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Animated Movie Product to Train Ablution Practice

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ABSTRACT

Background. This study aims to analyze the use of learning media at SDN 1 DANGDEUR and develop Capcut-based animated videos as an alternative to interesting learning media

Purpose. The results of the initial analysis show that although the school has provided several learning media, the teachers tend to rely more on the blackboard and textbooks.

Method. Learning media has an important role in facilitating the learning process and improving students' understanding. Therefore, this research encourages teachers to be more creative in using existing learning media.

Results. , This research involves the stages of needs analysis, material content adaptation, learning media design, and Capcut-based animation video development. The results of this study show that the use of Capcut-based animated videos in learning has a significant effect on student learning achievement.

Conclusion. There is a significant increase in students' average score after using this learning media.

KEYWORDS

Animated video, Capcut, Wudu practice

INTRODUCTION

The use of animation has now expanded to various sectors (Talaviya dkk., 2020), ranging from the entertainment industry such as movies (Rossbach dkk., 2019), education as a learning tool in the classroom, to the business environment as a means of promotion and sales (Zhang dkk., 2019). Animation refers to an object or set of objects that move across a stage or undergo changes in shape (Ashton dkk., 2019), size (Lin dkk., 2020), color , rotation, and other variations. In the context of education, animation provides a number of benefits for both educators and learners. For learners, animation can increase their interest in learning and understanding of certain fields of knowledge. Meanwhile, for educators, animation simplifies

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the process of teaching and delivering material to students (Sitompul, 2022). Generally, students often lose focus during the learning process and lack high interest in learning. This is due to the learning model and learning media that are still monotonous (Adetola dkk., 2019), limited to the delivery of material and exercises using the blackboard (Almogren, 2022), and the lack of use of innovative learning media that can generateinterest in learning (Duan dkk., 2019). In learning, there are many factors that influence students' low interest in learning. One of the most important factors is the delivery of material that must be done through interesting and appropriate media, because this greatly affects interest and learning outcomes (Packer dkk., 2020). By using interesting animated video-based learning media, students will become more interested (Abdelhamid, 2021). When interest in learning mun (Abdelghani, 2022).

THEORETICAL STUDIES

Definition of ablution

Ablution is a ritual practice in Islam that involves cleansing the body before performing acts of worship. The word "wudhu" itself comes from the Arabic word meaning "to purify" or "to cleanse". Ablution is considered a spiritual and physical preparatory step to get closer to Allah and perform worship with purity (Sabiq, 1994). The following is a theoretical study involving several quotes from authors related to the meaning of ablution:

1. Ibn Damiri (2008):

"The meaning of wudhu in terms of terms is the activity of using water to wash certain body parts such as the face (El Baz & Ruel, 2021), two hands (Tu dkk., 2020), head (Tomeh dkk., 2019), and both feet (Zorena dkk., 2020), with the aim of removing things that hinder prayer and other worship (Kundtová Klocová dkk., 2022). People who want to pray (Nereson, 2022), must first do wudhu because wudhu is a condition for the validity of prayer (Magnavita dkk., 2021).

2. Imam Nawawi (2000):

"Wudhu is the washing of some limbs with pure water and its miracles are to realize a cleanliness of heart and body for a believer (Furstova dkk., 2021). Wudhu is also a necessary preparation for performing other acts of worship (Hamzah dkk., 2019), such as prayer."

3. The Quran (Al-Maidah 5:6):

"O you who believe (Delmas dkk., 2019), when you go to prayer (Magnavita dkk., 2021), wash your faces and your hands up to the elbows (Wang dkk., 2019), and wash your heads and (wash) your feet up to the ankles."

4. Sheikh Yusuf Qardhawi (2017):

Wudhu is to clean and purify oneself outwardly and inwardly.

"Let's Do Ablution" Animation

"Ayo Berwudu" animation is an animated movie that aims to teach the procedure of ablution in Islam in an interesting and interactive way (Cavalcante dkk., 2019). The following is a theoretical study involving several aspects related to this animation:

1. Learning through Animation Media:

Animation is an effective medium for learning, especially for the purpose of teaching complex concepts or procedures that require visualization (Botchkarev, 2019). In the case of "Ayo Berwudu", animation is used to visually present the steps of ablution (- dkk., 2023), showing the necessary movements and recitations (Alkhateeb, 2020).

2. Advantages of Animation Media in Learning:

Animation has several advantages as a learning medium (Christodoulou dkk., 2019), among others:

- Visual appeal: Animation can attract the attention of the audience with interesting visuals (Ma dkk., 2019), making learning more interesting and facilitating understanding (Ni dkk., 2020).

- Clear representation: In animation (Gokcen & Gumussuyu, 2019), the steps of ablution can be represented clearly and in detail (Zhou & Zafarani, 2021), so that the audience can understand better (Campanale dkk., 2020).

3. Use of Animation in Religious Learning:

The use of animation in religious learning has several benefits, such as:

- Strengthening understanding: Animation can help reinforce the understanding of religious concepts (Bajwa dkk., 2019), including the procedure of ablution (Siti Zawiah Md Dawal dkk., 2020), through clear and structured visualization (Panwar dkk., 2020).

- Increases engagement: Engaging animations can increase the audience's engagement and interest in learning about Islam, especially:

a. Search for and download the CapCut app via the app store corresponding to your device (Google Play Store for Android, or App Store for iOS).

b. Follow the installation instructions to install the CapCut app on your device.

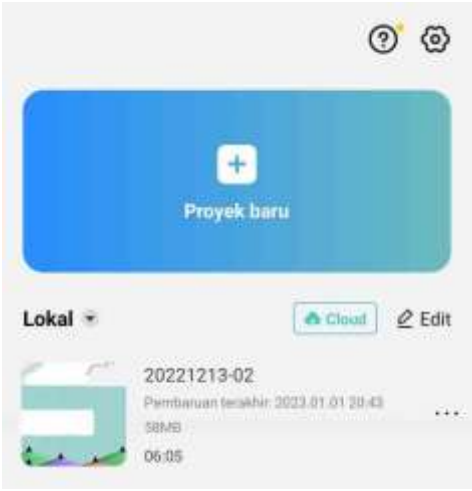
2. Prepare Image or Video Materials:

Collect image or video materials that will be used to create the ablution animation. You can search for images or record videos that are relevant to the ablution steps (Patle dkk., 2019).

3. Open the CapCut App:

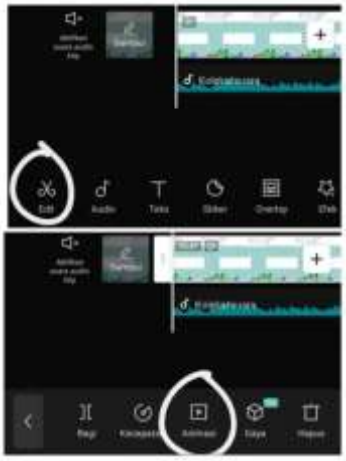
After installing the CapCut app, open the app on your device.

4. Create a New Project:

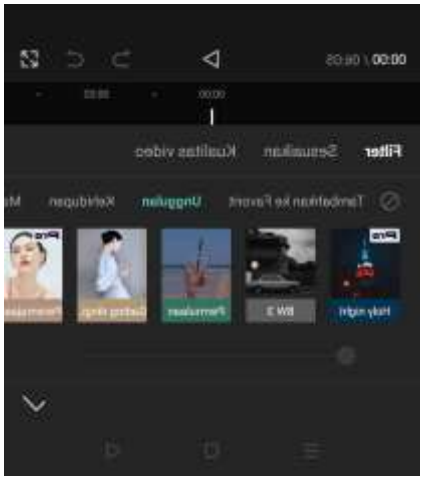


On the CapCut main screen, tap the "+" or "Create" icon to create a new project.

5. Import Image or Video Materials:
   a. On the new project page, tap the "Import" or "Add" icon to import the image or video materials you have prepared earlier.
   b. Select the images or videos you want to use and tap "Done" or "OK" to import them into the project.
6. Organize and Edit Materials:



   a. a. Use CapCut features such as cropping, merging, rewinding, effects and transitions to arrange and edit image or video materials according to the ablution steps.
   b. b. Set the duration of each image or video to fit the needs of the animation.
7. Add Text and Effects:



   a. Use the CapCut feature to add text to the image or video, such as the names of the ablution steps or related recitations.
   b. You can also use special effects, stickers or filters available in the app to beautify the ablution animation.
8. Set the Transition:

a. To give the impression of a smooth transition between the ablution steps, use the CapCut transition feature.

b. Select the appropriate transition and apply it to each ablution step in your animation.

9. Add Music or Sound:

a. If you want to add background music or narration voice, you can import audio files through the features provided by CapCut.
b. Adjust the duration of the audio to match the duration of the ablution animation.

10. Preview and Save:

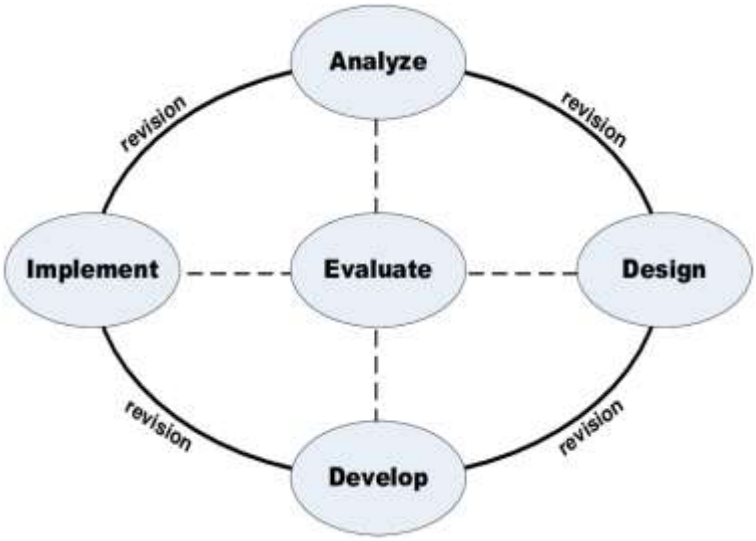
a. When you have finished editing the ablution animation, preview the result by pressing the preview button.
b. If you are satisfied with the result, save the ablution animation by selecting the "Save" or "Export" option in the CapCut app.
c. Select the desired export format and quality, then wait for the saving process to finish.

By following the steps above, you can create an interesting ablution animation using the CapCut application (Suryana, 2023)

RESEARCH METHODOLOGY

. Experiment Type and Design

The ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was developed by Reiser and Mollenda in the 1990s. Researchers chose to use this development model because ADDIE has work procedures that follow the stages of Research and Development (R&D) but are more structured and simple, so that they can produce more effective products. The following is a chart of the development model used in the ADDIE model:



The advantage of the ADDIE development model lies in its systematic working procedures. The process must be followed in order and should not be altered. Due to its simple and structured nature, this model is easier for educators to understand. In general, the ADDIE model has five steps which include Analysis, Design, Development, Implementation, and Evaluation. These stages or steps can be done procedurally, with a non-procedural or cyclical instructional design model, which allows starting from a particular stage, or using an integrative learning design model.

1. Analysis (Analysis).

The purpose of this stage is to identify potential causes of gaps in learning performance. In this stage, the teacher should be able to determine the instruction that can address the gaps, establish the skill level required to address the gaps, and offer strategies to address the gaps based on empirical evidence of potential learning success.

When teaching can affect student performance, there are a range of factors that can influence performance and provide clear learning alternatives. This fulfills gaps, shows clear evidence, sets effective learning goals, indicates appropriate timing for feedback, and explains the consequences of under-delivery. However, if the gaps in learning implementation are caused by a lack of knowledge and skills, then the application of the ADDIE model does not need to continue. In this case, it is necessary to look for other teaching options.

During the teaching process, when the summary of the analysis is presented to the students, two things commonly happen. First, students may request changes in the analysis. Second, students may be satisfied with the analysis. If the student requests changes, certain stages of the analysis or parts of the analysis can be repeated and a revised analysis summary document prepared.

2. Design (Design)

This design step aims to verify the learning objectives and the corresponding test methods. In this design stage, teachers should be able to develop a specific set of functions to overcome the lack of knowledge and skills in the implementation of learning. This design stage sets the guidelines for the subsequent ADDIE steps. These guidelines serve as a visual reference that directs the eye and perception of objects. For example, in a communication context, the transmitter and receiver antennas must have visual contact with each other. In this case, the teacher must ensure there is a visual connection with the students. The teacher should see through the same point of view as the student so that the student feels the same visual connectedness with the teacher. This approach maintains alignment between needs, goals, intentions, objectives, strategies, and assessments through the ADDIE process.

The involvement of various stakeholders with different levels of expertise in the ADDIE process requires maintaining a line of sight throughout the process. The design and development management team is influenced by this concept of line of sight. This line of sight can be disrupted by activities that are not relevant to filling the performance gap. Therefore, teachers must establish strong relationships to be able to address the gaps between students by giving students confidence during the learning process.

3. Development (Development)

The development stage aims to produce and validate the selected learning resources. Teachers should identify the resources needed and develop the tools required for teaching implementation. In addition, teachers must also evaluate the learning output and complete the remaining ADDIE instructional design stages. The outcome of this stage is a complete set of learning resources.

4. Implementation (Implementation)

The implementation stage aims for teachers to prepare the learning environment and engage students well in the learning process. Teachers should customize the actual learning environment so that students can build new knowledge and skills. Development and evaluation activities are part of the implementation stage. The outcome of this stage is an implementation strategy involving learner plans and facilitator plans..

5. Evaluation (Evaluation)

The evaluation stage aims to assess the quality of the product and the teaching process before and after the implementation stage. Teachers should determine the evaluation criteria, select appropriate evaluation tools and carry out the evaluation. Teachers should identify the success rate of learning, recommend improvements and focus on the evaluation stage. The outcome of this stage is an evaluation plan that includes objectives, data collection tools, timing, responsible person or group, summative evaluation criteria and evaluation tools.

Overall, the development stage in ADDIE is to produce a complete learning resource, the implementation stage involves preparing the learning environment and engaging students, and the evaluation stage aims to assess the quality of teaching and identify necessary improvements.

B. Data Collection Technique

1. Questionnaire

A questionnaire is a list of questions or statements designed to explore information related to a problem or research area. In this case, the questionnaire is used to evaluate the effectiveness of capcut-based animated video learning media in the learning process of a particular subject. Respondents, in this case students, are asked to answer a questionnaire to collect data regarding the use of capcut-based animated video learning media in learning Wudhu material. If this media is proven valid, then the media is considered suitable for use as teaching material. The use of questionnaires in this study allows data collection to be carried out indirectly, where researchers do not interact directly with respondents in the question and answer process.

C. Data Analysis Technique

1. Processing Responses from Questionnaires

To analyze the responses from the questionnaire given to learners and educators, the responses obtained were given a score. If the answer is "YES", then a score of 1 is given, while if the answer is "NO", then a score of 0 is given.

After that, the scores were summed up and calculated using the following percentages:

$P = (f / n) \times 100\%$

Where:

P = Percentage rate

F = Number of times learners/educators gave responses

N = Total number of learners/educators (Number of individuals)

(Table 3.3 contains the scoring criteria for the questionnaire)

Percentage Ratee (%)	Descriptive
81-100	Strongly Agree (ST)
61-80	Agree (S)
41-60	Disagree (KS)
20-40	Disagree (TS)
0-20	Strongly Disagree (STS)

RESULT AND DISCUSSION

This research began with the analysis stage, where the author conducted an analysis to understand the needs and problems that exist at SDN 1 DANGDEUR. The results of this analysis were based on interviews with educators at the school, who revealed that although the school had provided some learning media, the teachers rarely used them. Instead, they often use blackboards and textbooks.

Learning media actually has the purpose of conveying messages and information in an effective and efficient way. In addition, learning media also has a role in attracting attention, arousing thoughts, and influencing students' feelings during the learning process. By using the right learning media, the information conveyed can be more easily remembered by students, thus helping teachers achieve learning objectives.

Although the school has provided good learning media, teachers at SDN 1 DANGDEUR have not made much use of them. Hopefully, teachers can use their creativity to make learning more interesting. However, making learning media is not easy due to the limited time and opportunity to prepare it.

The next step is to analyze the characteristics of the learners and adapt them to the material content in the learning media in the form of animation using Capcut application. After that, the Design stage is carried out, where the learning media design will be compiled. The material in the learning media will be presented in accordance with the basic competencies set, and evaluation instruments such as validation questionnaires and learner responses will be prepared to evaluate the learning media that has been developed.

Therefore, it is important to conduct research that aims to motivate teachers to create interesting learning media. In this research, audiovisual learning media is used in the form of video tutorials that present sound and moving images. According to Benny A. Pribadi, video media is an audiovisual media that can convey messages and information through a combination of images and sound. By using video media, objects, places, and events can be displayed completely through moving images.

After completing the design stage, the next step is development. In making capcut-based animated video products for learning purposes at school, there are several steps that must be taken to test the reliability of the product. First of all, researchers design the product as well as possible to make it attractive. After that, the product must be evaluated by a supervisor to ensure that the

capcut-based animation video that has been designed meets the criteria and standards of learning media development.

After going through an evaluation by a validator, the capcut-based animation video was then tested in class II with 24 learners. Furthermore, the learners were given a questionnaire to assess their response to the developed capcut-based animation video, especially in the context of ablution.

1) 1) Expert assessment of the animation video

The results of the validation of the capcut-based animated video that raised the ablution material were carried out by a team of validators. Based on the results of the validation, the capcut-based animation video on ablution material is considered appropriate and feasible to use as learning media. The purpose of developing this capcut-based video animation is to increase students' interest in learning fiqh, especially in terms of ablution material, as well as creating a more interesting learning process and can provide additional insight to students.

2) 2) Learners' response to the ablution animation video

Learners' responses to the animated video learning media that uses Capcut as a basis on the topic of ablution are very positive. This can be seen from the results of the assessment of the learner response questionnaire. The response questionnaire is used as an instrument with 10 questions that include learner responses. In this study, the sample used was 24 learners. Learners give their responses to learning media in the form of animated videos using Capcut on ablution material. Learners give the answer "Yes" or agree to the development of this learning media on ablution material because it can facilitate the learning process and not only rely on textbooks. In addition, PAI teachers also felt the benefits of using animated video learning media using Capcut (Bahdar MHI, n.d.).

In this study, it was found that the use of animated media learning models had a significant effect on student learning outcomes. There was an increase of 28.66 points, which changed the students' average score from 43 to 71.56. The highest score achieved by students was 87.5, while the lowest score was 57.5. Based on these results, it can be concluded that using animation media in learning can improve student achievement and overall learning effectiveness. It also creates a conducive environment for students to understand the learning concept well.

CONCLUSION

The following is a summary of research and development of learning media using animation through the CapCut application for grade II students at State Elementary School 1 Dangdeur.

Learning media has an important role in attracting students' attention, activating thoughts, and influencing students' feelings in the learning process. The use of appropriate learning media can make it easier for students to remember the information presented.

According to the experts, the average validation assessment results show a very good category. Therefore, the use of animated video-based learning media for the subject matter of ablution is considered appropriate. Similarly, this animated video-based learning media is considered feasible based on feasibility and effectiveness test data. The assessment is based on the excellent results of the feasibility test process involving grade II students of SDN 1 Dangdeur.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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