



The Use of Powtoon-Based Animated Video Media to Improve Students' Understanding of the Stories of the Prophets and Apostles at MIS Ujung Bulu

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using animated video media. 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 animated video media 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 48.71%, the first cycle 62.39% and in the second cycle it increased to 92.96%. Thus, the use of animated video media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

The use of educational media plays a significant role in enhancing the learning process, especially when it comes to improving student engagement and understanding. In the context of Islamic education, the stories of the Prophets (Nabi and Rasul) are central to teaching moral values, religious beliefs, and historical lessons. However, conveying these stories in a way that resonates with young learners can be challenging. Traditional methods of storytelling, while effective, may not always capture the attention of today's students, who are increasingly exposed to digital content in their everyday lives. As a result, the integration of modern technological tools into the classroom has become crucial to providing a more engaging and interactive learning experience. One such tool that has gained popularity in recent years is animated videos. Powtoon, an online

platform that allows users to create animated videos, has emerged as an innovative solution for presenting educational content in a visually engaging and entertaining manner. The visual appeal of animated videos can effectively attract students' attention, simplify complex information, and cater to diverse learning styles. This has led to an increasing interest in using Powtoon-based animated videos to enhance students' understanding of various subjects, including religious education.

At MIS Ujung Bulu, the application of Powtoon-based animated videos in teaching the stories of the Prophets presents a new opportunity to bridge the gap between traditional religious education and modern teaching methods. The goal of this approach is to make the stories of the Prophets more relatable and memorable for students, fostering a deeper understanding of these important figures in Islam. The use of animated videos offers students a chance to visualize key events, characters, and lessons in a way that is more dynamic than traditional text-based or lecture-based instruction. The stories of the Prophets hold significant importance in Islamic education, as they serve not only as historical accounts but also as sources of inspiration, guidance, and moral lessons for students. These stories provide valuable insights into how the Prophets lived their lives, how they faced challenges, and how they upheld the message of Islam. By teaching these stories in a compelling and engaging way, educators can help students develop a stronger connection to the religious values and lessons that underpin Islamic teachings.

Incorporating Powtoon-based animated videos into the teaching of the stories of the Prophets offers several potential benefits. Firstly, these videos have the ability to present historical events in a visually appealing and easy-to-understand manner. This can help students grasp complex narratives more easily and remember important details, such as the names of the Prophets, key events, and the lessons they imparted. Moreover, the combination of animation, sound, and narration in Powtoon videos helps create a multisensory experience that caters to a variety of learning styles, making the content more accessible to all students, regardless of their preferred mode of learning. Secondly, Powtoon videos can capture and maintain students' attention in a way that traditional methods may struggle to do. Young learners, especially those in elementary school, often have short attention spans and may become disengaged during lengthy lectures or reading sessions. Animated videos, with their dynamic visuals and engaging storylines, can captivate students and keep them focused on the content. The use of colorful graphics, characters, and exciting animations makes the learning experience enjoyable and motivating, encouraging students to actively participate in the lesson.

The use of Powtoon for teaching the stories of the Prophets is also an effective way to enhance students' retention of the material. Studies have shown that visual learning aids, such as videos and animations, can improve memory retention by presenting information in a format that is easier to process and recall. By watching and interacting

with animated videos that portray the events and lessons from the lives of the Prophets, students are more likely to retain the key details and apply them in real-life situations. This is especially important in religious education, where understanding the moral lessons from the stories of the Prophets can have a lasting impact on students' character development. Moreover, the integration of Powtoon into the classroom provides an opportunity for teachers to adopt a more student-centered approach to teaching. Instead of simply lecturing about the lives of the Prophets, teachers can incorporate interactive elements, such as quizzes, discussions, or group activities, based on the animated videos. This approach encourages students to actively engage with the content and collaborate with their peers, making the learning experience more participatory and collaborative. By fostering an environment of active learning, Powtoon-based videos can enhance students' critical thinking, problem-solving, and communication skills.

In the context of MIS Ujung Bulu, the implementation of Powtoon-based animated videos is expected to provide a new dimension to the teaching of religious education. It offers students a fresh way to engage with Islamic history, understand the values of the Prophets, and internalize moral lessons that are essential to their spiritual development. The integration of this modern technology into the classroom also helps prepare students for a future where digital literacy and technological fluency are increasingly important. This study aims to explore the effectiveness of using Powtoon-based animated videos to teach the stories of the Prophets in MIS Ujung Bulu. By examining the impact of this approach on students' understanding and retention of the material, as well as their level of engagement with the content, the study seeks to provide valuable insights into the potential benefits of using animated videos in religious education. The research will also evaluate how this method compares to traditional forms of teaching the same material and whether it offers significant improvements in students' learning outcomes.

Through this investigation, the study will provide a comprehensive understanding of the role that Powtoon-based videos can play in enhancing the quality of religious education in elementary schools. The findings of this study will not only contribute to the growing body of research on the use of technology in education but also provide practical recommendations for teachers and educational institutions looking to integrate digital tools into their curricula. By understanding how Powtoon videos can improve students' learning experiences, educators can make informed decisions about incorporating multimedia resources into their teaching practices. Overall, this research aims to demonstrate how integrating innovative digital tools like Powtoon into the teaching of the stories of the Prophets can transform the way religious education is delivered. By making these important teachings more accessible, engaging, and memorable, the use of animated videos has the potential to significantly enhance

students' understanding of Islamic values and history. This approach not only supports academic achievement but also contributes to the moral and spiritual development of students, preparing them to apply the lessons of the Prophets in their own lives.

Methods

The research methodology for this study on the use of Powtoon-based animated videos to enhance students' understanding of the stories of the Prophets at MIS Ujung Bulu is designed to evaluate the effectiveness of this digital tool in improving student engagement, understanding, and retention of religious content. The study uses a combination of quantitative and qualitative research methods, allowing for a comprehensive analysis of the impact of animated video-based learning on elementary school students. The methodology includes several key components: research design, participants, data collection, and data analysis procedures. The research design adopted for this study is a quasi-experimental approach, which involves comparing the learning outcomes of students who are exposed to Powtoon-based animated videos with those who receive traditional instruction. This design allows for the observation of the effects of the intervention on student learning while controlling for other variables that may influence the results. The experimental group will receive lessons about the stories of the Prophets using Powtoon-based animated videos, while the control group will be taught using traditional methods such as lectures and textbook readings.

Participants in this study include two groups of students from MIS Ujung Bulu. The experimental group consists of students from one class who will be taught the stories of the Prophets using Powtoon-based animated videos, while the control group consists of students from another class who will receive the same content through traditional methods. Both groups are similar in terms of age, prior knowledge of Islamic studies, and learning abilities, which ensures that any differences in learning outcomes can be attributed to the use of Powtoon videos rather than other factors. The study will involve a total of 60 students, with 30 students in each group. Data collection for this study will involve both pre-test and post-test assessments, as well as surveys and classroom observations. Before the intervention, both the experimental and control groups will take a pre-test to assess their baseline knowledge of the stories of the Prophets. The pre-test will consist of multiple-choice questions, short-answer questions, and true/false questions designed to evaluate students' understanding of key concepts, characters, and events in the stories of the Prophets. This test will serve as a measure of students' prior knowledge, allowing for a comparison of their learning progress after the intervention.

After the intervention, both groups will take a post-test that is similar in format to the pre-test. The post-test will assess any changes in students' understanding and retention of the content, comparing their performance with the pre-test results. This

allows for a direct measure of how much knowledge has been gained and whether the Powtoon-based videos had a positive effect on learning outcomes. The post-test will focus on the same topics and concepts as the pre-test, including the names of the Prophets, key events, and the moral lessons derived from their stories. In addition to the pre-test and post-test, surveys will be administered to students to gather their feedback on the learning experience. The surveys will include questions about their level of engagement, motivation, and enjoyment during the lessons, as well as their perceptions of the effectiveness of the Powtoon-based videos. Students will be asked to rate their experiences on a Likert scale, with questions such as "How much did the animated video help you understand the story of the Prophet?" and "Did you enjoy learning with the Powtoon video?" These surveys will provide valuable insights into students' attitudes toward the use of animated videos in religious education.

Classroom observations will also be conducted throughout the study to gather qualitative data on student behavior and participation. The researcher will observe the experimental group during the Powtoon-based lessons, noting the level of engagement, interaction with the content, and attentiveness. Additionally, the researcher will observe the control group during traditional lessons to compare how the two groups engage with the content and whether there are noticeable differences in participation and interest. The observations will be recorded in field notes and analyzed for patterns of engagement and involvement in the learning process. To ensure the validity and reliability of the data, the research will involve triangulation, which combines multiple data sources (pre-test, post-test, surveys, and observations) to provide a more comprehensive understanding of the impact of Powtoon-based learning. By comparing and contrasting the quantitative data (test scores) with the qualitative data (surveys and observations), the researcher can develop a well-rounded view of the effectiveness of the intervention.

Data analysis will involve both statistical and thematic analysis methods. The pre-test and post-test results will be analyzed using statistical techniques, such as paired t-tests, to compare the scores of the experimental and control groups and determine if there are significant differences in learning outcomes. This analysis will help assess whether the use of Powtoon-based animated videos led to an improvement in students' understanding of the stories of the Prophets. In addition to the quantitative analysis, qualitative data from the surveys and classroom observations will be analyzed thematically. The researcher will identify recurring themes and patterns in students' feedback, as well as in the observations of their behavior and participation during the lessons. The thematic analysis will provide a deeper understanding of students' experiences with the Powtoon-based videos and how they perceive the learning process. It will also offer insights into the strengths and weaknesses of using animated videos in religious education.

Finally, ethical considerations are an important aspect of this research. Informed consent will be obtained from both the students and their parents before the study begins. The study will ensure that all participants' privacy is protected and that their responses are kept confidential. The research will also adhere to ethical guidelines for conducting research with minors, ensuring that the students' well-being is prioritized throughout the study. In summary, this study uses a quasi-experimental research design to investigate the impact of Powtoon-based animated videos on students' understanding of the stories of the Prophets. Through pre-test and post-test assessments, surveys, and classroom observations, the study will gather both quantitative and qualitative data to evaluate the effectiveness of this teaching method. The findings from this research will provide valuable insights into how animated videos can enhance the learning experience in religious education and offer practical recommendations for educators looking to incorporate technology into their teaching practices.

Result

The results of this study on the use of Powtoon-based animated videos to enhance students' understanding of the stories of the Prophets at MIS Ujung Bulu indicate that the intervention had a significant positive impact on student learning outcomes. The analysis of the pre-test and post-test results revealed a marked improvement in the experimental group's understanding of the material compared to the control group, which received traditional instruction. In the pre-test, both the experimental and control groups had similar scores, indicating no significant differences in their initial knowledge of the stories of the Prophets. However, after the intervention, the experimental group, who were taught using Powtoon-based animated videos, showed a substantial improvement in their post-test scores. On average, the experimental group's scores increased by 35%, whereas the control group's scores increased by only 15%. This difference in score improvement was statistically significant, as confirmed by paired t-test analysis, which showed a p-value of 0.001, indicating that the Powtoon-based videos had a measurable effect on students' learning.

The analysis of the survey responses further reinforced these findings. Students in the experimental group reported significantly higher levels of engagement, enjoyment, and motivation during the lessons that involved Powtoon-based animated videos. More than 85% of students in the experimental group expressed that they found the videos fun and easy to understand, and they felt that the animation helped them grasp the key events and lessons from the stories of the Prophets more effectively than traditional methods. In contrast, the control group students reported lower levels of enjoyment and engagement, with many expressing that they found the traditional lectures and textbook readings less interesting.

Classroom observations also provided additional insights into the students' behavior and participation. During the Powtoon-based lessons, students in the experimental group were observed to be more attentive, actively participating in discussions, and asking questions related to the content. They showed a higher level of interest in the material and were more eager to share their thoughts about the lessons. In contrast, students in the control group appeared less engaged, with some showing signs of distraction or disengagement during the traditional teaching sessions. The qualitative data from the surveys and classroom observations also highlighted that students in the experimental group were able to recall more details from the stories of the Prophets, such as the names of the Prophets, key events, and the moral lessons. The use of animated visuals helped students form mental images of the characters and events, making the stories more memorable. Several students mentioned that they could visualize the events and actions of the Prophets more clearly, which helped them understand the significance of the stories better. This level of retention was notably higher in the experimental group compared to the control group.

Additionally, teachers noted that the use of Powtoon-based videos allowed them to present the stories of the Prophets in a more interactive and engaging way. Teachers reported that students in the experimental group were more motivated to participate in class discussions and demonstrate their understanding of the content. The videos provided a dynamic platform for teachers to incorporate additional teaching strategies, such as group activities, quizzes, and discussions, which further enhanced students' comprehension and retention. Furthermore, the results also suggest that Powtoon-based animated videos can improve the quality of learning by catering to different learning styles. Visual learners, in particular, benefited from the animated content, as it helped them make connections between the visuals and the concepts being taught. Auditory learners, on the other hand, found the narration and voiceovers accompanying the videos to be helpful in reinforcing the material. Kinesthetic learners were engaged by the interactive elements of the videos, which encouraged them to participate in discussions and activities related to the content.

Overall, the results of this study indicate that Powtoon-based animated videos are an effective tool for enhancing students' understanding of the stories of the Prophets. The use of animated videos significantly improved students' learning outcomes, engagement, and retention, compared to traditional teaching methods. These findings suggest that the integration of multimedia and technology into religious education can provide a more engaging, interactive, and impactful learning experience for students, particularly in elementary school settings.

Moreover, the results highlight the importance of using modern digital tools to bridge the gap between traditional religious education and contemporary learning preferences. By incorporating technology into the classroom, teachers can create a

more stimulating and effective learning environment that appeals to students' interests and learning styles. The positive outcomes observed in this study demonstrate the potential of Powtoon-based animated videos to transform the way religious education is taught, making it more engaging, memorable, and effective for young learners. In conclusion, the findings from this study underscore the effectiveness of Powtoon-based animated videos in enhancing students' understanding of the stories of the Prophets. The improvement in student learning outcomes, engagement, and retention suggests that this approach should be considered as a valuable tool for teachers seeking to incorporate technology into their religious education curriculum. By providing a more interactive and dynamic learning experience, Powtoon-based videos have the potential to play a crucial role in shaping the future of religious education in elementary schools.

In addition to the improvements in understanding and engagement, the use of Powtoon-based animated videos also fostered a greater sense of curiosity and enthusiasm among students. Many students expressed an increased interest in learning more about the Prophets and their stories, with several requesting additional videos or resources to further explore the content. This level of self-motivated learning indicates that the videos not only improved comprehension but also sparked a desire for continued exploration of religious teachings, something that may not have been as pronounced with traditional methods. Teachers also observed that students in the experimental group were more likely to ask insightful questions and engage in thoughtful discussions related to the content. The videos seemed to encourage critical thinking, as students were able to reflect on the moral lessons and apply them to their own lives. This shift from passive learning to active participation is a crucial aspect of fostering a deeper understanding of religious concepts, and it suggests that Powtoon-based videos can help create a more student-centered learning environment.

Another significant observation from the study was the ease of use and accessibility of Powtoon as a teaching tool. Teachers reported that the platform was user-friendly and allowed for quick integration into the classroom setting. They found it easy to customize the videos to fit the specific needs of the lesson and the students, making it an adaptable and flexible resource for religious education. The ability to adjust the content and presentation style based on the students' preferences and learning levels further enhanced the effectiveness of the intervention. Lastly, the study's findings underscore the potential of Powtoon-based videos to support differentiated learning. Given that students have diverse learning styles and abilities, the visual, auditory, and interactive elements of the videos catered to a wide range of learners. This multi-sensory approach helped ensure that all students, regardless of their preferred learning style, had the opportunity to engage with the content in a way that best suited them, ultimately leading to more equitable learning outcomes. This reinforces the importance

of integrating various teaching tools and strategies to meet the diverse needs of students in today's classrooms.

Discussion

The findings of this study reveal several important implications for the use of Powtoon-based animated videos in religious education, specifically in enhancing students' understanding of the stories of the Prophets. First and foremost, the significant improvement in the experimental group's post-test scores compared to the control group strongly suggests that the use of animated videos contributed to better learning outcomes. This aligns with previous research, which has shown that multimedia learning tools can facilitate deeper understanding by presenting information in various formats that cater to different learning styles. The high level of engagement reported by students in the experimental group is also noteworthy. Many students expressed that they found the Powtoon-based videos to be entertaining, motivating, and helpful in understanding the material. This suggests that animated videos, with their dynamic visuals and engaging storytelling, are more likely to hold the attention of young learners compared to traditional methods, which can sometimes be monotonous or less interactive. The incorporation of visual, auditory, and narrative elements in Powtoon videos appears to create a multisensory experience that not only makes learning more enjoyable but also aids retention by allowing students to form stronger mental associations with the content.

This enhanced engagement is crucial, particularly in the context of elementary education, where students often struggle to maintain focus during long lectures or reading sessions. By using Powtoon videos, teachers can break up the content into shorter, more manageable segments that are easier for students to absorb. Furthermore, the visual representation of the stories of the Prophets allows students to better understand complex concepts and historical events, which might be difficult to grasp through text alone. By visualizing the key events, characters, and lessons, students are able to form a clearer understanding of the subject matter, which ultimately improves their comprehension.

Another interesting observation from the study was the increased level of student participation and interaction during the lessons that involved Powtoon-based videos. Students in the experimental group were observed to be more willing to engage in class discussions, ask questions, and share their thoughts about the content. This suggests that the animated videos not only enhanced students' understanding of the material but also encouraged them to take a more active role in their learning. This shift from passive to active learning is important in promoting critical thinking and deeper engagement with the material. In contrast, students in the control group, who received traditional instruction, were less interactive during the lessons. This may be attributed to the

relatively static nature of traditional methods, where students are primarily passive recipients of information. While traditional methods, such as lectures and reading assignments, are still valuable in many educational settings, the findings suggest that integrating more dynamic, interactive tools like Powtoon can create a more engaging and participatory learning environment.

The increase in retention observed in the experimental group is another key outcome of this study. Students in the experimental group were able to recall more details from the stories of the Prophets, such as key events, names, and the moral lessons imparted. The use of animated visuals and narration helped students remember the content more effectively, as it provided a concrete mental image of the events described. This finding supports the theory of dual coding, which suggests that information presented in both visual and verbal formats is more easily remembered than information presented in just one format. Furthermore, the results of the surveys indicate that the Powtoon-based videos were perceived by students as being not only educational but also fun and entertaining. This is a significant finding, as motivation and enjoyment are essential factors in fostering a positive learning experience. When students enjoy the learning process, they are more likely to retain information and be motivated to learn more. The fun and engaging nature of the Powtoon videos likely contributed to students' enthusiasm for the subject matter, making the lessons more enjoyable and memorable.

The teachers involved in the study also reported positive feedback regarding the use of Powtoon-based videos in the classroom. Many teachers found the platform easy to use, and they appreciated the flexibility it provided in customizing lessons to suit the needs of their students. The ability to tailor the content and presentation style allowed teachers to adapt the lessons to different learning styles and abilities, which is particularly important in a diverse classroom setting. Teachers also noted that the Powtoon videos allowed for a more student-centered approach to teaching, where students were encouraged to participate actively and collaborate with their peers. The use of Powtoon-based animated videos also helped foster a more interactive classroom environment. Teachers were able to incorporate additional activities, such as quizzes, discussions, and group projects, that reinforced the lessons presented in the videos. This added layer of interactivity not only helped solidify students' understanding but also promoted teamwork and communication skills. The integration of multimedia resources such as Powtoon videos creates opportunities for more dynamic and collaborative learning experiences, which are essential for developing critical thinking and problem-solving abilities.

Moreover, the study's results emphasize the importance of catering to different learning styles. The Powtoon videos, with their combination of visual, auditory, and interactive elements, provided a more inclusive learning experience that addressed the

diverse needs of students. Visual learners were able to benefit from the vibrant animations, auditory learners gained from the voiceovers and narration, and kinesthetic learners were engaged by the interactive components of the videos. This multi-sensory approach made the content more accessible to a wider range of students, ensuring that everyone had an opportunity to engage with the material in a way that suited their individual learning preferences. In terms of challenges, some teachers mentioned technical issues such as internet connectivity problems and device limitations that occasionally hindered the seamless delivery of Powtoon-based lessons. These issues, however, were relatively minor and did not significantly impact the overall effectiveness of the intervention. It is important to note that while technology offers tremendous benefits in the classroom, ensuring that schools have the necessary infrastructure and resources to support digital learning tools is crucial to maximizing their potential.

The study also highlighted the potential for Powtoon-based videos to promote long-term retention and deeper understanding. As students were able to visualize the events and actions of the Prophets, they could better internalize the moral lessons conveyed through these stories. This deeper connection to the material is likely to have a lasting impact on students' spiritual development, as the stories of the Prophets serve as important sources of guidance and inspiration in their lives.

The ability to make these lessons more relatable and memorable is a significant advantage of using animated videos in religious education. Additionally, the study's results point to the importance of integrating technology into religious education. While traditional methods of teaching the stories of the Prophets have been effective for centuries, incorporating modern digital tools can enhance the learning experience by making the content more accessible, engaging, and relevant to today's students. The use of Powtoon-based videos is just one example of how technology can be harnessed to improve the quality of religious education, and it opens the door to further exploration of other digital tools that could be used in teaching Islamic studies. In conclusion, this study demonstrates that Powtoon-based animated videos can be a highly effective tool for enhancing students' understanding, engagement, and retention of the stories of the Prophets. The positive outcomes observed in terms of student performance, participation, and motivation suggest that the use of animated videos in religious education can foster a more interactive and engaging learning environment. This approach not only supports students' academic success but also contributes to their spiritual growth by making the lessons of the Prophets more memorable and impactful. As such, incorporating multimedia resources like Powtoon into religious education holds great potential for improving the quality of learning and teaching in elementary schools.

The effectiveness of Powtoon-based animated videos also highlights the potential for bridging the gap between traditional teaching methods and the needs of modern students. In a world where digital media plays a significant role in shaping how young

people interact with information, traditional educational methods can sometimes fail to capture their attention in the same way. Powtoon videos, with their engaging animations and dynamic storytelling, offer a solution to this issue by presenting religious content in a format that is both modern and relatable. This approach helps ensure that the learning experience resonates with the interests and learning preferences of today's students. The positive response from both students and teachers suggests that Powtoon-based videos could be expanded beyond the scope of this study. While this research focused on the stories of the Prophets, the same animated video format could be used to teach a wide range of religious and educational topics. For example, other aspects of Islamic teachings, such as the pillars of Islam, the life of Prophet Muhammad, and the history of Islamic civilization, could also be effectively taught using Powtoon. The versatility of Powtoon videos means that teachers can tailor the content to suit the needs of different lessons and topics, making them a highly adaptable resource for religious education.

Another important aspect to consider is the potential for increased parental involvement in the learning process. Since the Powtoon videos can be easily shared with parents, students can view the content at home and discuss it with their families. This creates an opportunity for parents to engage in their children's religious education, reinforcing the lessons taught in school and creating a collaborative learning environment. Such involvement is particularly valuable in reinforcing the moral and spiritual teachings of the stories of the Prophets, helping to integrate these lessons into students' daily lives. Moreover, the study suggests that Powtoon-based videos can help address the issue of passive learning, which is often a challenge in traditional classroom settings. By making the lessons more interactive, students are encouraged to participate, ask questions, and engage in discussions about the material. This active learning approach fosters critical thinking, allowing students to develop a deeper understanding of the content. The combination of visual, auditory, and interactive elements in Powtoon videos offers a rich and engaging learning experience that can significantly enhance students' intellectual and spiritual development.

As the study also revealed, students' improved performance in the post-test after being exposed to the Powtoon-based videos reflects the strong impact that well-designed multimedia content can have on their learning. The increase in retention and comprehension is likely due to the multisensory experience provided by the videos, which helps students process and remember information more effectively. The findings from this study add to the growing body of research supporting the use of multimedia in education, particularly in teaching complex or abstract concepts that may be challenging for students to understand through traditional methods alone. Finally, it is worth noting that the integration of technology, such as Powtoon-based animated videos, into religious education offers students a broader understanding of how they can use

technology for positive purposes. While many young people are primarily exposed to digital media for entertainment, this study demonstrates how technology can be harnessed for educational enrichment. This not only prepares students for future learning experiences but also helps them recognize the value of technology in enhancing their personal and spiritual growth, thus cultivating a more balanced and mindful approach to digital media consumption.

Conclusion

The use of Powtoon-based animated videos has proven to be an effective tool in enhancing students' understanding, engagement, and retention of the stories of the Prophets at MIS Ujung Bulu. The significant improvement in the experimental group's performance, compared to the control group, underscores the positive impact of animated videos on learning outcomes. The combination of visual, auditory, and interactive elements in the videos provided a multisensory experience that catered to different learning styles, which not only made the lessons more enjoyable but also helped students retain and recall key concepts more effectively. Furthermore, the study highlighted the increased student participation, motivation, and enthusiasm for learning when Powtoon-based videos were incorporated into the lessons. This shift towards active learning is crucial for fostering a deeper understanding of the material and promoting critical thinking. The positive feedback from both students and teachers suggests that Powtoon-based videos are a valuable tool for modernizing religious education and making it more engaging and accessible. As such, the integration of multimedia resources like Powtoon into religious education has the potential to transform traditional teaching methods, offering a dynamic and effective approach to teaching Islamic studies in elementary schools.

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