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Developing Islamic Religious Learning Media through Animated Video for Memorising Surah Al-A'la

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Abstract. This study discusses the development of Islamic Religious Education learning media in the form of animated videos to help students memorize Surah Al-A'la. The purpose of this study is to describe the procedure for developing animation-based video learning media and to determine their validity and practicality. The research uses the Research and Development (R&D) method with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The results of the study show that the animated video media developed falls into the very valid category, as assessed by media experts (0.84) and material experts (0.92). The practicality test involving 27 grade VI students yielded a score of 85.02%. In contrast, Islamic Religious Education teachers scored 93.5%, indicating that this media is interesting, easy to use, and effective in supporting the learning process. Thus, this animated media is valid and practical for learning to memorize Surah Al-A'la in grade VI of elementary school.

Keywords: Learning Media; Animated Video; Media Development.

1. Introduction

Learning is essentially a process that allows learners to experience behavioral changes as a result of interaction with the learning environment (Huda et al., 2023). This process is not only related to the delivery of material, but also emphasizes the importance of a learning experience that is meaningful, directed, and relevant to the needs of students (Syifaurrahmah et al., 2025). The success of learning is greatly influenced by the quality of the learning experience designed by teachers, both in terms of strategies, methods, and learning media used (Kamila et al., 2024). In the context of religious education, especially Islamic Religious Education, a practical learning experience is essential because it directly relates to character formation, strengthening values, and deepening understanding and practice of Islamic teachings.

The development of modern society is marked by rapid changes in various areas of life, including the world of education (Rizik et al., 2021). These changes require a renewal of the learning paradigm that is more innovative, participatory, and adaptive to the needs of the times (Musthofa & Hefniy, 2025). National regulations, such as Law No. 20 of 2003 concerning the National Education System and Government Regulation No. 19 of 2005 concerning National Education Standards, emphasize the need for an interactive, inspirational learning process and provide a vast space for the active involvement of students in the learning process (Indonesia, Pemerintah Pusat, 2003). This indicates that Islamic Religious Education, as one of the subjects that shape students' spirituality and morals, must adapt to these developments.

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In Islamic Religious Education learning, teachers have a strategic position as designers, managers, and facilitators of learning experiences (Muadzin, 2021). The quality of teacher-led learning greatly determines students' learning outcomes. One of the challenges that Islamic Religious Education teachers often face is the low internal motivation of students in learning material that requires memorization (Munandar et al., 2025), such as memorizing short surahs of the Qur'an. Several studies have found that students' low interest in memorizing the Qur'an is often due to monotonous delivery methods, a lack of variety, and the underuse of engaging learning media that align with children's characteristics. (Al-Farabi et al., 2024; Lozada & Mustofa, 2024; Suseno et al., 2025). As a result, students tend to get bored quickly, lack focus, and have difficulty retaining what they memorize.

In line with the development of digital technology, animation-based learning media is one of the alternative solutions that are widely developed to increase learning effectiveness (Kotimah, 2024). Animation media can present abstract material in a more concrete, engaging, and easy-to-understand way (Zahroh et al., 2025a). In addition, animated videos provide visual and auditory stimuli simultaneously, so that they can improve students' focus, working memory, and memory of the material learned (Zahroh et al., 2025b). Recent studies show that the use of animation media in Islamic Religious Education learning can increase concentration, participation, and effectiveness of the process of memorizing short surahs (Satingi et al., 2023; Nature, 2025; Imron et al., 2025). This shows that integrating technology into religious learning is not only relevant but also necessary to improve learning outcomes.

Although the development of educational technology is accelerating, initial observations at SDN 1 Lalebbata, Palopo City, indicate that memorization of surahs is still dominated by lectures, drills, and repetition, with little support from engaging digital media. Based on interviews with Islamic Religious Education teachers, most grade VI students had difficulty memorizing Surah Al-A'la. These difficulties are evident in low memorization completeness, a lack of motivation to learn, and the infrequent use of innovative methods and media in learning activities. Students also tend to get bored quickly when learning relies solely on conventional methods. This condition is an empirical problem that requires developing more effective learning media.

Various previous studies have indeed developed animated video-based learning media for Islamic Religious Education learning. For example, some studies have developed animations for learning daily prayers, recognition of hijaiyah letters, and memorization of certain short surahs (Mappanyompa et al., 2024; Nurbayeni et al., 2024; Hawa et al., 2025). However, based on a literature review, there is still a gap in the development of animated video media specifically focused on Surah Al-A'la for grade VI elementary school students. In addition, some of the media developed in the previous study did not comprehensively assess the practical aspects of media use for teachers and students. Thus, development research is needed that not only produces animation media products but also assesses the validity and practicality of these media in the context of learning Islamic Religious Education in elementary schools.

Another gap lies in the need for learning media that align with the developmental characteristics of grade VI students in the transition to secondary education. At this age, learners need media that is more interactive, visual, and capable of stimulating their curiosity. Well-designed animated media can provide a more engaging learning experience than traditional memorization methods. However, there have been few studies that specifically examine the effectiveness of this type of animation media for learning to memorize the Qur'an, especially Surah Al-A'la, which requires a correct understanding of pronunciation and tajweed.

Based on the description above, a gap exists between the empirical needs for learning Islamic Religious Education in elementary schools and the theoretical findings of previous research. Empirically, students need interesting and appropriate media to help them memorize surahs well. Theoretically, animation media can improve memory and learning motivation. However, its application to Surah Al-A'la material in the context of Islamic Religious Education at the elementary school level has not been studied in depth. This gap serves as the basis for research on the development of animation-based video learning media to strengthen memorization of Surah Al-A'la.

Based on the gap analysis, this study is directed to answer the following research questions: (1) What is the procedure for developing Islamic Religious Education learning media based on animated videos for Surah Al-A'la memorization materials for grade VI students of SDN 1 Lalebbata? (2) What is the extent of validity and practicality of the animation video-based learning media in supporting the process of memorizing Surah Al-A'la? These two questions also serve as the basis for this research's purpose.

Thus, the objectives of this study are: (1) to describe the process of developing Islamic Religious Education learning media based on animated videos in learning to memorize Surah Al-A'la; and (2) to determine the level of validity and practicality of the media when applied to grade VI students of SDN 1 Lalebbata, Palopo City. The results of this research are expected to contribute to the development of innovative learning media, improve the quality of Islamic Religious Education learning, and serve as a reference for teachers in designing learning that is interesting, effective, and in line with the times.

2. Method

This research was conducted at SDN 1 Lalebbata, Palopo City. This study was conducted in May 2025. The type of research used was a development research with the ADDIE research model, which had five stages, namely Analysis, Design, Development, Implementation, and Evaluation (Rusmayana & Arief, 2022). The subjects in this study were students of Class VI A at SDN 1 Lalebbata, totaling 27 people, and the research and development objects were animated videos containing material on "Memorizing Al-Qur'an Surah Al-A'la of the Qur'an". The participants in this study were students of Class VI A at SDN 1 Lalebbata, Religious Education Teachers, and media and material validators.

The research and development process involves several cycles, starting with needs and curriculum analysis, and culminating in the development of animated video-based learning media in accordance with student needs and Learning Outcomes (CP) for the material "Reciting the Koran, Surah *Al-A'la*". The next step is to determine the product's characteristics or specifications. This research uses several data collection techniques, namely observation, interviews, and validation questionnaires. Data analysis in this research includes the validity of the learning media, assessed by media and material experts, and the practicality of the media, assessed through a practicality test involving teachers and students of class VI A at SDN 1 Lalebbata, Palopo City. Each statement has a concrete scale value of 4 (very valid), 3 (valid), 2 (fairly valid), or 1 (not valid). Aiken's V formula determines the validity sheet.

$$V = \frac{\sum S}{[n\,(c-1)]}$$

Explanation:

S = r – lo

r = score given by the validator
lo = lowest validation assessment score (in this case, 1)
n = number of validators
c = highest Assessment Score (in this case 4)

To interpret the validity value, the validity is used as follows.

Table 1. Validity criteria

Validation Results	Validity Criteria
0,80 < V ≤ 1,00	Very High
0,60 < V ≤ 0,80	High
0,40 < V ≤ 0,60	Enough
0,20 < V ≤ 0,40	Low
0,00 < V ≤ 0,20	Very Low

The practicality sheet is determined by the presentation results using the following formula.

$$\text{Percentage} = \frac{\sum number\ of\ score}{maximum\ score} \times 100\%$$

The product's practicality results are then categorized based on the following criteria.

Table 2. Category of practicality criteria for learning media instruments.

Percent %	**Category**
0 – 20 %	Not Practical
21 – 40 %	Less Practical
41 – 60 %	Quite Practical
61 – 80 %	Practical
81 – 100 %	Very Practical

3. Result

The process of developing the Learning Media of Agamabislam Education Based on Video Animation Memorizing Surah *Al-A'la*

The development of animated video-based Islamic Religious Education learning media was carried out using a systematic approach based on the ADDIE model, comprising five main stages. The first stage begins with an analysis process that includes needs analysis and curriculum analysis. Based on the researcher's observations and interviews at the beginning of the research, students' interest in memorizing short surahs, especially the material "Memorizing Surah Al-A'la", remained relatively low. Interviews with Islamic Religious Education class VI teachers at SDN 1 Lalebbata revealed that students' low interest in memorizing short surahs was closely related to the limited use of media to attract students' attention. In response to these conditions, researchers designed learning media in the form of animated videos that were not only visually appealing but also readily accessible to teachers and students. After analyzing the needs and curriculum, the design stage is then carried out, which includes creating a learning video design that consists of determining the core content of the learning video, collecting references for the content of the material that will be included in the learning video, selecting and designing an animated video using Canva and CapCut applications. After creating the learning video design, the next stage is preparing the instrument, which includes validating the media and materials and developing a questionnaire to collect student and teacher responses.

The next stage is development, where all the material, graphic design, and animation are created, along with recordings of discussions about the content. The final product was then tested with students and teachers during the learning process on the material "Memorizing Surah Al-A'la" to assess the practicality of animated video-based learning media. During the implementation stage, learning videos were tested with students in class VI at SDN 1 Lalebbata, with 27 students and teachers in attendance. This stage aims to assess the practicality of the developed learning videos. Next, an evaluation stage is carried out through assessments by media and materials experts to determine validity, and through student and teacher responses to assess the practicality of the media produced.

Table 3. Phase of Animation Video-Based Learning Media on Memorizing Surah *Al-A'la.*

Phase	Activity Description
Analysis	Identifying problems and needs, as well as characteristics of the curriculum used at SDN 1 Lalebbata, Palopo City, through observations and interviews
Design	Determining the content of the learning video, collecting references to the content of the material contained in the learning video, selecting and designing an animated video using the Canva and Capcut applications, and compiling an instrument consisting of validation and practicality instruments.
Development	Designing animated learning videos involves identifying the learning purpose, determining the material to be taught, and selecting the video format. This stage includes preparing the material, graphic design and animation, voice recording and music, and editing. Furthermore, a validation test is conducted to assess the product's feasibility and validity as a learning medium. Several validators conduct product validation.
Implementation	Implementing animated learning videos for students and teachers, as well as carrying out practicality tests to assess the level of practicality of animated video learning media through practicality test instruments given to students and teachers.
Evaluation	Assess product quality using expert validation sheets and student and teacher response questionnaires, then make improvements based on feedback and suggestions.

Validation of Animation Video-Based Learning Media for Memorizing Surah *Al-A'la*

The validation process is carried out by six expert validators: four material experts and two media experts. Each validator expert gives an exercise through a validation sheet. On the media validation sheet, there are four assessment aspects: feasibility, craft, pedagogical, and technical quality. On the validator sheet for material, there are five assessment aspects: material aspects, linguistic aspects, presentation aspects, media effects, and attractiveness.

Table 4. Media Validation Test Results

No.	Aspect	Average V of each Indicator	Validity Characteristics
1.	Eligibility	0,88	Very High
2.	Graphics	0,84	Very High
3.	Pedagogical	0,66	High
4.	Technical Quality	1	Very High
Total		**0,84**	**Very High**

Table 5. Material Validation Test Results

No.	Aspect	Average V of each Indicator	Validity Characteristics
1.	Material	0,93	Very High

2.	Language	0,95	Very High
3.	Presentation	0,91	Very High
4.	Media Effect	0,94	Very High
5.	Attractiveness	0,91	Very High
Total		**0,92**	**Very High**

Practicality Media Learning Islamic Religious Education Based on Video Animation Memorizing Surah *Al-A'la*

The results of the Learning Media-Based Learning Test: Animated Video Memorizing Surah Al-A'la, conducted at SDN 1 Lalebbata, involved 27 students from class VI A and one Islamic religious education teacher. Aspects assessed in the student response sheet include understanding the material, interest in learning, ease of access, and ease of use. The teacher also gives a positive response to the practicality of the learning video. Aspects assessed include animated learning video content and the benefits of implementing such opportunities.

Table 6. Student Response Practicality Test Results

No.	Indicator	Maximum Score	Score	Percentage	Category
1.	Understanding of the material	216	190	87,96%	Very Practical
2.	Interest in learning	432	376	87,03%	Very Practical
3.	Ease og acces and use	216	173	80,09%	Very Practical
Total		**864**	**739**	**85,02%**	**Very Practical**

Table 7. Teacher Response Practicality Test Results

No.	Indicator	Maximum Score	Score	Percentage	Category
1.	Animation learning video content	24	22	91,67%	Very Practical
2.	Benefits of animated learning videos	8	7	87,5%	Very Practical
3.	Opportunities for implementing animated learning videos	8	8	100%	Very Practical
Total		**40**	**37**	**93,5%**	**Very Practical**

4. Discussion

The Development Phase of Animated Video-Based Learning Media on the Material for Memorizing the Surah *Al-A'la* in Class VI Sdn 1 Lalebbata Palopo City

The development of animation-based video learning media for memorization of Surah Al-A'la, carried out in this study, resulted in a product systematically designed using the ADDIE model. The development stages start with needs analysis, design, product development, expert validation, and product revision and improvement. The results of the study show that the produced animation media are not only visually appealing but also highly valid and practical for use in Islamic Religious Education, especially in Qur'an memorization materials.

During the development stage, the researcher referred to the results of a needs analysis, which showed that grade VI students at SDN 1 Lalebbata had difficulty memorizing Surah Al-A'la because traditional methods still dominated learning. Therefore, the learning media was developed using the Canva and CapCut applications with a four-part structure, namely: (1) an opening video featuring the title of the material, (2) an introduction containing greetings and an introduction to learning, (3) the core of learning which includes the Reading of Surah Al-A'la and murottal, and (4) the closing in the form of reference sources and developer profiles. This development aligns with the Independent Curriculum, particularly the learning achievements of Phase C in elements of the Qur'an and Hadith, namely the ability to read and understand the content of short surahs.

Media and subject matter experts conduct product validation as part of the formative evaluation in the ADDIE model. In the validation process, several important inputs were given. The subject-matter expert suggested that the media add references at the end of the video and display the learning objectives at the beginning. This input is provided to clarify the learning orientation and ensure that the video is not only engaging but also pedagogically appropriate. The revision added a learning objective at the beginning and listed a reference source at the end of the video. Meanwhile, media experts propose enlarging hijaiyah letters in certain sections to make them more readable, as well as adding developer profiles and audio sources used. The improvement aims to strengthen the media's technical and aesthetic aspects. All inputs are then applied to significantly improve the media's quality.

The revision process at the development stage reflects the ADDIE model's dynamic and sustainable nature. Each input from the validator not only complements but also serves as the primary reference to ensure that the developed media meets pedagogical, technical, and aesthetic standards. This aligns with the principles of formative evaluation, which emphasize gradual improvement informed by data and expert input. Thus, product development is not linear, but adaptive to the needs at each stage.

The findings of this study are in line with research conducted by (Shalimar & Rukmana, 2024) This shows that using the ADDIE model in the development of learning media can significantly improve the media's suitability to learning needs. Media that initially met only basic criteria, after going through the evaluation and revision stage, became more optimal and had a positive impact on the learning process. The results of this study are also in line with the opinion (Yuyun Asnawati & Sutiah, 2023) This revealed that using the Canva app as a media development tool offers ample opportunities to create engaging, accessible learning media. The application facilitates teachers and media developers in producing a variety of visual content to increase student engagement.

In addition, these findings also strengthen the theory of Multimedia Learning by (Mayer, 2022) This confirms that learning will be more effective if information is presented through an integrated combination of visuals and audio. In the developed media, the integration of verse text, murottal audio, and animation motion visualization helps students strengthen long-term memory in memorizing Surah Al-A'la. Multimedia principles such as the "modality principle," "contiguity principle," and "multimedia principle" seem to be realized in this medium, making it easier for students to process information through audio and visual channels simultaneously.

The media also makes an important contribution to Islamic Religious Education learning. In learning surahs, audio involvement is indispensable, while the visual aspect can strengthen concentration and appeal. The use of animated videos provides a more enjoyable learning experience and reduces the boredom that often arises when students face conventional learning methods. This research confirms that animation media can serve as scaffolding, helping students break down verses into parts that are easier to memorize.

From a practical perspective, the study's results show high practicality from both students' and teachers' perspectives. Students stated that the media is easy to use, engaging, and helpful for memorization. Meanwhile, teachers assessed that media can be used flexibly in various classroom situations, both in face-to-face learning and independent learning. This media can be used as learning support, enrichment materials, or remedial tools for students who have difficulty memorizing.

From a theoretical perspective, this study strengthens the relevance of the ADDIE development model in the creation of digital-based learning media in the field of Islamic Religious Education. This research also contributes to the development of multimedia-based learning theories applicable to religious materials—a field that modern multimedia studies have rarely addressed. In addition, this study shows that integrating technology into religious learning does not contradict the pedagogical essence but rather enhances students' understanding and memorization.

Level of Validity and Practicality of Developing Animation Video-Based Learning Media on Memorizing Surah Al-Material Materiala'la in Class VI SDN 1 Lalebbata

The results of the study show that the animation-based video learning media for memorizing Surah Al-A'la have very high validity. The feasibility aspect received an average score of 0.88, and the graphic aspect, 0.84, both in the "very high" category. This indicates that the structure, visual appearance, and quality of the media design are consistent with educational media development standards.

In the pedagogical aspect, the media received a score of 0.66, placing it in the "high" category. This value indicates that the learning message has been conveyed well, although it still requires minor refinement in the explanation of the learning objectives. The technical quality aspect received a perfect score of 1.00, confirming that the media functions optimally across audio, animation, and accessibility.

The material also showed consistent results, with an average score of 0.92, which was in the "very high" category. The material aspect received a value of 0.93, indicating that the video content is consistent with the rules of Qur'an Reading and learning competence. The presentation and language are also in the very high category, making it easy for students to understand.

The results of the practicality test among 27 grade VI students showed a score of 85.02%, placing them in the "convenient" category. Students found this medium interesting, easy to use, and very helpful for memorization. They also found that the combination of murottal and animated visualization helped clarify the verse's pronunciation.

The teacher gave a positive response with a practicality score of 93.5%. Teachers consider this media to save time, make it easier to explain the material, and increase student involvement during learning. In addition, this media can be easily integrated into the Independent Curriculum approach.

This research is in line with the findings (Hasdi et al., 2025) Who developed animation media for Gibah and Tabayyun materials, finding them very effective in improving student interaction and understanding. Animation media is considered to make it easier for students to participate more actively in learning. The consistency of these findings reinforces the relevance of animation media for learning Islamic Religious Education.

The results of this study are also in line with (Aini et al., 2023) This demonstrates that the ADDIE model effectively improves the quality of media after validation and revision. Improvements made at the development stage produce more optimal media that align with learning needs. This is also the case in this study, where revision improves the media's pedagogical and technical quality.

In addition, the research (Zarkasi, 2023) Found that the animated video improved students' concentration and memorization ability on Surah An-Naba material. The combination of visual and audio has been shown to help students understand verse pronunciation patterns more effectively. These findings align with the students' positive responses in this study, who found it easier to memorize Surah Al-A'la with the help of animation.

In practice, this media can serve as an innovative alternative for memorizing the Qur'an. Teachers do not need to rely entirely on manual lecture and repetition methods, as the medium provides accurate pronunciation models and supporting visualizations. Media can also be used for classical, group, and independent learning.

From a theoretical perspective, the results of this study support Mayer's Multimedia Learning principle, which emphasizes that combining visual and auditory modalities enhances information processing. Animation media helps students memorize verses more effectively through improved long-term memory. This research also strengthens the relevance of the ADDIE model in producing high-quality learning media.

5. Conclusion

This research produces Islamic Religious Education learning media in the form of animated videos for memorization of Surah Al-A'la for grade VI students at SDN 1 Lalebbata. The media is developed using the ADDIE model and includes the pronunciation of verses, examples of common Reading errors, and murottal as support for memorization. The results of expert validation showed

that this media had a very high level of feasibility, with scores of 0.84 from media experts and 0.92 from material experts. These findings imply that animation media can be the right solution to improve the quality of Islamic Religious Education learning, especially in Qur'an memorization materials that require an interesting combination of visuals and audio.

In addition to being valid, this media is also efficient to use, as indicated by student assessments at 85.02% and teacher assessments at 93.5%. Users consider this media easy to use, helpful for understanding learning stages, and effective at increasing students' motivation to memorize. The practical implication of these results is that teachers can use animated videos as an innovative alternative to enrich learning, both in class and independently. As a suggestion, this media can be further developed for other surahs or Islamic Religious Education materials and enhanced with interactive features to make it more engaging and responsive to students' needs.

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