

The Use of Animated Videos in Teaching Prophetic Stories to Early Childhood Students at Taska Aspirasi Intelek, Shah Alam, Malaysia

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Abstract: The teaching of Prophet stories plays a significant role in establishing the foundation of religious values in early childhood. By employing creative approaches, such as animated videos, the learning process becomes more engaging and effective. The aim of this study is to analyze the extent to which animated videos can enhance students' understanding and interest in learning about the stories of Prophets. The research was conducted at Taska Aspirasi Intelek, Shah Alam, Malaysia, using a qualitative approach with a descriptive method. Data collection techniques included direct observation, interviews with educators, and document analysis related to the use of video media in learning activities. The findings reveal that the use of animated videos captures students' attention and facilitates the delivery of Prophet stories in an interactive and enjoyable way. Animated videos provide visualizations that enhance children's memory retention, making it easier for them to recall storylines and the moral messages conveyed. However, active guidance from educators remains essential to optimize the learning process and assist students in comprehending the messages embedded in the stories.

Keywords: Animated Video Media; Islamic Education; Early Childhood Education.

Abstrak: Pengajaran kisah-kisah Nabi memiliki peran penting dalam menanamkan fondasi nilai-nilai keagamaan kepada anak usia dini. Dengan menggunakan pendekatan yang kreatif, seperti video animasi, proses pembelajaran menjadi lebih menarik dan efektif. Tujuan dari penelitian ini untuk menganalisis seberapa besar pengaruh video animasi dapat meningkatkan pemahaman dan minat belajar peserta didik terhadap kisah-kisah Nabi. Penelitian dilakukan di Taska Aspirasi Intelek, Shah Alam, Malaysia, menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data meliputi observasi

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langsung, wawancara dengan pendidik, dan analisis dokumentasi terkait penggunaan media video dalam kegiatan pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan video animasi mampu menarik perhatian peserta didik dan memudahkan penyampaian cerita-cerita Nabi dengan cara yang interaktif dan menyenangkan. Video animasi memberikan visualisasi yang mendukung daya ingat anak, sehingga mereka lebih mudah mengingat alur cerita dan pesan moral yang disampaikan. Namun, pendampingan aktif dari pendidik tetap diperlukan untuk memaksimalkan proses pembelajaran dan membimbing peserta didik untuk memahami pesan-pesan yang terkandung dalam cerita.

Kata Kunci: Media Video Animasi; Pengajaran Agama Islam; Pendidikan Usia Dini

A. Introduction

The development of technology today plays an important role in the field of education and has a significant impact, particularly in the use of learning media to support the learning process (Prasetya et al., 2022). Learning media serves as a bridge between teachers as sources of information and students as recipients of information. Its main goal is to stimulate learners' interest, encouraging them to actively participate and enabling them to engage in the learning process comprehensively and deeply (Milawati et al., 2021).

Learning media also functions as a tool to support teaching and learning activities, making the delivery of material clearer and ensuring that the intended objectives can be achieved optimally (Setiawan et al., 2021). Certainly, the teacher's accuracy in selecting learning media greatly influences the success of the learning process. One of the challenges often faced in the field of education, particularly in Islamic Religious Education, is how to utilize appropriate learning media for early childhood learners to achieve optimal or effective outcomes (Siregar et al., 2024).

The presence of learning media helps teachers maintain students' attention during the teaching and learning process, as children often feel bored with the learning-through-play process when the media is rarely changed. In fact, with the introduction of new media variations, learners will become more enthusiastic and have a strong drive to

learn (Masitah & Setiawan, 2018). Educators are able to facilitate learners in mastering the material through the use of appropriate media, thereby supporting the achievement of learning objectives (Mavianti & Lubis, 2022). Thus, the use of learning media not only facilitates the delivery of material but also strengthens learners' motivation and participation in the learning activities (Sinta & Fanreza, 2024).

Learning media come in various types and forms, which can be utilized in the learning process, ranging from visual tools such as images or posters, audio media such as voice recordings or music, to digital media like animated videos and educational apps. All of these types of media play a crucial role in supporting the success of students' learning, as the appropriate use of media can help learners master the material being taught, maintain focus on learning, and support their cognitive, language, and socio-emotional development (Rupnidah & Suryana, 2022).

In this modern era, along with the rapid advancement of technology, animated videos have become one of the types of learning media that not only capture students' interest but also prove effective in delivering material in an interactive and enjoyable way (Prahesti & Fauziah, 2021). With a combination of visuals, audio, and engaging stories, this media can create a more vivid and easily understandable learning experience, making it highly suitable for early childhood education. Videos are also a very effective medium in supporting the learning process, whether for mass, individual, or group learning (Aminah, 2019). Videos can provide an additional dimension in listening education for learners, as they present moving visuals and audio to students. This can enrich their learning experience, make the material more engaging, and help them understand information more effectively.

Agnew & Kellerman, as cited in Afifah, (2021) video is defined as “a digital medium that displays a sequence or arrangement of images and provides an illusion, depiction, and fantasy through moving images. A video can also be described as a combination of still images that are read consecutively over time at a certain speed. These combined images are called frames, and the speed at which the images are read is referred to as the frame rate, measured in fps (frames per second).”

The word animation comes from the Latin word “anima,” which means soul, life, or spirit. Additionally, the term animation is associated with the word “animation”, which comes from the verb “to animate”, meaning “to bring to life” in the Indonesian-English dictionary. Therefore, animation refers to a series of images that move in a regular sequence, creating the impression that the displayed object appears to be alive. The elements produced in animation can include text, shapes, colors, or special effects. (Afifah, 2021).

Animated videos have the ability to create a comfortable yet effective learning atmosphere, making it easier for students to understand moral values more thoroughly. Additionally, the creativity in delivering moral messages through animation can significantly increase students’ interest and attention in learning about ethics and character education, ensuring a more engaging and meaningful learning experience (Brahmana & Pasaribu, 2023). Furthermore, the use of animation allows teachers to deliver material efficiently without needing to repeat explanations multiple times, making it easier for students to understand the lessons. Through animated media, students can observe moving objects that align with the material being taught while also paying closer attention to the details of those objects more clearly.

In the context of Islamic religious education, animated videos can be utilized as a medium to teach prophetic stories and impart religious values to students. Narratives or stories play a crucial role in capturing students' interest while simultaneously shaping their mindset. Stories hold a primary position as a fundamental basis for a method of thinking that contributes positively to children’s intellectual development, as they are inherently appealing and capable of capturing their attention effectively (Prasetya et al., 2022).

Especially for the children at Taska Aspirasi Intelek, introducing and narrating the stories of the prophets from an early age is essential to help them begin understanding moral principles and commendable character traits that can be applied in their daily activities. By sharing the stories of the prophets at a young age, children not only learn about significant figures in Islam but also gain concrete examples of praiseworthy qualities such as honesty, patience, and courage (Pasaribu & Mukhrimah, 2022).

Moreover, delivering these stories brings joy to the children while also providing them with valuable lessons from the narratives.

Therefore, the delivery and teaching of the stories of the prophets need to be presented in the most engaging way possible, one of which is through the use of animated videos. This medium is highly effective, as at an early age, students tend to enjoy and focus more when exposed to things that are unique, amusing, and colorful. The use of animated videos not only captures their attention but also aids in conveying moral messages in a way that is easier for them to understand (Rahayu & Fanreza, 2024).

Essentially, the stories of the prophets delivered through engaging media are expected to instill noble character in students, shaping them into a generation with virtuous behavior, a strong foundation in religious values, and the ability to serve as role models in their communities, contributing to the creation of a more ethical and civilized society (Wasila, R. Pasaribu, 2024). The use of this medium becomes increasingly relevant, particularly in educational settings such as Taska Aspirasi Intelek, Shah Alam, Malaysia, where this research is conducted. Here, the importance of teaching religious values is integrated with creative and interactive approaches to support the learning needs of students.

There are numerous studies on the application of animated videos as a learning medium, and here are some studies that are relevant to the author's research. A study conducted by (Aminah, 2019) the study titled “Development of Animated Videos as a Learning Media to Enhance Vocabulary in Children Aged 4-5 Years” demonstrates that the use of animated videos is highly engaging for children and has proven to be effective in improving their vocabulary, with a high feasibility rating in the testing. A small-scale simulation with seven children resulted in a feasibility rating of 90.36%, while the field trial yielded a rating of 87.39%, both categorized as highly feasible. Another study by (Yunus, 2016) in the study titled “The Effectiveness of Using Animated Videos in Improving Student Learning Outcomes on the Material of Belief in the Messengers of Allah for Grade VIII at SMPN 1 Asparga” the research highlights positive changes in students' attitudes during the teaching process. In the first cycle,

10% of students achieved scores between 70-84, while 89% scored between 85-100, indicating effective learning.

Then, in line with the research by (Sumariati, Wiwik, Syarifan Nurjan, 2024) which is entitled “Instilling Religious Moral Values in Children Based on Animated Stories of Prophet Muhammad SAW”, which demonstrates that animated stories of Prophet Muhammad SAW can instill moral and religious values in students. Furthermore, the research written by (Zaynani, 2024) in its study titled “The Use of Animated Videos to Improve Listening Skills of Early Childhood Children at TK Azzahra Sumberejo Bengkunt Pesisir Barat”, reveals that animated videos significantly improve children's listening skills. Meanwhile, the research by (Hikmah Hayati Sultan et al., 2024) titled “The Use of Animated Videos as a Learning Media to Improve Understanding of Good Morality Material for 5th Grade Students at MIS Muhammadiyah Samallangi”, emphasizes the potential of this media in enhancing students' understanding of good morality.

The research mentioned above demonstrates that animated videos are a preferred choice in various learning contexts, ranging from vocabulary enhancement, understanding moral and religious values, to improving listening skills and comprehension of noble character material. However, this study contributes uniquely by focusing on the use of animated videos in teaching prophetic stories to early childhood students at Taska Aspirasi Intelek, Shah Alam, Malaysia. Moreover, previous studies were mostly conducted on students at the kindergarten and elementary school levels, whereas this study focuses on early childhood learners in a Taska environment, which is characterized by more exploration-based and hands-on learning experiences. The emphasis on introducing religious values through direct animation visualization for young children offers a new perspective that is relevant for enriching Islamic learning methods in early childhood education. Therefore, this research complements previous studies while reinforcing the effectiveness of animated media in supporting value-based religious learning.

B. Research Method

This research uses a qualitative approach with a descriptive method. Qualitative research is an approach aimed at gaining a deep understanding of a specific phenomenon or context through a descriptive approach. This method focuses on exploring the meanings, perceptions, and contexts experienced by participants in the situation being studied (M. Fathun Niam, 2024: 18). The qualitative approach was chosen because this research aims to explore and describe the use of animated videos in teaching prophetic stories to early childhood students at Taska Aspirasi Intelek.

The descriptive method is a type of research aimed at describing phenomena that are currently occurring, whether naturally or as a result of human activities (Magdalena, I., Khofifah, A., & Auliyah, 2023). This research is conducted to identify the value of one or more independent variables, without involving the relationship between one variable and another.

The location of this research is Taska Aspirasi Intelek, an early childhood education institution located in Shah Alam, Malaysia. The data in this study includes primary and secondary data. Primary data consists of information collected directly by the researcher through observations of teaching activities using animated videos at Taska Aspirasi Intelek, as well as interviews with educators involved, including the Head of School and the teachers at Taska Aspirasi Intelek. Meanwhile, secondary data consists of supporting references taken from literature, journals, and relevant documents related to the use of animated video media in early childhood education. These are obtained from data already provided by the school, such as the school profile, the Piawaian Pelaksanaan Prosedur Pusat Anak Permata Negara handbook, and the Permata Negara Early Childhood Education Caregiver Training Module, which were provided by the school leadership as a guide for the researcher.

C. Results and Discussion

In the teaching of prophetic stories at Taska Aspirasi Intelek, animated videos are utilized as an educational medium to support the students. This process begins with the selection of animated videos that are appropriate for the students' age, the story's theme, and the values that are intended to be conveyed. The chosen videos include the stories

of Prophet Sulaiman AS, Prophet Nuh AS, Prophet Yunus AS, as well as other stories such as the tale of the ant, the mouse deer, and the crocodile. These stories are filled with valuable lessons, such as cooperation, honesty, cleverness, and courage. The videos are designed with engaging visuals, brief durations to maintain the children's focus, and moral messages that are easy to understand.

Before the video is played, the teacher provides a brief introduction to the story that the students are about to watch. The purpose of this is to build curiosity and help the students understand the context of the story. The researcher also uses teaching aids, such as hand puppets shaped like animals, to make the learning process more engaging and interactive.

After that, the video is played in a conducive environment to ensure that the students can focus and feel comfortable. During the video playback, the teacher accompanies the students and occasionally offers light comments to maintain their attention. After watching the video, the teacher conducts a brief discussion to explore the children's understanding of the story presented. The teacher asks questions such as, “What did the Prophet do in the story?” or “What animals and objects appeared in the story?” These questions are aimed at encouraging the students to think critically and reflect on the content of the story. The students appear enthusiastic, especially when asked about the content of the video that was shown.

At the end of the activity, the teacher emphasizes the main values of the story, such as honesty, patience, and courage. In this way, the students are expected to remember the lessons and apply them in their daily routines. Thus, the use of animated videos becomes an effective, interactive, and enjoyable teaching method for early childhood education.

Regardless of the media used, the students at Taska Aspirasi Intelek consistently show enthusiasm in the learning process. Whether using props, picture stories, or play activities, the children remain happy and eager to learn. When animated videos are used as a medium, the students appear more focused and engaged because they can watch visually appealing content. Videos featuring stories of the prophets or animal tales with

bright colors, moving animations, and simple storylines successfully capture their attention and stimulate their imagination.

Animated videos have been proven to be one of the effective media in conveying religious values to early childhood learners at Taska Aspirasi Intelek. This is in line with the multimodal learning theory, which states that young children better understand information through a combination of visual and auditory elements (Sulistyaningrum et al., 2025). With an age range of 2–4 years, their ability to remember story details or moral messages is certainly still limited. However, their responses to animated videos indicate that this medium successfully captures their attention and facilitates the learning process. Through this medium, the children also develop language, communication, and literacy skills. They may not always be able to recall or retell prophetic stories in full, but they consistently respond enthusiastically when teachers ask questions related to the stories they have watched.

For example, after watching the story of Prophet Nuh, the children were able to recognize simple elements from the story, such as the large ship and the various animals that participated in the narrative. When asked, “Who built the ship?” or “What animals did you see on Prophet Nuh’s ship?” they responded joyfully, even though their answers were sometimes simple and required guidance. This positive response demonstrates that, although their understanding is not yet fully developed, values such as obedience to Allah, the importance of hard work, and compassion for living beings can begin to be introduced through the stories presented in the animated videos. The teacher’s support during the video-watching activity also plays a crucial role in reinforcing the students’ understanding of religious values.

Although their memory is still limited, their ability to respond to questions and show enthusiasm for learning reflects that animated videos can serve as a valuable tool for gradually instilling religious values. Through a combination of engaging visuals and simple narratives, the children begin to familiarize themselves with basic religious concepts in a fun and interactive way, making the learning experience more meaningful for them.

This study presents findings that demonstrate the significant impact of using animated videos in teaching prophetic stories at Taska Aspirasi Intelek, contributing to a notable increase in students' interest in learning and their understanding of the material. This is clearly observed in the enthusiasm exhibited by most students during the learning sessions, where they showed high levels of engagement and positive responses towards the visual media being used. The animated videos, with their combination of engaging audio and visual elements, not only capture the children's attention but also bring the events of the prophetic stories to life in a manner that is both vivid and easily understandable for young learners. Furthermore, interviews with the educators suggest that animated videos are more effective in facilitating the communication of moral and spiritual values compared to traditional teaching methods. The dynamic nature of the visuals enables the children to better connect the stories with the messages conveyed, making the learning process more engaging and meaningful.

Certainly, the teacher's guidance during the learning process plays a crucial role in reinforcing children's understanding of the story content and moral messages by providing additional explanations, ensuring that the message from the video is well received, and linking the story to the values intended to be instilled. This approach not only makes learning more enjoyable but also encourages active participation among the students in understanding the stories of the Prophets. This aligns with Vygotsky's (1978, as cited in Kurniati, 2024) theory of the zone of proximal development, which emphasizes that children learn more effectively when guided by adults or more experienced peers. Through post-viewing discussions, students are not merely passive recipients of information but are also encouraged to think critically and articulate their understanding through questions posed by the teacher.

One of the challenges in using animated videos is the difference between Indonesian and Malay. This language difference can be somewhat confusing, considering that the researcher uses Indonesian, while the students at Taska Aspirasi Intelek are more familiar with Malay. This difficulty aligns with Lenneberg's (1967) findings, which state that language differences can be a barrier in the learning process, especially for early childhood learners who are still in the language development stage

(Putri, 2020). To address this issue, the researcher employed a bilingual approach, using a mix of Indonesian and Malay to explain concepts that the students might not yet understand. Additionally, the teacher (cikgu) provided supplementary explanations in Malay, further assisting the students in comprehending the stories and their intended meanings. Despite the language barrier, the combination of a flexible approach and support from local teachers allowed the learning activities to proceed effectively and remain engaging for the students.

D. Conclusion

The use of animated videos in teaching prophetic stories at Taska Aspirasi Intelek Shah Alam, Malaysia, has shown that this interactive learning medium is effective in increasing early childhood students' interest in learning and their understanding of religious values. The research findings reveal that animated videos are capable of presenting material in a concrete and enjoyable manner, thereby facilitating the optimal delivery of moral messages. This educational technology not only captures children's attention but also assists them in relating religious concepts to everyday life, provided it is supported by adequate guidance from educators. Thus, the integration of visual media in early childhood education has proven to play a crucial role in creating a meaningful and profound learning experience.

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