



Animated Videos as an Islamic Educational Medium for Children: A Systematic Literature Review

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Abstract:

Learning media can influence the enthusiasm and interest of students in learning. This study aims to conduct a literature review related to the effectiveness of animated videos as a medium of Islamic education for early childhood. The research method chosen in this study is the SLR (Systematic Literature Review) method. Data collection is done by documenting all articles related to keywords. The articles used in this study were 34 national journal articles obtained from Google Scholar. Based on this research, it was found that animated video media was effectively used in learning because it was proven to increase students' interest and was easy to understand. In addition, animated videos match the characteristics of early childhood

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Introduction (مقدمة)

Early childhood is a golden period in human development. During this phase, children undergo rapid development, enabling them to unfold their full potential. The progress made during this stage significantly influences subsequent phases of development. As this phase is crucial for physical, intellectual, emotional, and social growth, it sets the foundation for future stages. Children in early childhood exhibit a heightened curiosity, leading them to ask numerous questions.

Education is crucial for early childhood development. It encompasses all actions and efforts of educators and parents in nurturing children. Through education, the aim is to support, guide, and provide learning experiences to develop the child's abilities and skills.

Islamic education systematically nurtures and plans to prepare learners to understand, appreciate, believe in, and practice the teachings of Islam. Additionally, there are guidelines for respecting followers of other religions, contributing to harmony among different religious communities and fostering national unity. Islamic education is essential as it serves as the

foundation for a child's faith in the future. Broadly, there are three significant subjects taught to young children: Aqidah (faith), ibadah (worship), and akhlak (morality). (Syafi'AS, 2020).

Learning media is a crucial component with a significant role in education (Febrita & Ulfah, 2019). The use of learning media can influence the enthusiasm and interest of learners in participating in learning activities, especially for early childhood who are very active in play. Thus, there is a need for learning media that can effectively convey materials, be engaging, and easy to understand.

Instructional videos are a combination of various media such as images, audio, video, animation, and more, which can be utilized in the teaching and learning process. The use of videos in physics education greatly aids learners in comprehending abstract and complex concepts. Delivering lessons through videos captures the interest of learners, sparking new curiosity and interests, boosting motivation, stimulating learning activities, and positively influencing the psychology of learners (Yelensi et al., 2020).



Method (منهج)

This article is compiled using the Systematic Literature Review (SLR) method. Through this method, the researcher identifies, examines, evaluates, and interprets all available research. Using this method, the researcher conducts a structured review and identification of journals, following predefined steps (Triandini et al., 2019).

In this study, journal articles were gathered from Google Scholar. The keywords used were the effectiveness of animated videos as educational media and Islamic education for early childhood. Only articles published within the range of 2013 to 2023 were considered. After the search, the researcher found 34 articles closely related to the specified keywords.



Result (نتائج)

Animated videos have been widely used as a learning medium, especially for formal school subjects. From the research findings, it is evident that animated videos can enhance the enthusiasm and interest of learners in the educational process. Furthermore, learners find it easier to comprehend the presented material. This is substantiated by the comparison of post-test results between the control group and the experimental group, where the experimental group, utilizing animated videos in learning, achieved higher scores.

The following data represents the research findings incorporated into this article. The data is a result of analysis and summarization of articles related to the effectiveness of animated videos as educational media and Islamic education for early childhood.

Table 1. Research Results Table on the Effectiveness of Animated Videos as an Educational Media

No	Description	Information
(Qurrotaini et al., 2020)	The effectiveness of using Powtoon-based video media in online learning	Powtoon animated video media has proven to be effective as an alternative learning medium in distance education, as it can enhance the

		interest of learners.
(Parlindungan et al., 2020)	The Effectiveness of Video-Based Learning Media in Remote Learning (PJJ) at An-Nuriyah Islamic Elementary School	Delivering material through video-based media has proven effective in the learning process as it helps children understand the content.
(Gusmania & Wulandari, 2018)	The Effectiveness of Using Video-Based Learning Media on Students' Understanding of Mathematical Concepts	In this study, there was a difference in the effectiveness of using video-based learning media and not using media in conventional learning regarding students' understanding of mathematical concepts in class VIII at SMPN 20 Batam. This is evident from the improvement in scores.
(Mahayati et al., 2023)	The Effectiveness of Animated Video as Information Technology-Based Learning Media:	Learning through animated videos increases students' interest in studying, making it effective and efficient in the learning process.
(Halmuniati* et al., 2022)	The Effectiveness of Video-Based Animated Learning Media on Physics Learning Outcomes:	Video-based animated learning media is effective in improving students' learning outcomes, as seen from the increased post-test scores.
(Lestari & Apoko, 2022)	The Effectiveness of Animated Videos through YouTube on Indonesian Language Learning Interest in Elementary School Students	Learning through animated videos via YouTube is effective in increasing the learning interest of second-grade students in

		Indonesian language at SD Barunawati II.
(Bua, 2022)	The Effectiveness of Animation Media on Initial Reading Skills of Elementary School Students	The use of animation media can enhance the reading skills of elementary school students.
(Puteri, 2016)	The Effectiveness of Animated Video Learning Media on Personal Hygiene in Improving Knowledge of Students at SMK Negeri 33 Jakarta.	There is an influence of animated video learning media on personal hygiene in the effectiveness of increasing students' knowledge in the subjects of sanitation and hygiene.
(Pranata et al., 2022)	The Effectiveness of Animaker-based Animated Videos on Clean and Healthy Living Habits of Elementary School Students	There is a positive and significant effectiveness, indicating that Animaker-based animated videos are highly effective in facilitating students' understanding of their knowledge about clean and healthy living habits.
(Ayuliandari & Sylvia, 2022)	The Effectiveness of Animated Video Media in Sociology Learning on Improving Students' Understanding at SMAN 12 Merangin	The application of animated video learning media in sociology enhances students' motivation and enables them to increase interest, overcome learning boredom, and also facilitates students in understanding what is being conveyed.
(Tamara & Anas Thohir, 2022)	Analysis of the Effectiveness of Using YouTube as a	The use of YouTube as a medium during

	Distance Learning Media in Elementary School	distance learning can make the remote learning process more effective.
(Hasmiza & Humaidi, 2023)	Effectiveness of YouTube as an Islamic Religious Education Learning Media in the Digitalization Era	The effectiveness of YouTube used as a learning media for Islamic Religious Education can be seen from several aspects: 1) Time efficiency, 2) Independent ease of access, 3) Abundance of materials or videos on available learning resources.
(Wahyuni et al., 2022)	Effectiveness of Using Video-Based Learning Media through the Rumah Belajar Website on Explanation Text Material.	Through several indicators in terms of content, compatibility (video suitability), triability (repetition), and relative advantage (benefit), these four aspects indicate that the learning videos on the Rumah Belajar website are highly effective for use, obtaining an average score of 89%.
(Sovia et al., 2019)	Effectiveness of Using Animation Media to Increase Knowledge About HIV/AIDS	The use of animation media is more effective than PowerPoint in providing information about HIV/AIDS.
(Constantika et al., 2022)	EFFECTIVENESS OF ANIMATED VIDEO MEDIA IN DENTAL HEALTH EDUCATION FOR CHILDREN WITH INTELLECTUAL DISABILITIES (Literature Review)	Animated video media is one effective method in enhancing knowledge about dental and oral health in children

		with intellectual disabilities.
(Nugraha et al., 2019)	Effectiveness of Using Animation-Based Learning Media to Increase Student Engagement	The use of animation media can enhance student engagement in learning.
(Febriani et al., 2019)	Effectiveness of Utilizing Moving Pictures and Animated Videos in Improving Mothers' Knowledge and Attitudes about Balanced Nutrition for Toddlers	Animated media is more effective in enhancing mothers' knowledge and attitudes regarding balanced nutrition, as evidenced by a higher mean score for the use of animated media compared to moving pictures.
(Fauziah et al., 2020)	Effectiveness of Using Videos with Character Enrichment and Animation on Students' Conceptual Understanding	There is an improvement in students' learning outcomes between initial conceptual knowledge before treatment and after treatment using videos with character enrichment and animation.
(One, 2017)	Effectiveness of Using Audiovisual Learning Media Powtoon in Enhancing Student Motivation at Madrasah Aliyah	Audiovisual learning media Powtoon is effective in enhancing student motivation in the economics subject at MA Mathla'ul Anwar.
(Ariani & Ujianti, 2021)	Animated Video Media to Improve Early Childhood Listening Skills.	The development of animated video media is gradually conducted using the ADDIE stages, and from the validation data analysis of animated video

		media, assessments evaluated by expert lecturers obtain very high validity.
(Marlina et al., 2021)	Media Demonstration and Experimentation Based on Animation: Effectiveness in Improving Students' Problem-Solving Skills in the Era of Industry 4.0.	Demonstration and experimentation-based animated video media for solubility and solubility product topics can be utilized in the learning process to enhance students' learning outcomes.
(Yahya et al., 2015)	Effectiveness of Using Animated Video Media in Students' Learning Activities in Junior High School	Learning models using animated video media are more effective than models without animated video media in enhancing students' learning activities in the Integrated Social Studies subject for eighth-grade students at SMP Kemala Bhayangkari Kubu Raya.
(Safira et al., 2020)	Effectiveness of Using Animated Video as Interactive Media for Elementary School Students in the Pandemic Era	Through the utilization of interactive video learning, the majority of students exhibit interest, where animated video learning aids in home learning.
(Rahmawati et al., 2021)	Effectiveness of Learning Videos in Online Mathematics Learning for Junior High School Students	Based on the results of the Wilcoxon signed-rank test between the experimental and control groups, the conclusion is that learning about

		transformation through video is more effective than learning through text-based media.
(Agustriana, 2014)	Effectiveness of Using Learning Videos to Improve Economic Learning Outcomes for High School Students.	The use of learning videos at SMA 1 Mempawah is considered effective in enhancing the attractiveness and attention of students in learning, as evident from the increased student grades.
(Dewi & Rimpiati, 2016)	Effectiveness of Using Interactive Video Learning Media with Small Group Discussion Settings to Improve Critical Thinking Skills in Early Childhood	There is a significant difference in critical thinking skills among students who participate in learning with interactive video learning media.
(Arianti et al., 2020)	Effectiveness of Animated Video Media on Global Warming Material in Students' Learning Activities	Learning with animated video media on global warming material has an impact on students' learning activities with a fairly good category, students' response to learning is in the good category, and there is an improvement in learning outcomes with a high category.
(Yelensi et al., 2020)	Effectiveness of Using Video Learning on Effort and Energy Material Based on Traditional Games	There is a significant difference between the learning outcomes of students before and after being

		treated with video learning.
(Annisa & Muryanti, 2022)	Effectiveness of Animated Video on Early Childhood English Vocabulary Recognition	English animated videos are effective in improving early childhood English vocabulary at TK Hangtuh Padang.
(Nurlatifah et al., 2023)	Effectiveness of Using Animated Video Media with Reading Material in Algebra Subject at SMAN 1 Cisarua	The use of animated video learning media allows students to more easily understand algebraic material as they observe creatively packaged explanations through the animated video.
(Saleh & Woro Andhini, 2021)	Effectiveness of Using Animated Media on Student Learning Outcomes	The learning outcomes of students taught with animated media on the core material of ecosystems in class V MI Darul Muqinin, West Jakarta, are effective in improving student learning outcomes, with a calculated t-value greater than the table value, which is $5.32 \geq 2.06$.

Table 2. Table of Research Results on the Effectiveness of Animated Videos as an Educational Media.

Researcher	Title of Research	Results
(Ngaisah, 2018)	Islamic Religious Education for Early Childhood through Centered Learning	Islamic religious education through centered learning in BCCT pays full attention to the needs of children to play while learning.
(Syafi'AS, 2020)	Characteristics of Islamic	Islamic education

Education for Early Childhood (Viewed from the Perspective of Islamic Education):	for early childhood is important and requires serious attention.
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Discussion (مناقشة)

Animated videos can be applied in various learning materials, such as mathematics, science, social studies, English, Indonesian, economics, Islamic education, and others. There are various platform options to support animated video-based learning, such as Powtoon, Kinemaster, and YouTube. Animated video learning can be implemented at various educational levels, ranging from early childhood, elementary school/equivalent, junior high school/equivalent, high school/equivalent, to higher education institutions (HEIs). In implementing animated videos for learning, there are stages that can be applied, such as the ADDIE stages (analyze, design, development, implementation, evaluation).

Islamic education for early childhood is very important and requires serious attention because at this stage, children are actively playing. Therefore, the teaching method must be well-structured so that the learning objectives can be achieved without neglecting the needs of early childhood. Some teaching methods that can be tried are the demonstration method (showing something), field trip method, and storytelling method.



Conclusion (خاتمة)

Based on the results and discussion above, it can be concluded that animated video media is very effective in learning. This is evidenced by the accuracy test that has been conducted and the increased values of the students afterward. Animated videos are suitable for use in various educational levels, especially for early childhood. This is because animated videos can support learning with suitable methods so that children do not feel bored and find it easier to understand.



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