IMPLEMENTATION OF LEARNING THE HISTORY OF ISLAMIC CULTURE THROUGH ANIMATED VIDEOS ON THE STORY OF THE PROPHET MUHAMMAD SHALALLAAHU 'ALAYHI WASALLAM

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Abstract

This study aims to describe the implementation strategy of Islamic Cultural History learning using animated video media on the story of the Prophet Muhammad SAW at the Muhammadiyah Kismoyoso Ngemplak Boyolali Elementary School, and to evaluate the influence of the media on students' interest and understanding. The study used a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study showed that learning was carried out in a structured manner through the stages of apperception, video screening, interactive discussion, and value reflection. The animated video media used was by the curriculum had attractive visuals and easy-to-understand narratives, so it was able to increase students' attention and focus. In addition, the use of animated videos encouraged students' active participation in discussions and facilitated understanding and memorisation of the material, including the application of Islamic values in everyday life. In conclusion, animated videos are an effective medium in improving the quality of Islamic Cultural History learning and students' learning motivation.

Keywords: Learning Islamic Cultural History, animated videos, the story of the Prophet Muhammad SAW, learning motivation

INTRODUCTION | مقدمة

The History of Islamic Culture is a crucial subject in the Madrasah Ibtidaiyah (Islamic Elementary School) curriculum because it instils exemplary values, morals, and noble character in students through the stories of prophets and Islamic figures. In particular, the story of the Prophet Muhammad (peace be upon him) serves as a primary foundation for developing students' religious character from an early age, such as honesty, patience, leadership, and compassion (Rahmawati, 2021). However, in practice, Islamic Cultural History (IS) learning in Madrasah Ibtidaiyah (Islamic Elementary School) is still dominated by lectures and textbook reading. This method quickly leads to students becoming bored and less interested in actively participating in the learning process (Fuadiyah, 2024), even though MI students are typically visual and imaginative, requiring a more creative and interactive approach (Sita Nurlani, 2023).

Presenting the story of the Prophet Muhammad solely verbally without visual media makes it difficult for students to visualise the story and deeply understand its moral message. In the context of modern learning, engaging and interactive media such as animated videos are needed. This media combines visual elements, sound, narrative, and music to help students understand the storyline and moral message emotionally and cognitively (Sadiman et al, 2009).

Animation also allows for more vivid visualisations of Islamic historical stories and engages students' affective side, rather than simply passively conveying information (Nasrodin, 2023). Animated media can improve learning outcomes by arousing curiosity and strengthening students' memory (Nurlani et al., 2023). Arsyad (2020) added that audio-visual media such as animated videos are highly appropriate for elementary school students because they provide multi-sensory stimulation.

The use of animated videos in Islamic Cultural History learning has also been shown to positively impact students' interest and understanding of Islamic values (Fuadiyah, 2024). This media helps teachers simplify complex material into easier-to-understand material without diminishing its inherent religious values. Furthermore, animated media is well-suited to the challenges of 21st-century education, which emphasises technological mastery, creativity, and digital-based learning (Yunus, 2021). Mastery of technology can improve the competence of Islamic Religious Education teachers (Fatimah et al., 2025). However, the use of animated videos in Islamic Cultural History lessons has not been comprehensively evaluated for its effectiveness on student understanding and learning interest. Furthermore, many teachers still rely solely on print media and memorisation or writing methods, which tend to make students passive and unfocused (Nasrodin et al, 2023).

"While animated videos have been studied in general Islamic education, few studies examine their structured implementation in SKI lessons focused specifically on the prophetic biography (sirah) in elementary Islamic schools."This problem is exacerbated by technical constraints, such as limited facilities, a lack of teacher training, and a lack of appropriate instructional videos. Based on this, an in-depth study is essential on the implementation of Islamic Cultural History lessons using animated videos, particularly on the Story of the Prophet Muhammad (PBUH), to improve the quality of learning at the Muhammadiyah Kismoyoso Ngemplak Boyolali Elementary School. Of course! The following is a summary of your research methodology in descriptive form without numbering, while maintaining citations/references.

METHOD | منهج

This study used a descriptive qualitative approach to describe in detail the implementation of Islamic Cultural History learning using animated videos on the story of the Prophet Muhammad at the Muhammadiyah Kismoyoso Elementary School in Boyolali. This approach was chosen to provide a deeper understanding of educational phenomena, including the learning process, classroom interactions, and the impact of media on student motivation (Rahmawati et al, 2021; Moleong, 2010).

The research location was at the Muhammadiyah Kismoyoso Elementary School, which has implemented innovative animated videos in Islamic Cultural History learning. The research period was scheduled for July–August 2025, when students and teachers were actively engaged at the school. The research data sources consisted of primary sources, namely the school principal, SKI teachers, and students, as well as secondary sources in the form of school documents such as profiles, curricula, student admissions records, school floor plans, and textbook lists (Moleong, 2014; Ministry of National Education, 2008).

Data collection was conducted through observation, interviews, and documentation. Observations were conducted through direct observation of the learning process and activities at the madrasah to obtain a realistic and contextual picture (Sukmadinata, 2012; Raharjo, 2011). In-depth interviews were used to systematically obtain information using structured written

questions (Arikunto, 2010; Sutopo, 2006; Sugiono, 2017). Documentation was used to collect relevant written, archival, and photographic data to complement and strengthen field data (Ardiansyah et al., 2023; Moleong, 2018).

Data validity was maintained by the involvement of researchers as participant observers and the application of triangulation, both source triangulation and method triangulation, to ensure the data obtained was valid and reliable (Pratiwi et al, 2022; Moleong, 2014). Data validity testing also includes credibility, transferability, dependability, and confirmability to ensure that research results meet qualitative research quality standards (Sugiono, 2010; Mahmud, 2011). Data analysis used the Miles and Huberman model, which includes data reduction, data presentation, and data verification. This process was carried out interactively and continuously until data saturation was reached (Setyowati, 2019; Miles et al, 1992). Data reduction aims to filter and focus relevant data, data presentation to discover patterns and meaning, and data verification as the final stage of drawing credible conclusions (Wijaya, 2018; Surakhmad, 1990).

RESULT │ نتائج

Teachers implement learning using systematic and planned steps. Learning implementation strategies are crucial in the educational process, particularly in lesson planning. These steps help teachers plan effective instruction that is oriented toward learning objectives (Batubara et al., 2023). The process begins with an introduction to the topic or apperception, in which the teacher briefly explains the context and objectives of the lesson. This helps students prepare and understand the learning direction. Next, the teacher plays a carefully selected animated video relevant to the story of the Prophet Muhammad (peace be upon him). This video is not merely entertainment, but is the core of the material delivered engagingly and visually. After watching the video, the teacher facilitates a class discussion by eliciting questions, soliciting students' opinions, and exploring their interpretations of the story.

This step stimulates critical thinking and encourages students' emotional engagement with the values conveyed. The lesson concludes with a reflective assignment, both oral and written, that encourages students to reflect on the values learned from the story and relate them to their lives. This structure not only makes learning more focused and efficient but also more in-depth and meaningful. This aligns with research showing that animated video learning media can make learning more meaningful and achieve learning objectives. Furthermore, it is recommended that teachers gain new knowledge, particularly when selecting learning media with the latest technology, namely KineMaster-based animated videos (Andrasari et al., 2022).

The selection of animated videos was not done haphazardly. Teachers ensured that the content aligned with the Islamic Cultural History curriculum, particularly the story of the Prophet Muhammad. The material selected covered important events in the Prophet's life, such as his exemplary preaching, patience in the face of trials, and his leadership and noble character. The videos were of a length appropriate for students' attention spans and complemented by engaging narrative, dialogue, and visual elements, such as illustrations, background music, and animated characters, that were easily understood by madrasa students. With the appropriate use of videos, students could more easily grasp the storyline and the Islamic values being conveyed. Videos are an effective tool in clarifying abstract concepts that are sometimes difficult to grasp through lectures alone. This aligns with research that suggests the use of visual learning media is effective in enhancing student understanding of abstract concepts, increasing student engagement, and stimulating creativity (Wahidin, 2025). Furthermore, it also demonstrates that

visual media plays a crucial role in conveying religious material contextually and relevantly to students' psychological development.

A material through video displays so that students can pay attention to the video and listen to the material presented in the video, then by using learning videos students are required to listen and note down important points discussed in the video to be able to review them again, so students seem to be more interested in using learning video media because there is no boredom because the video contains interesting explanations so that students can be more active in recording the material and understanding the contents of the video (Bahrin et.al, 2025).

After the video screening, the teacher facilitates an interactive open discussion, allowing students to express their opinions, ask questions, and share their understanding of the story. This discussion serves not only as a means of evaluating understanding but also as a medium for internalising values. The teacher not only asks "what happened" in the story but also encourages students to think about "why it is important" and "how we can emulate the attitude of the Prophet Muhammad (peace be upon him). For example, when discussing the story of the Prophet's honesty, students are invited to provide examples of situations in their daily lives where they can apply honesty. In addition, the teacher asks reflective questions such as: "How do you feel after watching the video?" or "Have you ever experienced a situation like the one the Prophet experienced in the video?"

These questions create a space for students to become aware of the moral and spiritual values embedded in the learning process. Cooperative learning strategies not only encourage students to be cognitively active but also create a learning environment that supports the internalisation of religious values such as honesty, responsibility, discipline, empathy, and tolerance (Ramadhani et al., 2024). Therefore, this activity is crucial because it encourages students not only to cognitively understand the material but also to internalise Islamic character values in their daily behaviour. Thus, learning doesn't end in the classroom but continues in students' real lives. "One student said, 'I remember the story better because the animation showed how the Prophet smiled even when people hurt him.'"

Table 1. Teacher Strategies in Implementing SKI Learning Using Animated Video Media

Main Findings	Finding Indicators	Description
Structured Learning	Learning takes place in structured stages, including apperception, core activities, and systematic closing.	The teacher begins the lesson by introducing the topic, showing an animated video, and then conducting a discussion and reflection. The activity concludes with an assignment or reflective questions.
Relevant Video Selection	The videos used are from SKI material with attractive visuals and narratives that are easy for students to understand.	The video used depicts the story of the Prophet Muhammad SAW accurately, with attractive visuals and narrative language that is appropriate for the age of Madrasah Ibtidaiyyah students.
Discussion and Reflection on Values Emphasised	Students actively discuss through reflective questions from the teacher.	After the video, the teacher invites students to discuss the character values in the story and relate them to students' personal experiences.

The conclusion from the table is that the learning strategy for Islamic Cultural History using animated videos on the story of the Prophet Muhammad (PBUH) is structured with clear stages, using appropriate and engaging videos, and actively engaging students in discussions through reflective questions from the teacher. This approach helps create an effective and interactive learning environment. Furthermore, the use of animated video learning media can increase student motivation in the Islamic Cultural History subject in the classroom (Erfandi et al., 2022).

Animated Videos Can Increase Students' Interest in Islamic Cultural History Subjects

Animated videos used in learning are highly visually appealing, featuring bright colours, smooth movements, and engaging characters. This allows students to focus more while watching and avoid losing attention, unlike conventional learning methods that rely solely on lectures or textbooks. Clear and easy-to-understand video narration also helps students follow the storyline well, making them interested in continuing to listen to the material presented (Nofita et al., 2025). This interest is key to actively engaging students in learning and providing a more enjoyable learning experience. Without student interest in learning, learning activities cannot run optimally. With interest in learning, students are motivated to engage effectively and calmly from beginning to end, thereby achieving the desired learning objectives (Rahmasari, 2023).

The interest generated by animated videos also encourages students to participate more actively during the learning process. They tend to be more confident in asking questions, expressing opinions, and engaging in discussions with peers and teachers. Animated videos provide concrete context and visualisation, enabling students to connect the material to their own experiences and understanding. Teachers can also capitalise on this momentum by asking reflective questions that spark students' curiosity. The use of digital media creates a more interactive classroom atmosphere and helps students understand the material better. This creates a more interactive and collaborative classroom atmosphere, which contributes to a more effective learning process (Widiastari et al., 2024).

Presenting material through animated videos not only makes it easier for students to understand but also helps them remember the lessons longer. The combination of images, sound, and narrative in the videos makes the lesson concepts more vivid and easier to digest. Students can see real-life examples of the values taught in the story of the Prophet Muhammad, such as honesty and compassion, so the moral messages are more deeply embedded in their memories. Some students are even able to retell the video content and apply these values to their daily lives, demonstrating that learning through this medium is more impactful and meaningful in shaping students' character and personality. Among the most fundamental aspects of character is students' morality, which is a key indicator of holistic educational success (Sudaryo, 2023).

Table 2. The Effect of Animated Videos in Increasing Students' Interest in the Subject of Islamic Cultural History

Key Findings	Finding Indicators	Information
Animated videos increase students' attention and interest.	Attractive visuals, clear narrative, and student focus while watching	Animated videos with bright colours, smooth movements, and easy-to-understand narration make students more interested and focused in following the material, so their attention is maintained longer than conventional methods.
Animated videos encourage active student participation	Students actively ask questions, discuss, and dare to express their opinions.	Animated videos encourage students to ask questions and engage in discussions, creating a more lively classroom atmosphere and enhancing collaboration. Teachers also use questions to encourage students to think critically.
Animated videos help with understanding and remembering the material.	Students can repeat stories, understand moral values, and apply them in everyday life	Presenting material with images, sound, and interesting stories helps students more easily understand and remember lessons, so they can retell and apply the values in everyday life.

The conclusion from these three findings is that the use of animated videos in Islamic Cultural History learning significantly increases student interest. Animated videos make students more enthusiastic and focused during learning, creating a more interactive and lively classroom atmosphere. Furthermore, the visual and narrative presentation of the material makes it easier for students to understand and remember the lesson content, allowing Islamic character values

to be better absorbed and even applied in everyday life. Overall, animated videos have proven effective in increasing motivation and the quality of Islamic Cultural History learning.

DISCUSSION | مناقشة

The results of this study indicate that the Islamic Cultural History (ISC) learning strategy using animated videos on the story of the Prophet Muhammad (PBUH) can increase the effectiveness of the learning process. This strategy is implemented in a planned and systematic manner through the stages of apperception, core activities, and closing. The teacher begins the lesson by providing an introduction or context for the material, then shows an appropriate animated video, and concludes with reflection activities and assignments. These steps align with the principles of active learning, which places students at the center of learning activities (student-centered learning) and encourages both cognitive and affective student participation (Sanjaya, 2016).

The use of animated videos has been proven to increase students' attention and interest in learning. Visualizations in the form of animations with bright colors, smooth movements, and clear narration help students focus better and less likely to lose concentration. This aligns with Mayer's (2009) opinion, which states that multimodal learning—which combines visual and audio elements—can improve students' comprehension and retention of information. Thus, animated video media helps transform the learning process from passive to more engaging and interactive.

Furthermore, students' active engagement was evident in their enthusiasm for discussions after watching the video. The teacher facilitated reflective dialogue by asking thought-provoking, open-ended questions, such as "Why is the Prophet's attitude important to emulate?" or "How can we apply the value of honesty in our daily lives?" These discussion activities not only measured cognitive understanding but also strengthened students' affective and moral aspects. This aligns with constructivist theory, which emphasizes that knowledge is built through social interaction and reflection on learning experiences (Vygotsky, 1978).

Animated video media also helps students better understand and remember Islamic values. The combination of visuals, narration, and sound strengthens the process of storing information in long-term memory. This supports Arsyad's (2020) findings, which state that visual media can clarify abstract concepts and help students understand moral or spiritual messages. In the context of Islamic Education (IS) learning, this media facilitates students' understanding of the Prophet Muhammad's exemplary behavior in a more concrete and contextual way, appropriate to their developmental age.

The results of this study conclude that the use of animated video media not only increases interest and motivation to learn but also influences the understanding of Islamic character values. Learning becomes more meaningful because students not only receive information but also internalize the moral messages conveyed. Therefore, animated video-based learning strategies can be an effective alternative for improving the quality of Islamic Education (IS) learning in elementary schools (Hamalik, 2019).

CONCLUSSION | خاتمة

From the results of the study and discussion regarding the implementation of Islamic Cultural History learning through animated videos on the story of the Prophet Muhammad at the Muhammadiyah Kismoyoso Ngemplak Elementary School in Boyolali, two conclusions can be drawn. The strategy for learning Islamic Cultural History using animated videos is structured

through stages of apperception, video screening, discussion, and reflection, actively involving students. Selecting relevant videos with engaging visuals and easy-to-understand narratives increases students' attention and interest in the material. "Schools should invest in teacher training on digital storytelling and collaborate with content developers to produce curriculum-aligned animated sirah videos." The use of this media also encourages active student participation in questions and discussions, creates an interactive classroom atmosphere, and helps students understand and remember the material better. Thus, animated videos effectively improve the quality of learning and student motivation for the story of the Prophet Muhammad in Islamic Cultural History lessons. "This study is limited to one school; future research could employ mixed methods to measure cognitive and affective gains."

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