

Improving the Quality of Aqidah Akhlak Learning Through the Effectiveness of Using Animated Videos in Increasing the Learning Motivation Students at MTs Labbaika Samarinda

Winda Ariyani¹, Siti Nasiah²

¹ UIN Sultan Aji Muhammad Idris, Indonesia, windaariyani@gmail.com

² UIN Sultan Aji Muhammad Idris, Indonesia, sitinasiah@uinsi.ac.id

Corresponding Author: Winda Ariyani; Email: windaariyani@gmail.com

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ABSTRACT

This research was motivated by the identified lack of motivation in learning for seventh-grade students at MTs Labbaika Samarinda in the subject of aqidah and akhlak (belief and morals). Teachers' use of instructional media has been suboptimal, resulting in a dull learning experience. The animated video "Culap Culip" (Culap Culip) is expected to foster student motivation, such as enthusiasm for learning, and is expected to attract attention, facilitate understanding, and reduce boredom. However, the use of animated videos in teaching aqidah and akhlak has never been tested at this madrasah. This study aims to determine the effectiveness of animated videos in fostering learning motivation for seventh-grade students at MTs Labbaika Samarinda. This study used a quantitative research method with a quasi-experimental pre-test post-test control-group design. A population of 70 seventh-grade students was purposively selected: 7C (36 students) as the experimental class, receiving animated video instruction, and 7D (34 students) as the control class, using conventional methods. Motivation data were collected through a validated 24-item questionnaire and observation. The Shapiro–Wilk normality test showed some data were non-normal; the Levene test also rejected homogeneity. Therefore, the hypothesis analysis used the Mann-Whitney U test. Effectiveness was calculated using the N-Gain score. The results of the study examined the effectiveness of using animated videos in aqidah and akhlak lessons in fostering learning motivation for 7th-grade students at MTs Labbaika. This was found to increase the average motivation in the experimental class from 73.31 to 84.08, while the control class achieved an average of 58.88, increasing to 70.41. The Mann-Whitney test yielded a $U \text{ Asymp.Sig} = 0.000$ (<0.05), indicating a significant difference between the two classes. Meanwhile, the effectiveness of the N-Gain value for learning motivation averaged 22.23% (low) in the experimental class and 21.06% (low) in the control class, as learning motivation is dynamic and fluctuating. However, the effectiveness of N-Gain in experimental learning outcomes reached 77.10% (high category) while in the control class it was 47.06% (medium category). This confirms that animated videos are effective in increasing understanding even though the spike in learning motivation is not yet stable.

Keywords: *Animated video, Learning motivation, Aqidah and Akhlak*

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar siswa kelas VII MTs Labbaika Samarinda pada mata pelajaran aqidah dan akhlak. Penggunaan media pembelajaran oleh guru masih kurang optimal, sehingga mengakibatkan pengalaman belajar yang membosankan. Video animasi "Culap Culip" diharapkan dapat menumbuhkan motivasi siswa, seperti semangat belajar, serta menarik perhatian, memudahkan pemahaman, dan mengurangi kebosanan. Namun, penggunaan video animasi dalam pengajaran aqidah dan akhlak belum pernah

diujicobakan di madrasah ini. Penelitian ini bertujuan untuk mengetahui efektivitas video animasi dalam menumbuhkan motivasi belajar siswa kelas VII MTs Labbaika Samarinda. Penelitian ini menggunakan metode penelitian kuantitatif dengan desain quasi-eksperimental pre-test post-test control-group. Populasi sebanyak 70 siswa kelas VII dipilih secara purposif: 7C (36 siswa) sebagai kelas eksperimen, yang menerima pembelajaran video animasi, dan 7D (34 siswa) sebagai kelas kontrol, dengan menggunakan metode konvensional. Data motivasi dikumpulkan melalui kuesioner 24 item yang telah divalidasi dan observasi. Uji normalitas Shapiro-Wilk menunjukkan beberapa data tidak normal; uji Levene juga menolak homogenitas. Oleh karena itu, analisis hipotesis menggunakan uji U Mann-Whitney. Efektivitas dihitung menggunakan skor N-Gain. Hasil penelitian ini menguji efektivitas penggunaan video animasi dalam pelajaran aqidah dan akhlak dalam menumbuhkan motivasi belajar siswa kelas 7 di MTs Labbaika. Hal ini ditemukan meningkatkan motivasi rata-rata di kelas eksperimen dari 73,31 menjadi 84,08, sedangkan kelas kontrol mencapai rata-rata 58,88, meningkat menjadi 70,41. Uji Mann-Whitney menghasilkan $U \text{ Asymp.Sig} = 0,000 (<0,05)$, yang menunjukkan perbedaan yang signifikan antara kedua kelas. Sementara itu, efektivitas nilai N-Gain untuk motivasi belajar rata-rata 22,23% (rendah) di kelas eksperimen dan 21,06% (rendah) di kelas kontrol, karena motivasi belajar bersifat dinamis dan fluktuatif. Namun, efektivitas N-Gain untuk hasil belajar eksperimen mencapai 77,10% (kategori tinggi), sementara di kelas kontrol mencapai 47,06% (kategori sedang). Hal ini menegaskan bahwa video animasi efektif dalam meningkatkan pemahaman meskipun lonjakan motivasi belajar belum stabil.

Kata Kunci: Video animasi, motivasi belajar, aqidah akhlak

INTRODUCTION

The role of education in the subject of Islamic aqidah and akhlak lessons is crucial in shaping students' character and personality. This course addresses not only faith but also moral values and ethics in everyday life. The goal of learning faith and morals is to equip individuals for the afterlife and to produce individuals with superior character who can serve in real life (Akhmad et al., 2021). However, in practice, learning morals is often considered uninteresting and boring by students, especially among seventh-grade students at MTs Labbaika Samarinda. One contributing factor is low student motivation in learning aqidah and akhlak.

The lack of student motivation in Islamic aqidah and akhlak lessons presents a unique challenge for teachers. The learning process is influenced by learning media. Learning media, including supporting learning media, can attract students' attention during the learning process, preventing them from feeling bored during the teaching and learning process. One of the efforts made by educators when presenting lessons is to use appropriate learning media. Various learning media that utilize technology in the era of Society 5.0, one of which is animated video learning media, have many benefits in learning activities, including making it easier for students to deepen their learning, eliminating boredom, and fostering mutual learning (Andrasari et al., 2022).

According to Gagne & Briggs, learning media are physical tools used to explain lesson topics, including books, pictures, photographs, graphics, and computers. In other words, media are elements of learning resources or physical vehicles that convey instructional concepts in the student's environment and can stimulate learning (Adiningsih et al., 2024). Garlach & Ely generally define media as individuals, resources, equipment, and activities that create conditions that enable students to gain insights, skills, and behavior. Meanwhile, Rossie & Breidele define instructional media as all tools and materials that can be used to achieve educational goals, such as radio, television, books, newspapers, magazines, and others.

Fatma Sukmawati argues that the word "media" originates from the Latin term, which means "intermediary" or "transmitter." In the context of teaching and learning, media is the delivery of information by educators to students to achieve optimal learning. Media is often considered to be graphic, photographic, or electronic devices that play a role in capturing, processing, and presenting information both visually and verbally in learning activities. According to Ahmad Suryadi, media includes all types of media used to convey or deliver information (Suryadi, 2020).

Video is an electronic medium that can combine audio and visual technology in a stimulating way, enabling the creation of unique programmes (Yuanta, 2020). The term animation comes from the Greek word *Anima*, which means soul, life, and spirit. Animation itself is a film that depicts objects as if they were alive, whether in the form of photographs, drawings, puppets, or writing, with slight differences between each frame to create the illusion of movement when projected. In addition, the word animation also comes from the word 'to animate,' which in the Indonesian-English dictionary means 'to bring to life (Ramdani, 2021). According to Agustien in a journal written by Winnit et al., animated videos are a collection of moving images that can be used as teaching aids in learning activities (Mardhiyyah et al., 2023). According to Nurdyansyah in a journal written by Andanda et al., animated videos are a form of visual or electronic media used to record, process, and present information both visually and verbally. In short, media serves as a means of conveying messages in the learning process (Istiqomah et al., 2023). According to Furoidah in a journal written by Bismo Prasetyo, educational animated videos are a medium that combines images and audio, making them more vivid and capable of conveying educational messages effectively. Animated videos can be used as a learning medium that is always used and to convey concepts based on learning objectives. The use of animated videos in the classroom can increase students' interest in the material, make students more focused, and facilitate understanding. In addition, animated videos allow students to be exposed to broader content so that they can pay attention to and understand similar information from similar media. Animated videos can be played using an LCD projector in the classroom so that they can be accessed by all students in the room (Prasetyo & Baehaqie, 2017). According to Lily and Farida, there are several benefits to using animated videos as a learning medium, including: (a) Attracting students' attention and focus: Dynamic visuals and supporting sounds can increase students' concentration during learning; (b) Facilitating the learning atmosphere: The delivery of material becomes more systematic and structured, making it easier for students to understand the lesson; (c) Enhancing the appearance of teaching and learning activities: Attractive animations can create a more exciting and less monotonous learning environment; (d) Enabling the application of concepts that are considered complex: Abstract or difficult concepts can be visualised in a way that is easier for students to understand (Rahmayanti & Istianah, 2018).

Animated videos can be considered effective in learning if they meet several indicators, including: (a) The usefulness of animated videos for students: Animated videos must be able to provide real benefits, such as facilitating understanding of the material and increasing students' interest in learning; (b) Animated videos as a learning aid: Animated videos serve as a medium that visualises concepts, making it easier for students to master the material being taught; (c) Interesting animated videos can overcome student boredom, making learning more enjoyable and interactive. Animated videos can be used to hone students' skills in generating ideas. Animated videos can stimulate students' creativity, helping them to think more critically and generate new ideas (Mashuri, 2020).

According to Hwang in a journal written by Assyifa & Nurrohmatul, learning motivation influences student behaviour, encouraging them to devote their energy and efforts to learning, thereby improving their academic performance (Utami & Amaliyah, 2022). Learning motivation is also influenced by various theories that explain how and why individuals feel compelled to learn. For example, Maslow's theory states that learning motivation is not static; it can change over time and is influenced by various internal and external factors (Rahman, 2022). Motivation to learn also has positive and negative effects. Positive effects include improved academic performance, high enthusiasm for learning, and easier understanding of subjects. Conversely, if someone has low motivation, there are negative effects such as a tendency for academic grades to decline due to a lack of effort in understanding lessons, as well as laziness and a lack of discipline, which leads to procrastination in learning.

As an educational institution with a vision and mission to develop a generation of noble character, MTs Labbaika Samarinda needs to innovate in its teaching methods. Therefore, researchers are interested in exploring whether the use of animated videos in Islamic aqidah and akhlak lessons is effective in fostering student learning motivation and, hopefully, contributing to increased student motivation. Student learning motivation is a key aspect of the success of the educational process. Motivated students tend to be more active and have a

greater interest in learning. However, many students encounter obstacles in mastering Islamic aqidah and akhlak lessons.

Evidence from an interview with the Islamic aqidah and akhlak teacher, Ms. Fatima, S.Pd., on February 28, 2025, stated that before using animated videos, she only used PowerPoint. Meanwhile, observations from the initial survey using a learning motivation questionnaire showed that students in the Islamic aqidah and akhlak lessons showed relatively low motivation. Therefore, the researcher wanted to try using animated videos to increase the learning motivation of seventh-grade students at MTs Labbaika. Based on observations, 7th-grade students at MTs Labbaika Samarinda need special attention to foster their learning motivation and improve their learning outcomes. One approach is to use the Culap Culip animated video as a learning medium. This learning medium has never been used by teachers at MTs Labbaika, and research related to the Culap Culip animated video has never been conducted at the school. According to a phenomenon at MTs Labbaika Samarinda, a problem was found to be a lack of learning motivation among 7th grade C and D students. One of the factors significantly influencing this low learning motivation is the frequent lecture method and the emphasis solely on textbooks without utilizing other learning resources. This leads to students feeling bored during learning activities.

The purpose of this study is to determine whether the use of animated videos can improve the quality of aqidah and akhlak lessons by increasing the learning motivation of 7th grade students at MTs Labbaika Samarinda.

METHOD

This study is an experimental quantitative research, in which the data and information obtained are in the form of numbers using statistics. According to Sugiyono, the experimental research method is a research method carried out experimentally, which includes quantitative methods, used to understand the impact of independent variables (treatment). Meanwhile, the experimental design used in this study is quasi-experimental (Dr, 2008). In the design, there is a pretest before the treatment is given to make the group a group. Then, after the treatment is given, it can be understood more accurately because it can distinguish between the conditions before and after the treatment is given.

Table 1. Research Design

Grup	Pretest	Treatment	Posttest
Eksperimen	O ₁	X	O ₂
Kontrol	O ₃	-	O ₄

Description:

X = Presence of Learning Treatment on Aqidah and Akhlak Animation Video

- = No treatment

O₁ = Pre-test score of experimental group

O₃ = Pre-test score of control group

O₂ = Post-test score of experimental group

O₄ = Post-test score of control group

Population and Sample

According to Sugianto, the population is a generalised area divided into subjects or objects that have specific quantities and characteristics determined by the researcher to be understood and concluded.² Thus, the population is not only the number of objects or subjects understood, but also includes all processes that drive behaviour towards those subjects or objects. Therefore, in this study, the population to be studied is the entire 7th grade class of MTs Labbaik, which consists of 170 students. The sample consists of two classes based on purposive sampling criteria for classes with low learning motivation. The researcher took samples and the population from the MTs Labbaik class because they were still influenced by their elementary school characteristics, so they needed animated video learning media to foster

their learning motivation. The samples used in this study were students from classes 7 C and D of MTs Labbaika because they had low learning motivation.

Data Collection Techniques

The data collection techniques used in this study were observation and questionnaires. a. Observation Observation can be defined as direct observation of the research location. The person conducting the observation at the research location plays a very important role in the observation. Observations must also be conducted objectively. b. Questionnaires Questionnaires are also known as surveys, which are an effort or technique used by researchers to collect data by distributing a number of sheets of paper containing questions that must be answered by respondents. The questionnaire used employs a Likert scale to assess a person's attitude, opinion, or assumption towards a particular statement or phenomenon. This scale usually takes the form of a series of answer choices that indicate the respondent's level of agreement or disagreement with a statement.

Table 2. Likert Scale

Skor	Description
1	Strongly disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly agree

Before conducting further research, the researcher created a pretest in the form of a questionnaire to determine learning motivation in order to identify categories of student learning motivation before and after the treatment was implemented. The questionnaire was scored as follows:

Highest value: $5 \times 24 = 120$

Lowest value: $1 \times 24 = 24$

Interval: $: \frac{120 + 24}{2} = 144/2 = 72$.

2

Documentation

The data collection method known as documentation involves information from documents, archives, and other written materials about the research phenomenon. These documents are used to confirm information obtained from tests related to the variables being examined. Observation can be defined as direct observation of the research location (Sugiyono, 2013)

Data collection instruments

Questionnaires in the form of a list of questions or written questions that respondents answer by ticking the appropriate box on the table provided, answering honestly. The questionnaires were distributed using printed sheets. The instruments used in this study were questionnaires and observation. Examples are as follows:

Table 3. Learning Motivation Questionnaire Outline

No	Indicators	No Item	Number
1	Shows interest	1, 2, 3	3
2	Wants to explore materials or fields	4, 5, 6	3
3	Persistent in the face of difficulties	7, 8, 9	3
4	Does not need encouragement	10, 11, 12, 13	4
5	Always strives to perform as well as possible	14, 15, 16	3

6	Pursues long-term goals	17	1
7	Enjoys and is diligent in learning	18, 19, 20	3
8	Full of enthusiasm	21, 22	2
9	Does not get bored easily with routine tasks	23	1
10	Persistent in facing tasks	24	1

Data Collection Instrument Variables

Data validity

Validity Test

Validity is derived from the word 'validity,' which refers to the extent to which a measuring instrument accurately and precisely performs its function. An instrument is valid if it is capable of measuring what it is supposed to measure based on a specific theory, which is then consulted with experts, tested, and measured using the product moment correlation coefficient formula, among others:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\} \{N\sum Y^2 - (\sum Y^2)\}}}$$

Explanation:

r_{xy} = Correlation coefficient between X and Y

N= Number of subjects

$\sum X$ = Total score for each questionnaire question

$\sum Y$ = Total score

$\sum XY$ = Number of X and Y multiplications

$\sum X^2$ = Number of X score squares

$\sum Y^2$ = Number of Y score squares

The next r_{xy} calculation result is compared with the r table score at a significance level of 5% to understand the validity or invalidity of the instrument used. If the r_{xy} score is greater than or equal to the r table, the instrument used is concluded to be valid. If the r_{xy} score is below the r table, the instrument used is concluded to be invalid. Invalid instruments are not used in collecting research data.

The instrument validation stage was carried out to understand the total validity of an instrument when estimating what should be calculated. Only valid instruments can be used for data collection in studies. The instrument tested was a learning motivation questionnaire. In determining the validity of the student learning motivation questionnaire items, the researcher used SPSS software by comparing the calculated r with the product moment rtable. The questionnaire instrument is declared valid if the r hitung coefficient > rtable and if the r hitung coefficient < rtable, it is classified as invalid. In a total of N = 34 at a significance level of 5%, the rtable score is 0.2785. Each questionnaire contains 36 items.

According to the findings of the construct validity test using product moment correlation assisted by SPSS, which was carried out by researchers on 36 questionnaire items, 24 questionnaire items were declared valid, and the remaining 14 questionnaire items were declared invalid.

Table 4. Validity Test

Instrumen	Number of questions	Number of Valid Questions	Number of Invalid Questions	Valid Question Number	Valid and Invalid Question Numbers
Questionnaire on motivation to learn Akidah and Akhlak	36	24	14	1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 24, 25, 26, 27, 28, 29, 34, 37	4, 5, 10, 17, 21, 22, 23, 30, 31, 32, 33, 35, 36, 38

Before further data collection, the researcher explained the validity and reliability tests for each questionnaire question given to 36 respondents. Using SPSS software, the validity and reliability test results showed the following. The validity test must be carried out to ensure that the items are valid or invalid. The following are the results of the validity test conducted using SPSS software:

Table 5. Testing The Validity of The Questionnaire Questions

Number of questions	Calculated r value	Table r value	Description
1	0,478	0,2785	Valid
2	0,432	0,2785	Valid
3	0,608	0,2785	Valid
4	0,309	0,2785	Invalid
5	0,328	0,2785	Invalid
6	0,785	0,2785	Valid
7	0,795	0,2785	Valid
8	0,655	0,2785	Valid
9	0,478	0,2785	Valid
10	0,103	0,2785	Invalid
11	0,514	0,2785	Valid
12	0,460	0,2785	Valid
13	0,743	0,2785	Valid
14	0,835	0,2785	Valid
15	0,876	0,2785	Valid
16	0,727	0,2785	Valid
17	0,311	0,2785	Invalid
18	0,536	0,2785	Valid
19	0,820	0,2785	Valid
20	0,373	0,2785	Valid
21	-0,021	0,2785	Invalid
22	0,272	0,2785	Invalid
23	-0,223	0,2785	Invalid

24	0,515	0,2785	Valid
25	0,693	0,2785	Valid
26	0,606	0,2785	Valid
27	0,551	0,2785	Valid
28	0,627	0,2785	Valid
29	0, 675	0,2785	Valid
30	0,307	0,2785	Invalid
31	b36	0,2785	Invalid
32	0,049	0,2785	Invalid
33	-0,013	0,2785	Invalid
34	0,507	0,2785	Valid
35	0,051	0,2785	Valid
36	b36	0,2785	Invalid
37	0,659	0,2785	Valid
38	0,314	0,2785	Invalid

Reliability Test

The concept of reliability in terms of measurement instrument reliability is related to the issue of measurement error. Measurement error itself indicates the extent to which measurement results are consistent when measurements are repeated on the same group of subjects. The reliability test used is the test-retest technique using the Cronbach's alpha formula.

$$r_i = \frac{k}{(k-1)} \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Explanation:

r_{11} = reliability score

n = number of items in the test

$\sum si$ = variance of each question score

st = variance of (Dr, 2008)

Reliability tests were calculated at a significance level of 5% using SPSS. If the calculated rhitung value was compared with rtabel, then the questionnaire statement was said to meet the reliability qualification if the rhitung value was $>$ rtabel.

Table 6. Reliability Statistics

Cronbach's Alpha	N of Items
.934	24

According to the findings from the SPSS application test mentioned earlier, the Cronbach Alpha calculation result is 0.934. If r_{count} exceeds r_{table} , then the statement instrument is considered reliable, given that $0.934 < 0.2785$.

Data Analysis Techniques

The data analysis technique used in this study is a comparative analysis approach that finds answers closely related to cause and effect by analysing the factors that cause a particular

event to occur. Comparative analysis aims to compare all values and inferences using the t-test to understand whether there is student motivation in learning aqidah akhlak from the average data obtained using animated videos and without using animated videos. It can then be concluded whether there is development or not. Prior to conducting the analysis, a prerequisite test, namely a normality test, was carried out as a requirement for conducting the study. Data analysis in this study used SPSS software.

Prerequisites for the t-test

The prerequisites for conducting a t-test are normality and homogeneity tests. The normality test is used to determine whether the sample used in this study is sourced from a normally distributed population or not. In this study, the One-sample Wilk test in SPSS software is used. This normality and homogeneity test uses SPSS. Based on this test with the help of SPSS.

Normality Test

The normality test aims to understand the distribution of data on the variables to be used in the study. Data normality is a key requirement in comparative analysis. This test is used as a prerequisite for hypothesis testing, namely the independent t-test. This study uses a normality test with a significance level of 0.05.

The decision criteria are as follows:

- 1) If the sig value > 0.05, then the distribution is considered normal.
- 2) If the sig value < 0.05, then the data is considered to be normally distributed.

Homogeneity Test

The homogeneity test is used to understand whether the data population variants from two or more groups have similar or different variants. This test is used as a prerequisite for hypothesis testing, namely the *independent T test*.

Based on the significance value:

- 1) If the sig score < 0.05, the data group variance is not homogeneous.
- 2) If the sig score > 0.05, the data group variance is homogeneous.

Hypothesis Test

The hypothesis test carried out in this study using the Mann-Whitney U test is a type of non-parametric test used to understand the significant comparison between two independent groups. The conditions are as follows:

1. H_0 (Null Hypothesis): there is no significant difference in student learning motivation between the experimental group and the control group.
2. H_1 (Alternative Hypothesis): there is a significant difference in student learning motivation between those who take faith and morals lessons using animated videos and those who do not use animated videos in grade 7 at MTs Labbaika.

If the Asymp.sig (2-tailed) score is < 0.05, then H_0 is rejected, meaning that there is a significant comparison between the two groups.

N-Gain Test

The N-Gain test is a method commonly used to estimate the effectiveness of learning or intervention in developing results. N-Gain scores range from -1 to 1. Positive scores indicate progress, while negative scores indicate a decline in results.

Equation (1) can be used to calculate the N-gain score

$$N_{\text{gain}} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Ideal score} - \text{Pre-test score}}$$

To see the category of the increase in the N-Gain score, refer to the normalised N-Gain criteria in Table VIII. To determine the level of effectiveness of the intervention, refer to Table 7 (Indratno, n.d.)

Table 7. Normalised N-Gain Criteria

N-Gain Value	Interpretation
$0,70 < g < 1,00$	High
$0,30 < g < 0,70$	Medium
$0,00 < g < 0,30$	Low

Table 8. Criteria For Determining The Level of Effectiveness

Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less effective
56-75	Moderately effective
>76	Effective

FINDINGS

1. Motivation Questionnaire in the Experimental Class

This study was conducted in an experimental class and a control class. In the experimental class, the first meeting was a pretest, which was conducted before the treatment was given. Then, the researcher gave a posttest on the use of the Culap Culip animated video learning media. The provision of the treatment in the form of Culap Culip animated learning media required several stages to be carried out by the teacher. The first stage was for the teacher to start the class by greeting the students, asking about their news, checking attendance, inviting them to pray together, asking about previous lessons, explaining the learning material with the help of PowerPoint (PPT) and using contextual methods (theory with everyday life). The researcher explains important points with the support of slides, and the students listen and ask questions. In the second stage, the researcher plays an animated video to explain certain parts of the material, and the students are asked to listen. After the video, the researcher asks questions about the content of the video to reflect on their understanding. The teacher asks follow-up questions, reinforces the important points, gives exercise questions, summarises the material with the students, and closes the lesson.

Table 9. Descriptive Analysis of Learning Motivation Experiment

Statistics		Pretest_Experi men	Posttest_Experi men
N	Valid	36	36
	Missing	0	0
Mean		73.39	84.08
Median		72.50	85.00
Minimum		38	67
Maximum		96	100

Source: Primary data from the researcher

According to the table, the descriptive analysis findings show that the average pretest score in the experiment group increased from 73.31 to 84.08 in the posttest. Based on the *Pretest*

test results, the experiment class showed a highest score of 96 and a lowest score of 38. This increase can also be seen from the median and maximum scores in each group. The suboptimal nature of this study was influenced by the timing, as there were many holidays during that period, so the pretest and posttest were not administered consecutively, causing the students to experience changes in their emotional state and concentration.

2. Motivation Questionnaire in the Control Class

In the control class, learning activities were also carried out, with the first activity being a pre-test before the treatment. The second activity was a post-test with conventional learning. Teacher-centred learning is known as conventional learning, in which the teacher plays a very important role in the learning process, one of which is the teacher's ability to control the presentation of the lesson. To use the conventional learning model, a teacher must carry out several stages. First, the teacher begins the class by greeting the students, asking how they are, checking attendance, encouraging the students to pray together before the lesson begins, explaining the purpose of the lesson, and linking the current lesson to the previous one. The second step is for the teacher to begin the lesson by first explaining the material related to immoral behaviour towards Allah (riya and nafiq). The teacher then invites students to ask questions related to the teaching material, gives questions, and corrects the results of the assignments together with the students. The teacher reviews the material again. The third step is for the teacher to ask random oral questions to students, then the teacher closes the lesson by summarising today's lesson, and finally invites students to pray and say goodbye.

Table 10. Descriptive Analysis of Control Learning Motivation Statistics

	Pretest_Kontrol	Posttest_Kontrol
N Valid	34	34
Missing	0	0
Mean	58.88	70.41
Median	59.50	71.50
Minimum	38	38
Maximum	78	92

Source: Primary data from the researcher

Based on the Spss test values in the table above, the control class showed a highest score of 78 and a lowest score of 38, with a pretest average of 58.88. The control class had a pretest mean score of 58.88, which increased to 70.41 in the posttest. This increase can also be seen from the median and maximum scores in each group. These aspects indicate that there was an increase in student learning motivation in both groups, but the increase in the experimental group was higher than in the control group. Therefore, it can be concluded that the use of animated videos in the experimental class had a positive impact on learning motivation. The calculations are as follows:

Table 11. Descriptive Analysis of Learning Outcomes Statistics

	Pretest_Experimen	Posttest_Experimen	Pretest_Kontrol	Posttest_Kontrol
N Valid	36	36	34	34
Missing	0	0	2	2
Mean	62.22	91.11	61.76	72.85
Median	65.00	92.50	65.00	77.00

Minimum	10	72	30	32
Maximum	90	100	80	95

Based on the descriptive analysis of student learning outcomes in the table above, it can be seen that the mean pretest score in the experimental group increased from 62.22 to 91.11 in the posttest, while in the control group, the mean pretest score increased from 61.76 to 72.85 in the posttest. This increase can also be seen from the median and maximum scores in each group. This aspect indicates that there was an improvement in student learning outcomes in both groups, but the improvement in the experimental group was higher than in the control group. Therefore, it can be concluded that the use of animated videos in the experimental class had a positive impact on learning motivation and learning outcomes. The variable measured was student learning motivation. In order to determine student learning motivation, a questionnaire was scored using the following formula:

Table 12. Interval Formula

Interval	Criteria
$X < M - 1,SD$	Very low
$M - 1,5SD < X \leq M - 0,5SD$	Low
$M - 0,5SD < X < M + 0,5SD$	Moderate
$M + 0,5SD < X < M + 1,5SD$	High
$M + 1,5SD < X$	Very high

Table 13. Results Of Experimental Motivation Interval Analysis

Category Criteria	Calculation Results
Very Low	$X < 51$
Low	$51 < X \leq 65$
Moderate	$65 < X \leq 79$
High	$93 < X \leq 93$
Very High	$X > 93$

Source: primary data analysis by researcher

The results of the researcher's analysis of the learning motivation category in the experimental class using *Microsoft Excel* show that in the experimental class with the previous average score (in Table XI), the average *pre-test* score for the experiment was 73.31, so that the *pre-test* motivation interval fell into the moderate category because the motivation interval was between 65-79. then after the treatment (post-test), the average score was 84.08, which was classified as high because the motivation interval was between 80-93. The calculation results are in Appendix VI. Meanwhile, the results of the researcher's analysis of the learning motivation category in the control class show that in the control class with the previous average score (in Table XII), the average pretest score was 58.88, so the pretest motivation interval was in the low category because the motivation interval was between 51 and 65. then after the treatment (*Post-test*), the average score was 70.41, which falls into the high category because the motivation interval is between 65-79.

Table 14. Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Pretest	.108	36	.200	.947	36	.081
	Experimen						
	Posttest	.107	36	.200*	.945	36	.073

Hasil	Experimen						
	Pretest Kontrol	.100	34	.200 ⁺	.972	34	.525
	Posttest kotrol	.101	34	.200 ⁺	.935	34	.042

Table 15. Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	4.958	1	68	.029
Based on Median	4.861	1	68	.031
Based on Median and with adjusted df	4.861	1	57.716	.031
Based on trimmed mean	5.090	1	68	.027

Table 16. Uji Mann Whitney U Test
Test Statistics^a

	Hasil
Mann-Whitney U	262.500
Wilcoxon W	857.500
Z	-4.111
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Kelas

Table 17. Analysis Of The Effectiveness Of Using The Culap Culip Animated Video In The Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngainsore	36	-.52	.61	.1866	.26917
ngain_persen	36	-61.82	73.33	22.3906	32.30085
Valid (listwise)	N 36				

Source: primary data analysis by researcher

The experimental group achieved an average N-gain score of 0.1866 or 22.39%, which is included in the low category. After further analysis, the N-Gain value was affected by a fairly large standard deviation (0.26/32.30%), and also the presence of several students with low or even negative increases, which caused the average to decrease, this indicates that the development of student learning motivation in this study was classified as significantly ineffective. Although the increase in motivation was low, it is important to remember that in Maslow's theory, motivation is dynamic and can be influenced by many factors, both external

and internal. Therefore, the researcher concluded that the results of the N-gain learning motivation that occurred, and need to be compared with the N-gain data of learning outcomes. Meanwhile, the results of the N-gain score analysis of the conventional model for the control class are as follows:

Table 18. Analysis Of The Effectiveness Of Implementing The Conventional Model Of The Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	34	-.32	.58	.1755	.24088
Ngain_Persen	34	-38.71	69.85	21.0626	28.90617
Valid (listwise)	N 34				

Source: primary data analysis by researcher

The control group achieved an average N-Gain score of 0.1755, indicating a small increase in learning motivation. The average N-Gain was 21.06%, which is considered low because it is less than 40%. The negative minimum value of -0.32 or -38.71 indicates that some students experienced a decrease in learning motivation scores after the lesson. Therefore, the researcher concluded that the N-Gain results for learning motivation do not fully reflect the overall improvement and need to be compared with the N-Gain data for learning outcomes. The N-Gain analysis of learning outcomes for the experimental class is as follows:

Table 19. Analysis Of The Effectiveness Of Student Learning Outcomes In The Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ngainscore	36	.00	1.00	.7110	.30603
ngainpersen	36	.00	100.00	71.0974	30.60327
Valid N (listwise)	36				

Source: primary data analysis by researcher

Based on the table above, the n-gain for learning outcomes reached 0.7110 or 71.10%. This value is considered high, indicating that the learning implemented in this study was very effective in developing student learning outcomes. It can be concluded that this success was achieved despite the relatively low increase in student learning motivation. In other words, innovatively designed learning can still significantly encourage student learning outcomes, even though it is not accompanied by a comparable increase in motivation. The researchers also compared the results of the N-Gain analysis of student learning outcome scores in the table below.

Table 20. Analysis Of The Effectiveness Of Student Learning Outcomes In The Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
ngainscore	34	.00	1.00	.4707	.27026
ngainpersen	34	.00	100.00	47.0660	27.02577
Valid N (listwise)	34				

Based on the table above, the n-gain for learning outcomes reached 0.4707 or 47.06%. This gain value is considered moderate. This means that the improvement in learning outcomes with the conventional model after treatment or intervention is considered sufficient but has not yet reached the maximum level.

DISCUSSION

The n-gain data for the experimental class' learning outcomes was 77.10%. This value is interpreted as high, indicating that the learning implemented in this study was highly effective in developing student learning outcomes. This success was achieved despite a relatively low increase in student learning motivation. In other words, learning using animated videos is considered effective if it meets several indicators, such as helping visualize concepts, making learning easier to understand, increasing student interest, and overcoming boredom. This innovative animated video still significantly boosted student learning outcomes, although it was not accompanied by a stable increase in motivation. Meanwhile, the n-gain for the control class was 47.06%. This value interpretation qualifies as moderate. This means that the improvement in learning outcomes using conventional learning models after treatment or intervention is considered sufficient but has not yet reached the maximum level. This finding is in accordance with previous studies compiled by Rahma Winnit Mardhiyyah, Euis Eti Roheati, Muhamad Reza Septian (2023) "Development of Animaker-Based Learning Motivation Animation Video Media for Grade VII Students at SMP Negeri 9 Cimahi" the results of the study concluded that animated video media in fostering student learning motivation is in the very appropriate category. Nunun Gudyasari "The Effectiveness of Using Animated Video Media for Lessons on Cognitive Learning Outcomes of Praiseworthy Moral Material for Nurul Jannah Islamic Students. (2022)" the results of the study concluded that the use of video learning media in Islamic religious education lessons for grade VIII of SMP Islam Nurul Jannah with a good category is an average of 77.77.8 While conventional learning media with an average of 68.6. Wulan Sari (2024) published her research, "Development of Animated Video-Based Learning Media for Fiqh at MTs Darul Aitam Jerowaru." Her research concluded that animated video-based learning media is highly effective in increasing student learning interest and understanding. The average comprehension score increased significantly from 65 to 85, representing a 20-point improvement.

Therefore, the data processing results confirm that animated videos have an effective impact on learning outcomes. However, a lack of significant motivation does not necessarily mean students are not learning effectively; internal and external factors could be influencing their motivation. Therefore, improved learning outcomes may not be due to motivation, but rather to their obligations as students.

CONCLUSION

The researchers concluded that N-gain does not fully reflect the overall increase in learning motivation that occurred and needs to be compared with the N-gain data on learning outcomes. Where the N-gain learning outcomes of the experimental class was 77% and the control class was 47%, which can be categorized as an experimental class that is effective and the control class is quite effective. Thus, animated videos

have proven to be an effective learning medium for developing student learning motivation in the subject of Aqidah Akhlak, especially the material on reprehensible morals such as Riya and Nifaq. This media can be a solution to overcome student boredom with conventional lecture methods, and can be widely used in learning.

Schools are advised to hold regular training or workshops on creating learning media. They are also expected to begin integrating digital media (including animation) into the curriculum or syllabus as a way of adapting to technological developments.

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