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Animated Video-Based Fun Learning As A PAI Learning Model

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Abstract

The development of digital technology requires innovation in the learning of Islamic Religious Education (PAI) to suit the characteristics of today's students. This study aims to analyze animated video-based fun learning in PAI learning and its relevance in increasing student motivation and involvement. The research uses a qualitative approach with the type of library research. Data was obtained from books, scientific journals, and relevant academic documents, then analyzed using descriptive analysis and content analysis techniques. Studies show that the integration of fun learning and animated videos is able to create a more interactive, interesting, and student-centered learning atmosphere. Animated videos help deliver PAI material through a combination of visual and audio elements so that it makes it easier to understand abstract concepts. This approach also supports increased learning motivation, active participation, and internalization of Islamic values. Thus, fun learning based on animated videos can be an innovative alternative in PAI learning that is relevant to the needs of students in the digital era.

Keywords: Fun Learning, Animated Videos, Islamic Religious Education, Learning Media.

INTRODUCTION

Development of digital technology has brought significant changes to the world of education, including in the learning process of Islamic Religious Education (PAI). Students in the digital era have different characteristics compared to the previous generation. They are more familiar with technology, are quicker to receive visual information, and tend to prefer interactive and engaging learning. This condition requires educators to be able to adapt to technological developments so that the learning process remains relevant to the needs of students. Juridically, Law Number 20 of 2003 concerning the National Education System emphasizes that education is a conscious and planned effort to create a learning atmosphere and learning process so that

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students actively develop their potential. (Indonesia, Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 Ayat (1)., 2003)

From an Islamic perspective, the educational process has an important role in developing human potential optimally. Allah SWT. said in QS. An-Nahl verse 78:

وَاللّٰهُ اَخْرَجَكُمْ مِّنْۢ بُطُوْنِ اُمَّهٰتِكُمْ لَا تَعْلَمُوْنَ شَيْـًٔاۙ وَّجَعَلَ لَكُمُ السَّمْعَ وَالْاَبْصَارَ وَالْاَفْـِٕدَةَۙ لَعَلَّكُمْ تَشْكُرُوْنَ

"And Allah brought you out of your mother's womb in a state of ignorance, and He gave you hearing, sight, and heart that you should be grateful." (QS. (An-Nahl: 78)

This verse shows that humans acquire knowledge through various means bestowed by Allah SWT., namely hearing, sight, and heart. Therefore, the learning process should utilize various media that are able to optimize these functions so that educational goals can be achieved effectively.[2](Amalia, 2023) (Shihab, 2006)

Islamic Religious Education learning is not only oriented to the mastery of religious knowledge, but also aims to shape the character, attitude, and behavior of students in accordance with Islamic values. However, in practice, PAI learning is still often carried out through the teacher-centered lecture method, causing students to be less active and easily bored. This condition can hinder the achievement of learning goals optimally. Therefore, learning innovations are needed that are able to increase students' motivation, participation, and learning experience.

One approach that can be applied is fun learning. Fun learning is a learning approach that emphasizes creating a learning atmosphere that is fun, comfortable, interactive, and does not cause pressure for students. Through a fun learning atmosphere, students are expected to be more motivated to follow the learning process, actively participate, and be able to understand the material better.[3] Fun learning can also help teachers build positive relationships with students so that the learning process takes place more effectively.(Amalia, 2023)

The implementation of fun learning needs to be supported by the use of learning media that is in accordance with the characteristics of students in the digital era. One of the media that is considered effective is animated videos. Animated video is an audio-visual medium that combines elements of moving images, text, sound, and certain effects so that it is able to present learning materials in a more attractive way. The use of animated videos can help students understand abstract concepts, increase attention during learning, and create a more meaningful learning experience.

The Multimedia Learning Theory put forward by Richard E. Mayer explains that students will learn more effectively through a combination of words and pictures rather than just using words. The theory reinforces the assumption that animated videos have great potential to

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improve the quality of learning because they are able to integrate visual and verbal elements simultaneously. In the context of PAI learning, animated videos can be used to convey material on faith, worship, morals, Islamic history, and other Islamic values in a more interesting and easy-to-understand way. (Mayer, 2009)

Various previous studies have shown that fun learning and animated videos have a positive contribution to the learning process. Ulfah Nisa Nurul Amalia found that the application of fun learning is able to create a more interesting learning atmosphere and increase student involvement in learning Islamic Religious Education.Research conducted by Laila Rahma Mirda, Mohammad Saat Ibnu Waqfin, and Wahyudi shows that the use of animated videos can help students understand the value of responsibility in PAI subjects. (Amalia, 2023) (Laila Rahma Mirda, 2025)

Other research conducted by Nisaul Hasanah Mahsusin, Ratu Bilqis, Widyo Nugroho, and Suklani concluded that learning video media is effective in improving student learning outcomes. (Nisaul Hasanah Mahsusin, 2022)

However, most previous research still addressed fun learning and animated videos separately. Research on the integration of animated videos as a support for the creation of fun learning in Islamic Religious Education learning is still relatively limited. In fact, the combination of a fun learning approach and the use of animated videos has the potential to create a more interesting, interactive, and appropriate learning process in accordance with the characteristics of students in the digital era. This condition shows that there is room for the development of studies that need to be further researched. Based on this description, this article aims to analyze animated video-based fun learning in Islamic Religious Education learning as one of the learning innovations that is able to increase students' motivation, engagement, and learning experience in the digital era.

LITERATURE REVIEW

Fun learning is a learning approach that emphasizes creating a learning environment that is fun, comfortable, and does not cause pressure for students. This approach aims to increase students' motivation, involvement, and understanding of the material studied. According to Tony Ghaye, fun learning is an effort to create a positive learning environment so that students feel comfortable in participating in learning and more easily accept the material presented. Fun learning not only serves as a means of entertainment, but also becomes a strategy to increase the effectiveness of the learning process through the active involvement of students in every learning

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activity. (Ghaye, 2019)

The application of fun learning is based on several important principles, namely the active involvement of students, the relevance of the material to real life, creativity and innovation in learning, collaboration and communication, and appreciation for the diversity of students' abilities. In addition, fun learning also needs to provide space for students to explore, express opinions, and gain meaningful learning experiences. Thus, fun learning can create a more interactive learning atmosphere and encourage students to learn optimally. (Sanjaya, 2021)

Animated video is one of the audio-visual learning media that combines elements of moving images, sound, text, and visual effects to convey information in an interesting and easy-to-understand manner. This media is able to help students understand abstract concepts through the presentation of more concrete and communicative material. In learning, animated videos can be used to explain a process, describe events, or convey certain values more effectively than verbal delivery alone. (Arsyad, 2019)

The use of animated video in learning is supported by the Multimedia Learning Theory proposed by Richard E. Mayer. This theory explains that students will learn more effectively through a combination of words and pictures rather than just using words. According to Mayer, the learning process occurs when students actively process information received through visual and verbal channels simultaneously. Therefore, animated videos have great potential to increase students' attention, motivation, and understanding of learning materials. (Mayer, 2009)

Islamic Religious Education is a conscious and planned effort to guide students to understand, appreciate, and practice Islamic teachings in daily life. According to Abdul Majid and Dian Andayani, Islamic Religious Education is a coaching process that is carried out systematically to form students who have faith, piety, and noble character based on Islamic teachings. Islamic religious education is not only oriented towards mastering cognitive aspects, but also includes the formation of attitudes and behaviors that are in accordance with Islamic values. (Andayani, 2006)

In its implementation, PAI learning requires strategies and media that are able to increase student involvement so that learning goals can be achieved optimally. One alternative that can be applied is fun learning based on animated videos. This approach allows PAI materials to be presented in a more interesting, interactive, and in accordance with the characteristics of students in the digital era. Through the use of animated videos, students not only gain religious knowledge, but also get a fun learning experience so that they can increase their motivation and understanding of Islamic Religious Education materials.

METHOD

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The focus of the study in this study is the application of fun learning based on animated videos in Islamic Religious Education (PAI) learning. This research focuses on the concept of fun learning as a fun learning approach and the use of animated videos as a medium that supports the creation of interactive, interesting, and appropriate learning in accordance with the characteristics of students in the digital era. The phenomena studied include the importance of a pleasant learning atmosphere, the use of animated video media in PAI learning, and the relevance of both in increasing students' motivation, involvement, and understanding of learning materials.

This research was carried out conceptually through the analysis of various national and international literature that discusses fun learning, animated videos, learning media, multimedia learning theory, and Islamic Religious Education learning. The study was conducted to obtain a comprehensive overview of the application of video animation-based fun learning as one of the learning innovations that are relevant to the current development of educational technology.

This study uses a qualitative approach with the type of literature research (*Library Research*). Research data is in the form of secondary data sourced from scientific journal articles, academic books, proceedings, and other scientific documents related to fun learning, animated videos, and Islamic Religious Education learning. The literature study approach was chosen because it allows researchers to understand, review, and synthesize various theories and results of previous research systematically so as to produce a deeper understanding of the concept of fun learning based on animated videos in PAI learning. (Sugiyono, 2022)

The sources of information in this study include the thoughts of education experts, learning media experts, as well as various research results that discuss fun learning, the use of animated videos, and learning innovations in Islamic Religious Education. The literature analyzed includes a discussion of the characteristics of fun learning, Richard E. Mayer's multimedia learning theory, the effectiveness of animated video media in learning, and the implementation of digital learning media in Islamic Religious Education.

The research process is carried out through several stages. The first stage is the identification and collection of relevant literature with keywords such as "fun learning", "animated video", "multimedia learning", "digital learning media", and "Islamic Religious Education learning". The second stage is the organization of data based on the main themes related to fun learning, animated videos, and PAI learning. The third stage is carried out through critical analysis of various relevant concepts, theories, and results of previous research. The last stage is the preparation of a synthesis to produce a conceptual picture of the application of animated video-based fun learning in Islamic Religious Education learning.

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The data analysis techniques used are descriptive-analytical analysis and content analysis (*Content Analysis*). Data is analyzed through the process of data reduction, thematic categorization, presentation of data in the form of narrative, and systematic drawing of conclusions. The researcher conducted a critical reading of various literature sources to find the relationship between the concept of fun learning, the use of animated videos, and the effectiveness of PAI learning. The results of the analysis are then used to formulate a conceptual understanding of video animation-based fun learning as a learning innovation that is able to increase student motivation, engagement, and learning experience. (Sugiyono, 2022)

RESULT AND DISCUSSION

1. Fun Learning Based on Animated Videos as a PAI Learning Innovation

The development of digital technology has changed the characteristics of students in the learning process. Today's students are more interested in learning media that are visual, interactive, and able to provide an interesting learning experience. This condition requires learning innovations that are not only oriented to the delivery of material, but also able to create a pleasant learning atmosphere and increase student involvement. One of the approaches that is considered relevant is fun learning based on animated videos. (Amalia, 2023)

Fun learning provides opportunities for students to be actively involved in the learning process so that the learning atmosphere becomes more comfortable and fun. This approach encourages students to participate, discuss, and build independent learning experiences. In the context of Islamic Religious Education, fun learning has an important role because it not only aims to improve material understanding, but also instill Islamic values through a meaningful learning process. (Sanjaya, 2021) (Satria, 2026)

Animated videos are one of the media that can support the creation of fun learning in PAI learning. Through a combination of images, sounds, texts, and movements, learning materials can be presented in a more attractive and easy-to-understand way. Material on faith, worship, morals, and Islamic history that is often considered abstract can be visualized in a more concrete way to help students understand the content of the material more deeply. This condition is in line with Richard E. Mayer's Multimedia Learning Theory which explains that students learn more effectively through a combination of words and pictures than through just verbal explanations. (Arsyad, 2019) (Mayer, 2009)

The integration between fun learning and animated videos results in more interactive learning and according to the needs of students in the digital era. Learning is no longer centered

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on the teacher as the primary source of information, but provides a wider space for learners to explore, observe, and construct their own knowledge. Thus, fun learning based on animated videos can be a learning innovation that is able to increase students' motivation, attention, and understanding in learning Islamic Religious Education.

2. Implementation of Animation Video-Based Fun Learning in PAI Learning

The application of fun learning based on animated videos in PAI learning requires careful planning so that the media used can support the achievement of learning goals. Animated videos not only serve as a tool for delivering material, but also as a means to create an active and enjoyable learning experience. Therefore, the selection of videos must be adjusted to the characteristics of the material, the level of development of the students, and the learning objectives to be achieved. (Laila Rahma Mirda, 2025)

The use of animated videos allows learners to gain a more contextual learning experience. Learning materials can be related to daily life through attractive visualizations so that students can more easily understand the meaning and relevance of the material being studied. In addition, this media can be used as a spark for discussion, reflection, and problem-solving activities that encourage students to think critically about various issues related to Islamic values. (Laila Rahma Mirda, 2025)

The success of the implementation of fun learning based on animated videos is also influenced by the competence of teachers in utilizing learning technology. Teachers are required to be able to select, develop, and integrate learning media creatively so that the learning process takes place effectively and is not only oriented to the entertainment aspect. The use of animated videos needs to be directed to strengthen the understanding of concepts, character formation, and the development of students' religious attitudes. (Toriqularif, 2025)

Through this approach, Islamic Religious Education learning can take place more interestingly, interact ively, and relevant to the times. The integration of fun learning and animated videos is one of the alternatives that is able to answer the learning challenges in the digital era without ignoring the main goal of Islamic Religious Education, which is to form students who have faith, noble character, and are able to practice Islamic teachings in daily life. (Zaitun, 2025)

CONCLUSION

The development of digital technology requires innovation in Islamic Religious Education learning to remain relevant to the characteristics of today's students. Fun learning based on

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animated videos is one of the approaches that is able to answer these needs because it can create a fun, interactive learning atmosphere, and encourage active involvement of students in the learning process. This condition is in line with the mandate of Law Number 20 of 2003 concerning the National Education System which emphasizes the importance of creating a learning atmosphere that allows students to develop their potential optimally.

In an Islamic perspective, the use of animated videos as a learning medium is also in line with QS. An-Nahl verse 78 explains that man acquires knowledge through hearing, sight, and heart. The use of audio-visual media in PAI learning can help optimize these functions so that the learning process takes place more effectively and meaningfully. In addition, the integration of fun learning and animated videos supports Richard E. Mayer's Multimedia Learning theory which explains that it is easier for students to understand information through a combination of words and pictures than through just verbal explanations. Thus, fun learning based on animated videos can be an effective learning alternative in increasing motivation, understanding, and internalization of Islamic values in students so that the goal of Islamic Religious Education to form a person who has faith, piety, and noble character can be achieved more optimally.

FUTURE DIRECTIONS

Research on fun learning based on animated videos in Islamic Religious Education learning still has wide opportunities to be developed. Further research can be directed to empirical studies at various levels of education, such as elementary schools, secondary schools, and universities, to obtain a more comprehensive picture of the effectiveness of the application of this approach in increasing student motivation, engagement, and learning outcomes.

In addition, the next research can examine the development of more interactive digital technology-based animation videos, such as the use of artificial *intelligence*, gamification, and virtual reality-based learning media in Islamic Religious Education learning. The study is important to see the extent to which technological developments can support the creation of more innovative PAI learning and in accordance with the characteristics of students in the digital era.

Research development can also be directed to analyze the influence of fun learning based on animated videos on affective aspects and character of students, such as religiosity, morals, responsibility, and social concern. Thus, future research is expected to contribute more broadly to the development of an effective, adaptive, and still oriented Islamic Religious Education learning model in the formation of Islamic values.

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