



Utilizing Way of Life (WOL) Animated Videos as a Learning Tool for Islamic Cultural History in Islamic Education at Madrasah

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Article History:

Received: March 25, 2024; Revised: April 12, 2024; Accepted: May 27, 2024; Published: June 28, 2024

Abstract: Utilizing the Way of Life (WOL) Animated Video as a Learning Tool for Islamic Cultural History in Islamic Religious Education at Madrasah

Objective: This study examines the utilization of video as a medium for teaching the history of Islamic culture in grade 4 MI Nurul Islam. **Method:** This research uses the descriptive qualitative method. The data collection method used in this research is the survey method. This research was conducted through a survey using a Google-like tool targeting 30 fourth-grade students of MI Nurul Islam. **Results:** Data analysis shows 100% answered yes that learning the history of Islamic culture through animated videos is easy. The results showed that all fourth-grade students of MI Nurul Islam responded positively to the animated video learning according to their wishes. **Conclusion:** Animated video learning is fun and easy to understand, and according to the student's wishes, they positively respond to learning animated video fun. **Contribution:** This research contributes scientific information in Islamic religious education about using animated video way of life (wol) to teach Islamic cultural history (ski) in schools.

Keyword: Way of Life (WOL); Animation Video; Learning Media; Islamic Cultural History; Islamic Education

Abstrak: Pemanfaatan Video Animasi Way of Life (WOL) sebagai Media Pembelajaran Sejarah Kebudayaan Islam pada Mata Pelajaran Pendidikan Agama Islam di Madrasah

Tujuan: Penelitian ini mengkaji pemanfaatan video sebagai media pengajaran sejarah budaya Islam di kelas 4 MI Nurul Islam. **Metode:** Penelitian ini menggunakan metode deskriptif kualitatif, metode pengumpulan data yang digunakan dalam penelitian ini adalah metode survei. Penelitian ini dilakukan melalui survei menggunakan alat sejenis Google yang menyasar 30 siswa kelas IV MI Nurul Islam. **Hasil:** Analisis data menunjukkan 100% menjawab ya bahwa mempelajari sejarah kebudayaan Islam melalui video animasi itu mudah. Hasil penelitian menunjukkan bahwa seluruh siswa kelas IV MI Nurul Islam memberikan respon positif terhadap pembelajaran video animasi sesuai dengan keinginannya. **Kesimpulan:** Pembelajaran video animasi itu menyenangkan, mudah dipahami dan sesuai dengan keinginan para siswa dan mereka memberikan respon positif terhadap pembelajaran video animasi menyenangkan. **Kontribusi:** Penelitian ini berkontribusi sebagai sumber informasi ilmu pengetahuan di bidang pendidikan agama Islam tentang pemanfaatan video animasi way of life (wol) sebagai media pembelajaran sejarah kebudayaan Islam (ski) di sekolah.

Kata Kunci: Way of Life (WOL); Video Animasi; Media Pembelajaran; Sejarah Kebudayaan Islam; Pendidikan Agama Islam

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To cite this article:

Anwar, M. T., & Soraya, I. (2024). Utilizing Way of Life (WOL) Animated Videos as a Learning Tool for Islamic Cultural History in Islamic Education at Madrasah. *At-Ta'lim: Media Informasi Pendidikan Islam*, 23(1), 115-124. <http://dx.doi.org/10.29300/attalim.v23i1.4994>

A. INTRODUCTION

The learning process is an arrangement of elements, including people, materials, facilities, tools, and processes, that influence and integrate them to achieve learning goals (Urh et al., 2015). The learning process is interactive between learning objectives, students, teachers, materials, and assessments in the learning environment. It cannot be separated from learning and its internal components (Keinänen et al., 2018). Each part is interconnected and influences each other throughout the learning process. In addition, it is necessary to keep abreast of scientific and technological developments so that classrooms can adapt to current needs and student characteristics (Dolenc & Aberšek, 2015). Since the development of science and technology impacts every generation in various forms of education, the 21st generation will obtain education based on the development of science and technology.

The need for educational programs for students not only overcomes the limitations of students' experiences but also creates unity of vision, stimulates interest in learning and learning activities, and provides basic concepts that are directly, specifically, and meaningfully related to students' understanding comprehensively, experiencing from the concrete to the place (Papanastasiou et al., 2019). Learning media is a means for teachers to convey material to be easily understood by students (Moghavvemi et al., 2018); learning media is necessary for teachers to make students more eager to learn (Vagg et al., 2020). Learning media is needed to improve and arouse new desires and interests in the learning process; many learning media can help make it easier for teachers to teach (Sucipto, 2019). One of the interesting learning media at this time is using animated videos; animated videos are a combination of two media, namely audio media and visual media; audio-visual media is capable of displaying sound and images (Kumar et al., 2020). For example, movies, TV, animation, and many others. Elementary school children generally learn 50% of what is heard and seen so that students better understand a lesson from what is seen and heard.

Using interesting media in teaching and learning can arouse students' motivation to learn. Teachers have a lot of work to do to decide which curriculum is right for their students (Shawer, 2017). Especially when it comes to religion, the teacher does not have to be able to teach, but the students must be able to understand, work, and practice religious values; the teacher has a very important role in the moral formation of students (Gleeson & O'Flaherty, 2016). In the Islamic Cultural History course, which tells the story of the Prophet Muhammad SAW and his companions, students should know that during their education, they will learn about the journey of the Prophet Muhammad SAW around the world to establish Islam. The subject of Islamic cultural history in the private madrasah Ibtidaiah is a subject that children do not like. Therefore, videos as learning media can help students learn Islamic history and culture (Uzum et al., 2021). But teachers must learn from this story. Only then can the teacher know the journey of the previous Muslims, namely the Prophet Muhammad and his companions.

In the digital era, educational methods have rapidly evolved, incorporating technology to enhance the learning experience (Subhash & Cudney, 2018). One of the most significant advancements is multimedia, including animation videos, as a medium for educational content (Yousafzai et al., 2016). Islamic Education, particularly the subject of Islamic Cultural History, often faces challenges in engaging students with complex historical events and cultural developments (Savenije et al., 2022). Traditional teaching methods, while effective, can sometimes fail to captivate students' attention and make historical content more relatable and accessible.

Using animation videos, such as the Way of Life (WOL) series, presents an opportunity to bridge this gap (Bello-Bravo et al., 2021). These videos can present Islamic cultural history dynamically and visually appealingly, making the learning process more interactive and engaging. Abstract historical concepts and events can be brought to life through animation, allowing students to understand and appreciate Islam's cultural richness (Savenije et al., 2022).

In Madrasah settings, where Islamic Education plays a central role in students' development, it is crucial to adapt modern learning tools to enhance the quality of education (Hanafi et al., 2021). Animation videos like WOL can provide an innovative approach to teaching Islamic Cultural History, enabling students to connect more deeply with the material.

Studies indicate that animation can make complex historical events more accessible by turning abstract concepts into visual narratives (Melinda et al., 2017; Hikmah & Purnamasari, 2017; Isti et al., 2020; Prasetya et al., 2022). Various multimedia tools, including video and animation, have been employed to teach subjects like Islamic History and Cultural Heritage (Yuliana et al., 2025; Mashuri, 2020; Rahmatullah, 2011; Shofiyyah et al., 2020). However, while multimedia tools have been studied, limited research focuses on using animation videos, particularly the Way of Life (WOL) series, in teaching Islamic Cultural History in Madrasah settings.

Although the effectiveness of multimedia in education has been widely acknowledged, there is a notable gap in research regarding the specific use of animation series like WOL for Islamic Cultural History in Madrasah classrooms. Most studies on Islamic History in Islamic Education focus on traditional teaching methods, such as textbooks and lectures, which may not fully engage students in the digital age. Moreover, the application of WOL videos in Islamic Education remains largely unexplored, and its impact on student understanding of Islamic culture and history is not well documented.

This research introduces the novel approach of utilizing Way of Life (WOL) animated videos to teach Islamic Cultural History in Madrasah. The study offers a unique perspective on enhancing historical learning by combining high-quality animation with Islamic cultural content. The novelty lies in its focus on how WOL videos can specifically improve students' understanding of Islamic culture more engagingly than traditional methods. This research also paves the way for future integration of multimedia content in Islamic Education, potentially transforming how Islamic cultural history is taught in Madrasah and other Islamic educational institutions.

B. METHOD

This study employs a descriptive qualitative method with a phenomenological approach. This method allows researchers to understand and explore the meaning of human experiences related to using the Way of Life (WOL) animated video in Islamic Cultural History learning. The research strategy used is phenomenology, which explores the essence of students' and teachers' experiences using the WOL animated video as a learning medium.

This research was conducted at Madrasah Ibtidaiyah (MI) Nurul Islam in 2023. The research subjects were 30 student respondents selected using a purposive sampling technique.

Data in this study were collected through surveys and interviews. The survey was conducted using an online questionnaire distributed to students and teachers via Google Forms. Interviews were conducted with several Islamic Education teachers to understand better the effectiveness of using the WOL animated video.

The collected data will be analyzed using data reduction, presentation, and conclusion drawing. Data reduction involves selecting and filtering relevant data based on the research focus. Data presentation structures the data into a descriptive narrative to illustrate key patterns and findings. The conclusion summarizes the findings based on the analyzed data to provide recommendations regarding using the WOL animated video in Islamic Cultural History learning.

To ensure data validity, this study employs source and method triangulation: (1) Source triangulation compares data from students and teachers to assess the consistency of findings; (2) Method triangulation combines surveys and interviews to enhance data accuracy.

C. RESULTS AND DISCUSSION

The research was conducted with a Google survey of 30 sixth-grade respondents of MI Nurul Islam. Data analysis was carried out by calculating the number of alternative answers given by respondents to the questionnaire that had been distributed, with alternative answers in the form of "yes" or "no." The rating scale shows the percentage of students who answered "Yes" by 100%, which means that the utilization of animated learning videos received a positive response. The interpretation criteria are as follows:

Table 1. Assessment Criteria

x	
$0 < x < 25$	No one
$25 < x < 50$	A small portion
$x = 50$	Almost half
$75 < x < 100$	Half
$x = 100$	Almost all
	All of them

The following picture is the result of the research on the responses of the 4th grade students of MI Nurul Islam.

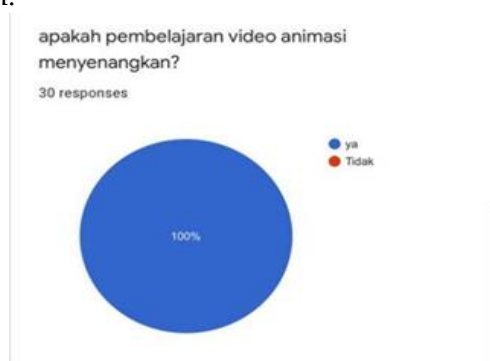


Figure 1: Percentage of student response

1. Fun Animated Video Learning

Figure 1 shows that in the student's response to the fun animation learning, 100% of students stated yes, and 0% stated no to whether animation video learning is fun contained in the questionnaire. The selection of appropriate learning media will make students not bored and motivated to learn. Learning media is very good for students because it increases knowledge and can foster a spirit of learning for students. Initial product design development was carried out to the needs of students who still need attractiveness in the learning process. Animated video media is made and developed as interesting as possible with a combination of colors on the background and moving animations that make students seem to be watching a movie (additional words of the story method).

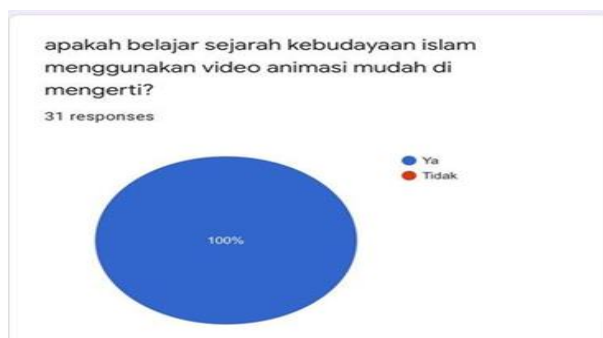


Figure 2. Persentase Respons Siswa

2. Learning Islamic Cultural History Using Animated Video

From Figure 2, the results show that students' responses to learning the history of Islamic culture using animated videos are easy to understand; 100% of students said yes, and 0% said no to the question of learning the history of Islamic culture using animated videos is easy to understand. The subject of history is very boring. The beginning of prophet Muhammad received the first revelation from the student book lesson 1. The next step is to compile the material input into the animated video. After compiling the material, the next stage is to create a product design that will be made because history tells the past that has passed, so it no longer needs to be repeated. Hence, the children who follow this historical subject are always identical: "yawning and sleepy." To remember from this history, in the end, the teacher applies the memorization method to his students. Students are highly emphasized in the cognitive domain in this subject.

Teachers learning this history should understand it in advance to teach it so students do not feel bored with history lessons (Pan et al., 2023). Teachers, as much as possible, should package it well in this subject (Mouza et al., 2014). Students who study history are to learn the past, but not for the past; learning history is for the present and the future because both are to seek knowledge, both from history subjects and other subjects.

History is very important for students to know because history is an education to know the past that is experienced as much as possible for them to learn (Voet & De Wever, 2016). Moreover, in the teaching and learning process on the subject of Islamic cultural history, which tells the story of the Prophet and his Companions needs to be said to students so that they know how the historical journey of the Companions of the Prophet to fight for Islam so that until now it continues to shine.

Stories are important in attracting children's attention and building their mindset. The story ranks first as the basic foundation of the method of thought that positively impacts the child's mind because stories are favored. Stories can improve the morals of human generations at this time.

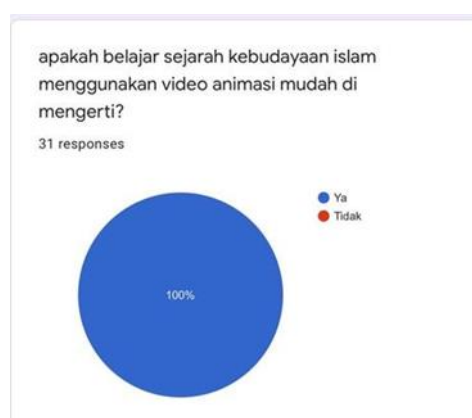


Figure 3. Presentase Respons Siswa

3. Animated Video Learning as desired by students

From Figure 3, it is obtained that the student's response to the learning of animated videos is as desired by the students; 100% of the students stated yes, and 0% stated no to the question of learning the history of Islamic culture using animated videos is easy to understand. Learning leads to the development of learning videos. Learning videos will be more interesting if they are packaged in animation, considering that video viewers are children interested in new things. Koumi states the advantages of animation are "Viewers like animations, and they say they learn from them. Making viewers feel good (rather than bored) might stimulate learning". Video packaging in animation attracts students to study harder; the material presented looks interesting, and it is easier to receive learning material.

The learning method is one of the learning components (Loey et al., 2021). To achieve successful learning, educators must be able to choose the right learning method in the process. There are many learning methods here; educators play a very important role in choosing and determining what methods will be applied to the learning material (Henriksen et al., 2017). Video packaging in animation attracts students to study harder; the material presented looks interesting, and it is easier to receive learning material.

Learning methods are one of the components that exist in learning (Rasheed et al., 2020). To achieve successful learning, educators must be able to choose the right learning methods (Bruggeman et al., 2021). There are many learning methods, and educators play a very important role in choosing and determining what methods will be applied to the learning material.

Video packaging in animation attracts students to study more actively, the material presented looks interesting and makes it easier to receive learning material (Hanif, 2020). Learning methods are one of the components that exist in learning (Rasheed et al., 2020). To achieve successful learning, educators must be able to choose the right learning methods. There are many learning methods here, and educators play a very important role in choosing and determining what methods will be applied to the learning material.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The results of this study can be used to support the development of the Islamic Religious Education (PAI) curriculum, especially in adapting multimedia-based learning methods that align with the characteristics of today's digital generation as well as encouraging the integration of technology in SKI learning, which is in line with digital developments in education. The use of audiovisual media can overcome the limitations of textbooks in describing historical events.

2. Research Contributions

This study contributes to using animation-based learning media to enhance students' understanding of Islamic Cultural History subjects. The main novelty of this research lies in exploring how Way of Life (WOL) animation videos can be utilized as an effective tool for delivering Islamic history material in a more engaging, interactive, and easily comprehensible way for madrasah students. Unlike conventional teaching methods, which are often text-based and less appealing to students, this study demonstrates that animation can increase student engagement, stimulate their imagination about historical events, and help them grasp the Islamic values embedded in historical narratives. Additionally, this research examines the effectiveness of animation media in improving students' memory retention and interest in learning Islamic Cultural History. Thus, this study enriches the literature on innovation in Islamic education while offering a new approach more relevant to students' learning needs in the digital era..

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future researchers could focus on developing more diverse and in-depth animated video content covering various aspects of Islamic cultural history. This could include adding new themes, such as the development of Islamic science, contributions of Islam in art, architecture, or governance, and providing students with a more comprehensive overview. Additionally, exploring the combination of WOL animated videos with other educational media, such as interactive applications or other visual aids, could enrich students' learning experiences and have a broader impact.

F. CONCLUSION

Animated video learning is proven to be fun and fulfill students' desires. The results concluded that all fourth-grade students of MI Nurul Islam responded positively to the fun animated video learning. This can be seen from the data analysis that 100% gave a positive response to learning through funny animated videos. All fourth-grade students of MI Nurul Islam gave a positive response to learning the history of Islamic culture using animated videos that are easy to understand. Data analysis shows that 100% answered yes that learning the history of Islamic culture through animated videos is easy. To understand, all students of sixth grade MI Nurul Islam positively responded to learning video animation according to their wishes. The data analysis shows that 100% answered yes that animated video learning is by the students' pleasure.

This media can enhance students' understanding and motivation to learn. Visualizing material through animation helps students easily grasp complex and abstract historical concepts. Additionally, engagingly presenting content through animated videos can increase students' interest and involvement in learning. Thus, integrating WOL animated videos into SKI learning in madrasahs can be an effective alternative instructional medium to improve the quality of the teaching and learning process.

WOL animated videos have been proven effective in improving students' understanding of Islamic cultural history. These animated videos can present information engagingly and interactively, helping students comprehend historical concepts more easily and enjoyably. With captivating visuals, these videos also enrich the learning experience and motivate students to take a greater interest in the subject matter. Moreover, this media supports a more dynamic learning process and can be adapted to the Islamic Education curriculum in madrasahs. Overall, utilizing WOL animated videos positively enhances the effectiveness of Islamic cultural history education among madrasah students.

ACKNOWLEDGMENTS

The author would like to express sincere thanks to the administration of Madrasah Ibtidaiyah (MI) Nurul Islam for their support and facilitation during the research process, as well as to the co-author (IS), who served as the academic advisor and provided valuable guidance and input that significantly contributed to the preparation of this scholarly work.

AUTHOR CONTRIBUTIONS STATEMENT

All authors provided critical feedback and helped shape the research, analysis and manuscript. MTA: Conceptualization, Research framework & Writing - Original Draft. IS: Conceptualization & Review.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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