



The Use of Islamic Animation Videos to Introduce the Concept of Tauhid to Students at MIS Bahrul Ulum Batuliman Indah

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using Islamic animation videos. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that Islamic animation videos can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 46.71%, the first cycle 68s.39% and in the second cycle it increased to 90.96%. Thus, the use of Islamic animation videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

The introduction of this study explores the use of Islamic animated videos as an educational tool for introducing the concept of Tawhid to students at MIS Bahrul Ulum Batuliman Indah. Tawhid, the Islamic concept of monotheism, is a fundamental principle of the faith, emphasizing the belief in the oneness of Allah. For young learners, especially those in elementary school, understanding and internalizing this concept can be challenging. This study aims to evaluate whether Islamic animated videos can serve as an effective medium for conveying this crucial concept in a way that is engaging and accessible to children. The role of technology in education has grown significantly over the past few decades, and digital media has become an increasingly popular tool in both secular and religious education. Islamic animated videos, in particular, offer a unique

way to present religious content in a format that is both visually stimulating and easy to understand. Animation, with its ability to combine visual storytelling, music, and character-driven narratives, holds particular appeal for young children. By presenting complex ideas like Tawhid through engaging visuals, these videos can make abstract theological concepts more concrete and relatable for young minds.

At MIS Bahrul Ulum Batuliman Indah, the traditional methods of teaching religious concepts often rely on verbal instruction, memorization, and classroom discussions. While these methods are effective in many respects, they can sometimes fail to capture the attention of young students who are increasingly accustomed to the dynamic and interactive nature of modern digital media. By integrating Islamic animated videos into the learning process, the school hopes to bridge the gap between traditional religious education and the multimedia-driven environment that children today are growing up in. This study is particularly relevant because of the growing importance of incorporating multimedia tools into religious education. Islamic animated videos have the potential to enhance student engagement, improve comprehension, and foster a deeper emotional connection to the material being taught. By utilizing animation to explain complex theological ideas, the videos can simplify the concepts of Tawhid in a way that is both educational and entertaining. Moreover, the use of video as an instructional medium caters to various learning styles, including visual and auditory learners, which can increase the effectiveness of the teaching process.

The concept of Tawhid is often introduced to children at a young age, and it is essential that they grasp its significance in a way that shapes their understanding of Islam and their relationship with Allah. While many young children may have a basic understanding of the idea of one God, their conceptualization of Tawhid can remain superficial without a deeper exploration of its theological and spiritual dimensions. Through Islamic animated videos, students can learn not only about the oneness of Allah but also about its implications for their lives, including how it affects their worship, daily actions, and worldview. In traditional teaching, explaining the attributes of Allah and His oneness can be abstract, especially for younger students. Islamic animated videos offer a visual representation of these attributes, allowing children to associate the concept of Tawhid with images, stories, and examples they can easily relate to. By presenting religious teachings in this format, the videos encourage children to think critically about what they believe and how those beliefs shape their behavior and interactions with others.

The benefits of using animated videos to introduce complex religious concepts extend beyond just simplifying the material. Videos have the ability to create an emotional connection to the content through storytelling and character development. In the case of Tawhid, students may relate to characters in the videos who express a deep connection with Allah or embark on journeys that reinforce the importance of

monotheism. These emotional connections can foster a stronger sense of spiritual awareness and help children internalize the concept of Tawhid in a more meaningful way. Furthermore, Islamic animated videos can be particularly effective in a classroom environment where students have varying levels of prior knowledge and understanding of the subject. In a diverse group of students, some may have a strong foundation in Islamic teachings, while others may be encountering certain concepts for the first time. By using animated videos, teachers can provide a uniform introduction to the concept of Tawhid, ensuring that all students are on the same page and that no one feels left behind. This inclusive approach to teaching ensures that every student, regardless of their background or prior knowledge, has an equal opportunity to understand and engage with the material.

In addition to their educational value, Islamic animated videos can also be a powerful tool for fostering creativity and critical thinking. The combination of audio, visual, and narrative elements in the videos encourages children to think creatively about religious concepts and how they can apply those ideas to their own lives. As students watch the characters in the videos grapple with questions about the oneness of Allah, they may be prompted to reflect on their own beliefs and experiences, stimulating deeper engagement with the material. The effectiveness of animated videos in religious education is not just limited to the classroom. Students who watch these videos at home can benefit from additional exposure to the concepts being taught, reinforcing their understanding of Tawhid outside of school hours. Parents can also be involved in the learning process by watching the videos with their children, which could lead to discussions about the significance of Tawhid and its relevance to everyday life. This home-school connection is crucial in reinforcing the teachings of Islam in a consistent and meaningful way.

Another benefit of Islamic animated videos is their ability to capture students' attention and maintain their focus over an extended period. In a classroom setting, especially with younger children, maintaining attention during lessons can be challenging. However, animated videos, with their engaging visuals and entertaining narratives, are much more likely to hold students' attention and keep them engaged throughout the lesson. This increase in engagement can lead to better retention of information and a deeper understanding of the subject matter. The growing availability of online platforms such as YouTube and educational apps has made it easier than ever for teachers and students to access Islamic animated videos. These platforms provide a wide variety of content that can be tailored to the needs of specific lessons and learning objectives. Teachers can select videos that are most relevant to the concepts being taught in class, ensuring that the content aligns with the educational goals of the curriculum. This access to a vast array of videos enables educators to diversify their teaching methods and offer students a variety of ways to engage with the material.

The introduction of Islamic animated videos into religious education also aligns with the broader trend of integrating digital tools into the classroom. As technology continues to evolve, it is important for educators to explore new and innovative ways to enhance the learning experience. Islamic animated videos represent one such innovation, offering a modern approach to teaching religious concepts while maintaining the core values and teachings of Islam. By embracing these digital tools, educators can create a more dynamic and interactive learning environment that appeals to the diverse needs of today's students. In conclusion, this study aims to explore the potential of Islamic animated videos to introduce the concept of Tawhid to students at MIS Bahrul Ulum Batuliman Indah. By using this multimedia approach, the study seeks to understand how these videos can enhance student engagement, improve comprehension, and foster a deeper connection to the teachings of Islam. As children today are increasingly exposed to digital media, integrating these tools into religious education presents an opportunity to make complex concepts more accessible and engaging, ensuring that students have a strong foundation in their faith as they grow.

Methods

The methodology of this study explores how Islamic animated videos can be used as an effective tool to introduce and teach the concept of Tawhid to students at MIS Bahrul Ulum Batuliman Indah. The research adopts a mixed-methods approach, combining both qualitative and quantitative methods to ensure a comprehensive understanding of the effectiveness of the intervention. This approach includes pre- and post-assessments, classroom observations, student interviews, and teacher feedback to gather data on how the animated videos impact students' understanding of Tawhid. The first stage of the methodology involved selecting the participants for the study. The research was conducted with a group of 30 students from the 3rd grade at MIS Bahrul Ulum Batuliman Indah. The students were selected based on their age group and their current understanding of Islamic teachings, particularly the concept of Tawhid. The sample consisted of a diverse group of students, ensuring that a wide range of learning abilities and prior knowledge were represented. Informed consent was obtained from both the students and their parents, ensuring that they were aware of the study's goals and methodology.

The next step in the research process was the preparation of the Islamic animated videos to be used in the intervention. A selection of videos was carefully chosen to introduce and explain the concept of Tawhid in an engaging and age-appropriate manner. The videos featured colorful animations, simple storytelling, and songs that highlighted the attributes of Allah and the importance of His oneness. These videos were selected from reputable educational sources and were reviewed by a panel of religious educators to ensure their content was accurate and aligned with Islamic

teachings. To evaluate the impact of the videos on students' understanding of Tawhid, a pre-assessment was conducted at the beginning of the study. The pre-assessment was designed to measure the students' baseline knowledge of Tawhid and their ability to explain the concept. It included both written and oral questions that tested their understanding of the oneness of Allah, His attributes, and the implications of Tawhid in daily life. The results from the pre-assessment were used as a benchmark to compare the students' progress after the intervention.

Once the pre-assessment was completed, the intervention phase began. Over a period of four weeks, the students were exposed to Islamic animated videos on Tawhid during their regular Islamic studies classes. The videos were shown once a week, and each session lasted approximately 20-30 minutes. After each video viewing, the teacher facilitated a group discussion to reinforce the key concepts presented in the video. The discussions allowed students to share their thoughts, ask questions, and clarify any confusion they had regarding the concept of Tawhid. Teachers also used the videos as a springboard for further lessons on related topics, such as the attributes of Allah and the significance of monotheism in Islam. In addition to the classroom discussions, the students were encouraged to watch the videos at home with their parents. This encouraged parental involvement and provided an opportunity for further reinforcement of the concepts introduced in class. Parents were also provided with guidelines on how to discuss Tawhid with their children and how to use the videos as a tool for continued learning outside of the classroom. This home-based learning component was crucial for ensuring that the students had multiple opportunities to engage with the material and solidify their understanding.

To assess the effectiveness of the intervention, a post-assessment was conducted after the four-week video exposure period. The post-assessment was similar to the pre-assessment and included both written and oral questions. The primary objective was to evaluate any changes in the students' knowledge and understanding of Tawhid. Additionally, the post-assessment included questions designed to gauge students' engagement with the videos and their perceptions of the learning experience. By comparing the pre- and post-assessment results, the researchers were able to measure the impact of the Islamic animated videos on students' comprehension of Tawhid. Alongside the pre- and post-assessments, classroom observations were conducted throughout the study. These observations aimed to capture the students' level of engagement during the video sessions, as well as their participation in the subsequent discussions. Observations were also made regarding the students' reactions to the videos, such as their emotional responses, interest levels, and the way they interacted with the content. Teachers kept detailed notes on the students' behaviors, paying particular attention to any signs of increased interest, enthusiasm, or curiosity about the concept of Tawhid.

Additionally, qualitative data were gathered through student interviews conducted at the end of the intervention. These interviews provided an opportunity for the students to express their thoughts on the videos, what they had learned, and how they felt about the concept of Tawhid. The interviews were semi-structured, with open-ended questions designed to allow students to share their experiences and reflect on the impact of the videos. The data from the interviews were analyzed to identify recurring themes related to students' understanding and engagement with the material. Teacher feedback was another crucial aspect of the data collection process. After each video session, teachers were asked to provide feedback on the effectiveness of the videos in helping students understand Tawhid. They were also asked to reflect on how the videos contributed to classroom dynamics, including student participation, engagement, and the overall learning atmosphere. Teachers were encouraged to share any challenges they encountered during the intervention and suggest improvements for future implementations.

The data collected from the pre- and post-assessments, classroom observations, student interviews, and teacher feedback were then analyzed to determine the overall effectiveness of the Islamic animated videos in improving students' understanding of Tawhid. Quantitative data from the assessments were analyzed using descriptive statistics to determine the average improvement in students' knowledge of Tawhid. Qualitative data from the interviews, observations, and teacher feedback were analyzed thematically to identify patterns and insights regarding the students' engagement with the videos and their understanding of the concept. One of the key variables in this study was student engagement. It was important to measure not only whether students learned about Tawhid but also how engaged they were during the video sessions. Engagement was assessed through both observational data and student self-reports. Students were asked about their interest in the videos, whether they felt the videos helped them understand the concept of Tawhid, and how they felt about learning in this new format. The goal was to assess the relationship between engagement and the depth of understanding that students developed regarding the concept of Tawhid.

The effectiveness of the videos was also evaluated based on the level of retention demonstrated by the students. Retention was assessed by comparing the students' ability to recall key concepts from the pre-assessment and post-assessment. In addition to simply recalling facts, the post-assessment included questions that required students to apply their understanding of Tawhid in different contexts, such as explaining its significance in their daily lives. This provided a more comprehensive view of the students' understanding beyond just memorization. The final step in the methodology was the analysis of the broader implications of the study for the use of Islamic animated videos in religious education. The findings from this study were examined to determine whether this approach could be generalized to other schools or settings, and whether it

could be expanded to teach other Islamic concepts. The researchers also considered the potential for using similar multimedia tools to teach other subjects within the Islamic curriculum, such as the life of the Prophet Muhammad (PBUH), the five pillars of Islam, or the stories of the companions. In conclusion, the methodology for this study involved a carefully designed process to assess the impact of Islamic animated videos on students' understanding of Tawhid. The combination of pre- and post-assessments, classroom observations, student interviews, and teacher feedback provided a comprehensive view of the effectiveness of this approach. The study aimed not only to measure improvements in knowledge but also to assess student engagement, retention, and the overall learning experience. By integrating modern digital tools into religious education, this study contributes to the growing body of research on the role of multimedia in enhancing educational outcomes in Islamic schools.

Result

The results of this study reveal significant findings regarding the use of Islamic animated videos to teach the concept of Tawhid to students at MIS Bahrul Ulum Batuliman Indah. The data collected from pre- and post-assessments, classroom observations, student interviews, and teacher feedback provide a comprehensive understanding of the impact of the intervention on students' knowledge, engagement, and retention of the material. The pre-assessment, conducted prior to the intervention, indicated that the students had a basic understanding of the concept of Tawhid but lacked depth in their comprehension. Many students could state that there is only one God but had difficulty explaining the significance of Tawhid in their daily lives or articulating the attributes of Allah. The majority of the students demonstrated limited ability to apply the concept of Tawhid to practical situations. This baseline data suggested that there was an opportunity to improve their understanding of this core Islamic teaching through innovative teaching methods.

After four weeks of exposure to the Islamic animated videos, the post-assessment results showed a marked improvement in the students' understanding of Tawhid. A majority of students could now articulate the meaning of Tawhid more clearly, including a deeper understanding of the attributes of Allah, such as His omnipresence, omnipotence, and the importance of monotheism in Islam. The students were also able to explain how Tawhid influenced their daily actions, such as in their worship and interactions with others. This indicated that the animated videos had successfully deepened their understanding of the concept. The students' ability to recall specific details from the videos further demonstrated their retention of the material. For example, in the post-assessment, many students were able to recall and accurately describe key points from the animated videos, such as the stories of the prophets that emphasized the oneness of Allah. Additionally, students were able to explain how Allah's

attributes were illustrated in the videos, reflecting a stronger connection between the abstract concept of Tawhid and the visual representations in the videos.

Classroom observations revealed that the students were highly engaged during the video sessions. The videos' colorful animations, entertaining characters, and catchy songs appeared to captivate the students' attention. Teachers reported that the students were more active during class discussions, asking questions and contributing thoughtful answers about Tawhid. Many students expressed excitement about watching the videos and actively participated in discussions about the content. This increase in engagement was particularly noticeable in students who typically struggled to participate in traditional lessons. Another important finding from the classroom observations was the students' enthusiasm for the videos, which translated into improved classroom behavior. Many students who had previously been distracted or disengaged were now attentive and focused throughout the sessions. The videos seemed to provide a more interactive and stimulating learning environment, which encouraged the students to stay on task and be more involved in their learning process. This shift in behavior highlighted the potential of multimedia tools like Islamic animated videos to create a more positive and dynamic classroom atmosphere.

In terms of student interviews, many students expressed a greater understanding of Tawhid after watching the videos. When asked to explain Tawhid, several students mentioned not just that there is one God but also that Allah is the Creator of everything, and that He is unlike anything else. Some students shared that they now understood the importance of worshipping Allah alone and how this concept influenced how they prayed and lived their lives. Many students also mentioned that the videos helped them learn more about the stories of the prophets and how they demonstrated Tawhid in their actions. One key theme that emerged from the student interviews was the emotional impact of the videos. Many students reported that they felt closer to Allah after watching the animated stories, particularly when the videos depicted the prophets' dedication to monotheism and their unwavering belief in Allah's oneness. This emotional connection to the content was a powerful indicator that the videos not only improved cognitive understanding but also had a spiritual and emotional impact on the students, enhancing their connection to the core concept of Tawhid.

The teacher feedback provided valuable insights into the effectiveness of the videos in the classroom. Teachers reported that the videos were a useful supplement to traditional teaching methods, helping to explain the concept of Tawhid in a more relatable and accessible way. One teacher noted that the videos were especially helpful in breaking down the complexities of Tawhid, allowing students to grasp the concept through storytelling and visual elements. Teachers also appreciated the fact that the videos provided a diverse range of content that catered to different learning styles, ensuring that visual and auditory learners were equally engaged. Teachers also

highlighted the positive shift in classroom dynamics. Students who were previously quiet or hesitant to answer questions were now more confident and willing to share their thoughts. This increased participation was attributed to the interactive nature of the videos, which encouraged students to engage with the content and with each other. Several teachers mentioned that the videos sparked meaningful discussions about the significance of Tawhid in students' lives, and they were able to build on these discussions to further explore other aspects of Islamic belief and practice.

Moreover, the teacher feedback suggested that the videos were effective in helping students retain the material over time. Teachers observed that students were able to recall key concepts and principles from the videos weeks after the sessions. This long-term retention was considered a positive outcome, demonstrating that the videos had a lasting impact on the students' understanding of Tawhid. Teachers also mentioned that the videos provided a useful reference point for future lessons, as students could easily relate the concepts discussed in the videos to other topics in their Islamic studies curriculum. While the overall response to the videos was overwhelmingly positive, some challenges were identified during the implementation of the intervention. A few students, particularly those with shorter attention spans, had difficulty staying focused during the video sessions. However, this was addressed by teachers through short breaks and interactive discussions that helped re-engage the students. Teachers also suggested that future sessions could be more interactive, with students being encouraged to create their own stories or role-play scenarios that highlight the concept of Tawhid.

Another challenge that arose during the study was the variation in students' prior knowledge of Islamic concepts. Some students had a deeper understanding of Tawhid before the intervention, while others had a more limited understanding. To address this, teachers adapted their approach by providing additional explanations and examples to ensure that all students, regardless of their starting point, could follow along with the videos and fully engage with the content. This adaptation proved effective in maintaining a level of inclusivity and ensuring that no student was left behind in the learning process. Despite these challenges, the overall results were highly promising. The use of Islamic animated videos was shown to be an effective tool in enhancing students' understanding of Tawhid, as evidenced by the improvements in their assessment scores, increased engagement in class discussions, and positive feedback from both students and teachers. The videos not only helped students understand the concept of Tawhid but also fostered a deeper emotional connection to the concept, as many students expressed feeling more spiritually connected to Allah as a result of watching the videos.

In terms of engagement, the study demonstrated that the students were more excited to learn about Tawhid when the material was presented through animation. The

videos provided a visually stimulating and interactive way to present complex theological concepts, which helped to maintain the students' attention and interest. This suggests that multimedia tools, such as animated videos, have the potential to enhance the learning experience and make abstract religious concepts more accessible to young learners. The findings of this study have significant implications for the use of multimedia in Islamic education. The success of Islamic animated videos in teaching the concept of Tawhid suggests that such tools can be effectively integrated into other areas of the Islamic curriculum. For example, animated videos could be used to teach the life of the Prophet Muhammad (PBUH), the stories of the companions, or the Five Pillars of Islam. These tools could help simplify complex teachings and make them more engaging for students, thereby fostering a deeper understanding of Islam.

In conclusion, the results of this study demonstrate the effectiveness of using Islamic animated videos to teach the concept of Tawhid to students at MIS Bahrul Ulum Batuliman Indah. The videos significantly enhanced students' understanding of the topic, increased their engagement in class, and fostered a deeper emotional connection to the material. The study highlights the potential of multimedia tools to transform the way religious education is delivered, making it more interactive, engaging, and accessible for young learners. Moving forward, incorporating multimedia tools into the curriculum could offer a more dynamic and effective approach to religious education in Islamic schools.

Discussion

The discussion of the results of this study highlights the effectiveness of Islamic animated videos in enhancing students' understanding of Tawhid at MIS Bahrul Ulum Batuliman Indah. The findings suggest that the use of multimedia tools, such as animation, provides an engaging and interactive way for young students to grasp complex Islamic concepts. One of the primary advantages of using animated videos is their ability to simplify abstract religious teachings, making them more accessible and relatable for children. By visually presenting the attributes of Allah and explaining the concept of Tawhid through stories and characters, the videos helped students internalize the core message of monotheism in a way that was engaging and memorable. One of the most significant observations from the study was the increase in student engagement. Prior to the intervention, students exhibited limited participation in class discussions about Tawhid. However, after the introduction of the animated videos, students were more motivated to engage with the material. This can be attributed to the dynamic nature of the videos, which combined visual elements, storytelling, and music, making the content more appealing to the students. Animated videos, as a form of edutainment, can captivate the attention of young learners in ways that traditional teaching methods might not. This heightened level of engagement is

crucial, as it suggests that students are more likely to retain information and apply it in real-life contexts when they are actively involved in the learning process.

The improvement in students' ability to articulate and apply the concept of Tawhid in their daily lives is another noteworthy outcome of this study. Before the intervention, many students could state that Allah is one, but they struggled to explain the significance of Tawhid beyond this basic statement. After watching the animated videos, students demonstrated a deeper understanding of Tawhid, including its implications for their worship and actions. This indicates that the videos helped students not only memorize facts but also connect the concept to their everyday lives. This shift from superficial knowledge to deeper understanding is a critical goal of religious education, particularly when teaching young children about the foundational principles of Islam. The study also revealed that the videos had a positive impact on students' emotional connection to the concept of Tawhid. Many students reported feeling closer to Allah after watching the videos, particularly when they saw how the prophets demonstrated the oneness of Allah through their actions. This emotional response underscores the power of storytelling in religious education. The videos were able to portray the spiritual significance of Tawhid in a way that resonated with students on an emotional level, helping them internalize the concept not just intellectually, but also spiritually. The emotional impact of the videos is particularly important because it suggests that the use of multimedia can enhance not only cognitive learning but also the development of a child's spiritual identity.

In terms of teacher feedback, the findings suggest that teachers viewed the animated videos as a valuable supplement to traditional teaching methods. Many teachers expressed that the videos provided a new and effective way to present the concept of Tawhid, making it easier for students to grasp. Teachers reported that the videos helped clarify abstract concepts and served as an excellent visual aid for explaining the oneness of Allah. This suggests that Islamic animated videos can be a useful tool in diversifying teaching strategies, providing a multimedia approach to religious education that complements verbal instruction and hands-on activities. Moreover, the videos also appeared to support differentiated learning. As observed in the classroom, some students struggled with the abstract nature of Tawhid, while others had a stronger foundational understanding. The animated videos helped bridge this gap by presenting the material in a way that was both visual and auditory, catering to different learning styles. Students who were more visual or auditory learners appeared to benefit significantly from the videos, as the combination of animation, songs, and narration helped them process and retain the information more effectively. This suggests that multimedia tools can be especially helpful in classrooms with diverse learners, providing a more inclusive learning environment.

The research also highlighted the positive impact of parental involvement. Parents were encouraged to watch the videos with their children at home, reinforcing the learning that took place in class. This home-school connection proved to be beneficial, as many students reported discussing the content of the videos with their parents. This additional layer of support helped strengthen the students' understanding of Tawhid, as it allowed for continued reinforcement of the concepts outside of the classroom. Parental involvement is essential in religious education, as it ensures that the values and teachings are reinforced in multiple contexts, promoting a more holistic learning experience. Despite the overall success of the intervention, some challenges were identified during the study. For instance, a small number of students found it difficult to stay focused during the video sessions. These students, who had shorter attention spans, struggled to maintain engagement for the full duration of the videos. However, this issue was addressed by the teachers through strategies such as pausing the videos for brief discussions or incorporating short breaks to re-engage the students. These adjustments helped ensure that the learning experience remained effective for all students, regardless of their attention span. This indicates that while multimedia tools can be highly engaging, teachers must be prepared to adapt their teaching strategies to accommodate the diverse needs of their students.

Another challenge identified in the study was the varying levels of prior knowledge among the students. While some students had a solid understanding of Islamic teachings, others were less familiar with the concept of Tawhid. Teachers addressed this challenge by providing additional explanations and examples to ensure that all students were able to follow along with the videos. This highlights the importance of differentiated instruction, where teachers tailor their methods to meet the diverse needs of their students. It also emphasizes the need for teachers to provide scaffolding and support for students who may require extra assistance in understanding complex religious concepts. The retention of knowledge was another area of interest in this study. The post-assessment results indicated that the students had retained a significant amount of information about Tawhid, particularly the key attributes of Allah and the importance of monotheism. This suggests that the videos were not only effective in teaching the students about Tawhid, but also in ensuring that the material was remembered over time. Retention is a critical factor in education, as it determines whether students can apply what they have learned in different contexts. The ability to recall and apply the concept of Tawhid long after the intervention indicates that the videos contributed to long-term learning.

The use of multimedia tools like Islamic animated videos also demonstrated the potential to create a more inclusive and engaging learning environment. The animated videos provided students with a visual and auditory experience that helped bring the concept of Tawhid to life in a way that traditional textbooks and lectures could not. The

videos' combination of colorful visuals, music, and storytelling made the learning process more enjoyable and memorable, which is especially important for younger students who may struggle with traditional forms of instruction. This highlights the potential of multimedia tools to enhance student engagement, particularly in religious education, which can sometimes be seen as dry or difficult to understand. The study also points to the broader implications of using multimedia in Islamic education. As technology continues to evolve, integrating multimedia tools into the curriculum offers a unique opportunity to make religious education more dynamic and interactive. The success of this study suggests that Islamic animated videos could be expanded to other areas of the curriculum, such as teaching the stories of the Prophets, the life of the Prophet Muhammad (PBUH), or the Five Pillars of Islam. These topics, which can sometimes be difficult for young students to understand, could benefit from the use of animation and storytelling, making them more accessible and engaging.

Another key takeaway from the study is the importance of adapting educational practices to meet the needs of modern learners. As children today are increasingly exposed to digital media, it is essential for educators to incorporate technology into the learning process. The use of Islamic animated videos aligns with the growing trend of using digital tools to enhance learning, and it offers a more modern and relevant approach to teaching religious concepts. By embracing these tools, educators can create a more engaging and effective learning environment that resonates with students in a way that traditional methods may not. In conclusion, the discussion highlights the significant positive impact of Islamic animated videos in teaching the concept of Tawhid to students at MIS Bahrul Uloom Batuliman Indah. The study demonstrated that these videos were highly effective in improving students' understanding, engagement, and retention of the material. Moreover, the emotional connection that students developed with the content emphasized the importance of using multimedia tools to enhance both cognitive and spiritual learning. As technology continues to evolve, the potential for using multimedia tools in religious education is vast, and this study serves as a valuable example of how such tools can be leveraged to create a more interactive and engaging learning experience. The success of this intervention suggests that Islamic schools can benefit from integrating multimedia resources into their curriculum to enrich students' understanding of key religious concepts and foster a deeper connection to their faith.

Conclusion

The use of Islamic animated videos proved to be an effective tool in enhancing students' understanding of Tawhid at MIS Bahrul Uloom Batuliman Indah. The study demonstrated that these videos significantly increased student engagement, improved knowledge retention, and deepened students' emotional connection to the concept of Tawhid. By presenting the abstract concept of Tawhid through visual storytelling, the videos made

the material more accessible and relatable to young learners, helping them not only understand the core message but also apply it in their daily lives. The positive results suggest that multimedia tools like animated videos can be a valuable supplement to traditional teaching methods, making religious education more interactive and engaging. Furthermore, the study highlights the potential for expanding the use of multimedia in Islamic education. The success of the animated videos in teaching Tawhid suggests that similar approaches can be applied to other areas of the Islamic curriculum. By incorporating engaging, visual, and interactive content, educators can foster a more dynamic learning environment that resonates with students. The findings underscore the importance of adapting educational practices to meet the needs of modern learners, and integrating multimedia resources can play a crucial role in enhancing the effectiveness of religious education in contemporary classrooms.

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