

Analysis of Students' Learning Interest in SKI Lessons Through the Use of Animated Video Media in Grade 4 Students of MI Islamiyah Sumberwudi

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ABSTRACT

In the field of education, the success of a learning process can be influenced by many factors, one of which is students' learning interest. Strong interest can serve as motivation for students to be more active in the learning process. The Islamic Cultural History (SKI) learning process at MI Islamiyah Sumberwudi appeared monotonous and resulted in low student interest, particularly in the material on Isra' and Mi'raj of Prophet Muhammad (PBUH). This condition demands innovation in learning, one of which is the use of animated videos as a learning medium. The objectives of this study are: (1) to examine the SKI learning process in grade 4 at MI Islamiyah Sumberwudi using animated video media; and (2) to identify the factors that influence students' learning interest in SKI when using animated video media. This study employed a qualitative method with grade 4 students of MI Islamiyah Sumberwudi as the subjects. Data collection techniques included interviews, observation, and documentation, while data analysis techniques consisted of data reduction, data presentation, and verification. The findings show that: (1) the SKI learning process in grade 4 using animated video media was carried out in three stages—preparation (developing teaching modules and selecting animated videos), implementation (applying the prepared modules), and evaluation (assessing student responses to learning through animated videos); and (2) several factors influenced students' learning interest in SKI through animated videos, including an engaging storyline, colorful and appealing visuals, attractive characters, and supporting audio elements.

Introduction

Education is the fundamental foundation in shaping the character and personality of future generations. Education is a means to enhance human intelligence and skills. It plays a crucial role in the development of a nation and its people (Assa Riswan, 2022). Education also serves as the main pillar for producing a generation of high quality, both intellectually and morally. According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves and society (Indonesia et al., n.d.). In the field of education, the success of a learning process can be influenced by various factors. One of the key factors that can affect the success of this process is students' interest in learning. This is because learning interest plays a crucial role in the development of students' potential and their academic achievement. When students have a high level of interest, they become more motivated and driven to continue learning and to further develop themselves.

Learning interest itself is a psychological state in which an individual possesses a strong drive and enthusiasm to engage in learning activities. It not only involves curiosity about a particular topic but also the willingness to dedicate time and effort to study and understand that topic (Furqon, 2024). Specifically in the learning of Islamic Cultural History (SKI), this will certainly have a positive impact on both students' academic achievement and skill development. Moreover, a high level of interest can boost students' self-confidence in facing learning challenges, making them more resilient and better prepared to overcome difficulties during the learning process (Nurfatimah & Shamad, 2023). The subject of Islamic Cultural History (SKI) is different from other fields of study, as it can be considered particularly difficult to understand. One of the reasons why SKI is challenging is because it teaches about events that occurred in the past. Understanding historical events, especially those rooted in distant times, often requires deeper reflection and comprehension, which can make the subject more complex for students.

Based on initial observations conducted during the researcher's field teaching practicum (PPL), the learning process of Islamic Cultural History (SKI) at MI Islamiyah Sumberwudi appeared to be monotonous and unengaging. This condition led to a noticeably low level of student interest in the subject, particularly in the lesson about the *Isra' Mi'raj* journey of Prophet Muhammad (peace be upon him). Students seemed unfocused, drowsy, and some were even preoccupied with playing on their own. It is unfortunate that such a meaningful and inherently fascinating topic failed to capture the students' attention or spark their enthusiasm to engage with the material.

This issue stems from the fact that the teacher delivering the Islamic Cultural History (SKI) lessons relies solely on conventional or traditional teaching methods. Furthermore, the topic of the *Isra' Mi'raj* journey of Prophet Muhammad (peace

be upon him) is still abstract in nature, which clearly requires the support of appropriate media to make the material more concrete and easier for students to understand.

In the learning process, communication failures often occur – where the subject matter presented by the teacher is not fully grasped or understood by the students. This is primarily due to the teacher's reliance on conventional teaching approaches without incorporating any form of instructional media. As a result, students' learning interest remains low, as the material fails to engage them meaningfully (Aisyah et al., 2023). In the context of Islamic Cultural History (SKI) learning at Madrasah Ibtidaiyah (MI) Islamiyah Sumberwudi, the low level of students' interest in SKI lessons calls for an engaging and innovative approach to teaching – one that is neither monotonous nor boring. One such effort to address this issue is the use of animated videos as instructional media.

Animated video is a sequence of moving images composed of various objects that are arranged in such a way as to move according to a predetermined storyline or flow. The objects used or referred to in an animated video may include illustrations of humans, text, written content, animals, plants, buildings, and many other elements (Alimah, 2020). Animated video media has distinctive characteristics, most notably its use of moving images combined with audio or sound to explain the subject matter being presented. This combination allows for more dynamic and engaging delivery of educational content, making it easier for students to understand and retain the material (Cahyani et al., 2022).

Based on the background explanation above, the researcher is interested in conducting a study focused on analyzing students' learning interest by utilizing animated video media in the subject of Islamic Cultural History (SKI). This study will be presented in the form of a scientific thesis entitled "Analysis of Students' Learning Interest in SKI Lessons Through the Use of Animated Video Media Among Grade 4 Students at MI Islamiyah Sumberwudi".

Method

The type of research used in this study is qualitative research, which can be understood as a research method that utilizes descriptive data in the form of words rather than numbers. The approach employed in this study is field research, in which the researcher directly goes into the field to obtain information and data. The reason the researcher chose qualitative research as the method for this study is because the data presented is in the form of words, not numerical figures. According to Sugiyono, qualitative research is a method that investigates natural or actual conditions of the research object, where the researcher serves as the key instrument (Sugiyono, 2020).

According to Feni Rita Fiantika et al., qualitative research is a method whose findings are not obtained through statistical procedures, but rather through the researcher's understanding and interpretation of events, interactions, and the behavior of subjects in specific situations from the researcher's own perspective (Feny Rita Fiantika dkk, 2020).

Result and Discussion

A. The Learning Process of SKI in Grade 4 at MI Islamiyah Sumberwudi Using Animated Video Media

Previously, the learning process of Islamic Cultural History (SKI) in Grade 4 at MI Islamiyah Sumberwudi relied solely on conventional methods, where the teacher used only lectures without incorporating any learning media. This was mainly due to the teacher's limited ability to master or utilize instructional media, which negatively affected students' interest in the SKI subject. To address the issue of low student interest, the use of appropriate learning media becomes essential—one of which is the integration of animated video media. However, implementing this media in the learning process requires careful planning and a series of structured steps. The following are the stages involved in utilizing animated video media in the classroom:

1. Preparation Stage

In the preparation stage, the researcher developed a teaching module focused on the topic of *Isra' and Mi'raj* of Prophet Muhammad (peace be upon him) to serve as a guideline for implementing the learning process. The next step involved selecting or determining an appropriate animated video—one that has good resolution, a reasonable duration so as not to consume too much class time, and clear audio quality. This stage reflects that thorough lesson planning is essential to ensure that the media used is relevant, effective, and supports the learning objectives.

2. Implementation Stage

In this stage, the researcher carried out the teaching and learning process based on the previously prepared teaching module. The implementation consisted of the following phases:

a) Preliminary Activities

In the preliminary phase, the researcher—acting as the teacher—began the lesson by greeting the students, followed by checking on their well-being, taking attendance, reciting a prayer, conducting an ice-breaking activity, and then introducing the topic to be studied. At this stage, all students appeared highly enthusiastic and engaged, especially during the ice-breaking session.

b) Main Activities

During the main learning session, the researcher played an animated video on the topic of **Isra' and Mi'raj* of Prophet Muhammad (peace be upon him)*. After watching the video, the students were divided into small groups to complete an assigned task. The student worksheet (Lembar Kerja Peserta Didik) is attached in the appendix section. Throughout the implementation of the animated video media, the researcher also conducted observations regarding students' emotions, interests, attention levels, and engagement during the lesson. It was observed that all students were cheerful and excited. They watched the animated video attentively, occasionally asked questions about its content, reacted to the scenes, and even requested the video to be replayed. Moreover, the students actively exchanged ideas within their groups to complete the assigned task.

c) Closing Activities

In the closing phase, after the students finished watching the animated video and completing their group tasks, the researcher conducted a brief reflection on the material learned. The lesson was then concluded with a closing prayer and farewell greeting. During this stage, all students were able to recall and present what they had worked on in their groups. They also responded well to questions posed by the researcher or their peers. It was evident that the students actively participated in the learning process from beginning to end.

3. Evaluation Stage

The evaluation was conducted by the researcher by interviewing 10 students after the SKI learning session using animated video media. The goal was to understand students' responses and reactions after learning the *Isra' and Mi'raj* material of Prophet Muhammad SAW through the use of animation. Additionally, the researcher also interviewed the Grade 4 SKI teacher.

During this stage, all students stated that they were happy and enthusiastic after participating in the learning activity with animated video media. One student, Mutiara Mar'atus Sholihah, shared her experience by saying:

"Senang banget pak, ceritanya seru banget".

"I felt very happy, Sir. The story was very engaging."

This shows that the animated video succeeded in attracting students' interest, increasing their engagement, and making the learning material more enjoyable and easier to grasp" (MI Islamiyah Sumberwudi. (n.d.). Interview with Grade 4 Students. Unpublished interview). All of the students also stated that they understood the lesson material better when learning through animated video media. One student, Cordelia Khansa Rafani, expressed:

"Iya pak, saya lebih paham kalau menggunakan media video animasi".

"Yes, Sir, I understand the material better when using animated video media."

This reinforces the notion that animated video media can enhance students' comprehension by presenting abstract material in a more concrete, visual, and engaging way (MI Islamiyah Sumberwudi. (n.d.). Interview with Grade 4 Students. Unpublished interview). The SKI subject teacher, Drs. Ahmadi, also stated that animated videos are more on target, meaning the material delivered through this medium aligns well with the students' level of understanding. He expressed:

"Menurut saya lebih mengenai sasaran, lebih mengenai sasaran itu maksudnya materi yang disampaikan itu bisa pas."

"I think it hits the target more effectively. By that, I mean the material delivered is well-suited and appropriate for the students."

This statement highlights the teacher's perception that animated video media is effective in delivering content accurately and appropriately, thereby enhancing the overall learning process (Ahmadi, D. (n.d.). Interview with Grade 4 Islamic Cultural History (SKI) Subject Teacher. Unpublished interview.

B. Factors Influencing Students' Learning Interest in SKI Lessons for Grade 4 at MI Islamiyah Sumberwudi Using Animated Video Media

There are several factors that influence students' learning interest when using animated video media. These factors are as follows:

1. Interesting Storyline

All students stated that they enjoyed the storyline presented in the animated video. One student, Tevbe Hakka Mearic, expressed:

"Suka pak, kayak seneng aja gitu lihat ceritanya". This suggests that a well-structured and engaging narrative can significantly enhance students' interest in learning, making the material more relatable and enjoyable. When students are emotionally engaged with the storyline, they tend to pay more attention and retain information more effectively (MI Islamiyah Sumberwudi. (n.d.). Interview with Grade 4 Students. Unpublished interview). An engaging storyline can spark students' curiosity, prompting them to focus more attentively on the material presented within the narrative. Based on this, it aligns with the theory proposed by Green and Brock, which states that when someone becomes immersed in a story, it causes them to focus and emotionally engage with the storyline (Melanie C Green, 2024).

2. High-Quality Visuals

All students stated that they liked the visuals presented in the animated video. One student, Annisa Putri Anggraeni, said:

"Suka pak, bagus dan seru" (Interview with Grade 4 Students of MI Islamiyah Sumberwudi, n.d.). High-quality visuals can stimulate students' visual senses, which positively affects their learning comfort. This, in turn, fosters student interest and helps them understand the lesson content more easily through the animated video. This finding aligns with the theory proposed by Jennifer O. Wooten and Joshua A. Cuevas, which states that when information is presented simultaneously in both verbal and non-verbal (visual) forms—and especially when the visuals are engaging—it becomes easier for learners to process and comprehend the information (Wooten & Cuevas, 2024).

3. Appealing and Well-Designed Characters

All students expressed that they liked the characters featured in the animated video. One student, Maulana Federico Asshiddiq, shared:

"Suka karena bagus dan berwarna pak, menarik" (Interview with Grade 4 Students of MI Islamiyah Sumberwudi, n.d.). Attractive and well-designed characters can enhance the delivery of learning content, making it more engaging and less monotonous. Characters that are relevant and capable of sparking student engagement help create a meaningful and enjoyable learning experience. This aligns with the theory proposed by Eekhof et al., which states that emotional and cognitive engagement experienced by readers or viewers toward a character—where they can

feel what the character feels, imagine themselves as the character, and understand the story from the character's point of view – can deepen their understanding and connection to the material (Dkk, 2023).

4. Supporting Audio or Sound that Enhances the Storyline

All students stated that they liked the audio or sound used in the animated video. One student, Muhammad Mahmudi, expressed:

"Suka pak, biar tambah jelas." (Interview with Grade 4 Students of MI Islamiyah Sumberwudi, n.d.). Audio that supports the flow of the storyline helps students better understand the content of the animated video. Additionally, background music and sound effects can evoke emotional responses and further increase students' interest in the lesson being presented. This finding is in line with the theory proposed by Hasan et al., which states that the combination of audio and visual elements can strengthen students' memory retention, create a pleasant and comfortable learning atmosphere, and significantly enhance students' interest in learning (Hasan & Harahap, 2025).

The findings from the second round of interviews were reinforced by the results of the observation conducted by the researcher. Based on the observation sheet, which included **nine criteria of learning interest**, all aspects were present during the learning activity. This indicates that students were genuinely interested in the use of animated video media.

Students showed high enthusiasm when the animated video was played – they paid close attention without being instructed to do so and even displayed expressions of amazement at the story presented in the video. They also appeared very happy learning through animated video media, as evidenced by their request to watch the video again. In addition, students actively participated in the learning process with joy and excitement from beginning to end.

Conclusion

Based on the research conducted by the researcher entitled **"An Analysis of Students' Learning Interest in SKI Lessons Through the Use of Animated Video Media Among Grade 4 Students at MI Islamiyah Sumberwudi"**, the following conclusions can be drawn:

1. The Learning Process

The SKI learning process for Grade 4 using animated video media was carried out through three main stages:

- a. Preparation Stage: This involved designing a teaching module and selecting appropriate animated videos based on specific criteria. This stage showed that the learning was carefully planned in advance.
- b. Implementation Stage: The prepared module was applied, and observations were made simultaneously. All students appeared enthusiastic, focused on watching the video, actively participated in group discussions, and even asked for the video to be replayed.
- c. Evaluation Stage: The researcher interviewed 10 students and the SKI subject teacher. The results showed that all students felt happy and found it easier to understand the material after learning with animated video media.

The SKI teacher also stated that the content delivery was more on target and well-aligned with the students' level.

2. Factors Influencing Students' Learning Interest**

Several factors were identified as influencing students' interest in learning SKI using animated video media, including:

- a. An engaging storyline within the animated video
- b. High-quality and colorful visuals
- c. Attractive and relatable characters
- d. The presence of supportive audio and sound effects that enhanced the narrative

These factors contributed significantly to building students' learning interest and helped them better understand the material on *Isra' and Mi'raj of Prophet Muhammad.

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