when given the media. Angkowo & Kokasih (2007) argue that media is a two-dimensional visual presentation that utilizes image design as a means of considering everyday life, for example concerning humans, events, objects, places and so on.

Miarso in Susilana & Cepi Riyana (2009) also stated that media is anything that can stimulate students' thoughts, feelings, attention and willingness to learn. Then Gerlach & Ely in Jalinus & Ambiyar (2016) states that the media if understood in general is human, material, or events that build conditions that cause students to be able to acquire knowledge, skills or attitudes. Learning media is a component of the teaching and learning process which has a very important role in supporting the success of the teaching and learning process. Learning media is a message carrier technology that can be used for learning purposes; learning media is a physical means for conveying subject matter (Rusman, 2017). It can be concluded that learning media is one of the components of the messenger which contains the subject matter used by the teacher in the learning process to support the success of the student learning process.

According to MADCOMS (2009) which states that animation is a movement produced by a process of visual manipulation. Animation is an image change over time. Wijayanto (2014) also stated that animation is in the form of a collection or pieces of images that are displayed in rapid succession. Furthermore, according to Yudistira & Bayu Adjie (2007), animation is a series of continuously moving rapidly moving images that have a relationship between one another. Animated videos are able to create fun learning and attract students' attention, so that students can use their abilities to the fullest which can improve their memory and understanding. This is in line with the predilection of children who are still in concrete operational development (Wulandari et al., 2022). During learning, according to Rieber in Zahra (2016) states animation is an important component in designing interactive multimedia that creates visual interest and makes scientific learning more interesting and fun for students.

Furthermore, according to Pietono, the role of animated media in learning is: a) Presenting information through sound, image, movement and color both naturally and manipulated and the packaged subject matter will be clearer, complete and attract children's interest; b) Helping teachers to create a more lively learning atmosphere, not monotonous and not boring; c) Helping teachers and students carry out active two-way communication during the learning process (Pietono, 2014).

Then, Zainiyati argues that the benefits of animation media are as follows: a) Using animation that is appropriate and well done, multimedia programs will be more interesting so that multimedia is not boring and can add to student learning motivation; b) Animated films can be packaged to convey various types of subject matter in accordance with learning objectives, both cognitive, effective and psychomotor; c) Using animated films in multimedia programs can reduce production costs compared to using real actors; 4) Producing multimedia with animated films, it will be easier to organize according to the will of the scriptwriter (Zainiyati, 2017).

RESEARCH METHOD

This article was compiled using literature studies by looking for theoretical references from journals or books as well as research that is relevant to the cases or problems found. Theoretical references obtained by means of literature study research are used as the basis and main tool for

research practice in the field. Literature study is a method used to collect quotations from data or sources related to the topic raised in a study. Literature studies can be obtained from various sources, journals, documentation books, the internet and libraries.

RESULT AND ANALYSIS

Animated digital learning media can be used as entertainment media, presentation media, advertising media, scientific media and auxiliary media or complementary media that can attract and motivate students because animated media contains elements of images, sound, movement and color so as to convey various types of material. Lessons will be clearer and more complete both cognitive and psychomotor. Especially in Islamic Religious Education subjects when practicing prayer and ablution movements, animation media can make it easier for teachers and easier for students to understand because of its attractive appearance.

Animation digital learning media makes it easier for teachers to convey Islamic Religion subject matter so that children will understand more quickly and easily attract children's interest. Animated digital learning media contains elements of dynamic images, colors, music and text so that children become interested, motivated and passionate about learning. With the existence of interest, interest, motivation and enthusiasm for learning in students by using digital animation learning media will make students become confident in answering questions so that it affects children's learning outcomes in Islamic Religious Education subjects.

CONCLUSION

Animation digital learning media can make it easier for teachers to convey Islamic subject matter so that children will understand more quickly and easily attract children's interest and the subject matter will be clearer and more complete both cognitive and psychomotor because animation contains elements of dynamic images, colors, music and text so that children become interested, motivated and enthusiastic in learning. Thus, using digital animation learning media will make students more confident in answering questions on Islamic Religious Education subjects. During Islamic Religious Education lessons to practice prayer and ablution movements, showing stories of how to behave well, have bad attitudes, carry out orders and stay away from Allah SWT's prohibitions, animated media can make it easier for teachers and more easily understood by students because of their attractive appearance.

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