

Development of The Website-Based Animated Video “SAMARA” on Surah Al-A’la in Islamic Religious Education Learning for 6th Grade Elementary School

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Abstract

The teaching of Islamic Religious Education (PAI) in elementary schools faces particular challenges, one of which is the low enthusiasm of students in understanding religious material, including Surah Al-A’la. Conventional teaching methods and the limited use of innovative media are the main factors affecting students’ interest and comprehension. Therefore, it is necessary to develop more interactive and engaging learning media. This study aims to develop the “SAMARA” animated video as a digital-based learning medium that is expected to increase students’ motivation and understanding of Surah Al-A’la. The research method used is Design and Development (D&D) with the ADDIE model approach (Analysis, Design, Development, Implementation, and Evaluation). The results show that the “SAMARA” animated video received a score of 97.5% from material experts and 100% from media experts, and contributed significantly to improving students’ learning enthusiasm.

Keywords: Islamic Religious Education, Development, Surah Al-A’la, Animated Video.

Pengembangan Video Animasi “SAMARA” Berbasis Website mengenai Surah Al-A’la pada Pembelajaran PAI Kelas 6 SD

Abstrak

Pembelajaran Pendidikan Agama Islam (PAI) di sekolah dasar memiliki tantangan tersendiri, salah satunya adalah rendahnya semangat belajar siswa dalam memahami materi keagamaan, termasuk Surah Al-A’la. Metode pembelajaran yang masih bersifat konvensional dan minimnya penggunaan media inovatif menjadi faktor utama yang memengaruhi minat serta pemahaman siswa. Oleh karena itu, diperlukan pengembangan media pembelajaran yang lebih interaktif dan menarik. Penelitian ini bertujuan untuk mengembangkan video animasi “SAMARA” sebagai media pembelajaran berbasis digital yang diharapkan dapat meningkatkan motivasi dan pemahaman siswa terhadap Surah Al-A’la. Metode penelitian yang digunakan adalah Design and Development (D&D) dengan pendekatan model ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Hasil penelitian menunjukkan bahwa video animasi “SAMARA” mendapatkan nilai 97,5% dari ahli materi dan 100% dari ahli media, serta berkontribusi secara signifikan dalam meningkatkan semangat belajar siswa.

Kata kunci: Pembelajaran PAI, Pengembangan, Surah Al-A’la, Video Animasi.

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INTRODUCTION

Education plays a crucial role in shaping character and the quality of human resources in the era of globalization (UNESCO, 2020). Besides serving as a means of knowledge transfer, education also shapes individuals' personality and morality (Tilaar, 2016). In the context of education in Indonesia, Islamic Religious Education (PAI) in elementary schools serves as one of the main pillars in shaping students' moral and spiritual values (Purnomo, 2021). Islamic Religious Education has a strategic role in cultivating noble character, fostering national character, and maintaining social harmony (Ministry of Education and Culture, 2022). However, in today's digital era, conventional teaching methods remain a challenge in increasing students' interest in learning PAI (Ministry of Education and Culture, 2022).

The development of information technology offers great opportunities to improve the effectiveness of learning, particularly through interactive digital media (Hwang & Chang, 2021). According to (Mayer, 2010), multimedia-based learning can enhance students' understanding through the combination of visual and audio elements. Therefore, teachers are expected to innovate in delivering materials in accordance with students' needs and characteristics in the digital age (Prensky, 2010). Along with the development of artificial intelligence (AI), educators are required to become innovative digital teachers who are able to facilitate and direct the learning process (Aeni et al., 2024). Thus, the utilization of technology-based learning media is considered an appropriate solution to improve learning effectiveness (Dikky et al., 2025). In line with (Aeni, 2023) perspective, teachers must adjust their teaching methods to align with the dynamics of technological advancements.

To address these challenges, innovation in teaching methods has become a necessity. One solution that can be applied is the use of technology-based learning media, such as animated videos. The use of digital learning media has been proven to enhance the effectiveness of the learning process and facilitate the delivery of messages and materials (Nurahman et al., 2025). In addition, well-designed learning media not only assist students' comprehension but also support the smoothness of the teaching and learning process as well as serve as an indicator of success in learning (Aeni & Fazriyah, 2025).

Although various studies have discussed the benefits of technology-based learning media, the development of learning media that specifically addresses Surah Al-A'la in the form of web-based animated videos remains very limited. The website in this media is designed as a platform that integrates various elements, such as learning objectives, learning achievements, quizzes, post-tests, and many other features. A website can be defined as a collection of interconnected electronic pages that allows users to access information in a structured manner (Aeni et al., 2024). Therefore, the development of the web-based animated video "SAMARA" is expected to provide a more interactive learning experience and enhance students' understanding of Surah Al-A'la.

METHODS

This study employs the Design and Development (D&D) method, which is a research approach that systematically develops and evaluates an instructional or non-instructional product based on theory and practice (Richey & Klein, 2014). One of the models in D&D applied in this study is the ADDIE model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model serves as a systematic framework in instructional development, ensuring that each stage is carried out effectively and efficiently to produce quality learning products (Branch, 2009).

Analysis

At this stage, preliminary observations will be conducted in the elementary school where the research takes place to identify existing learning conditions, the challenges faced by students, and their needs in understanding the material. The results of this analysis will serve as the foundation for designing the learning media.

Design

After the analysis, the study proceeds to the design stage, where the learning media is created according to students' needs as identified in the analysis phase. The design considers aspects that are engaging and easy to understand for elementary school students.

Development

In this stage, the designed learning media is developed, involving the creation of visual elements, editing, and quality optimization to meet learning standards. The resulting product is then prepared for further testing.

Implementation

Once validation is complete, the animated video is ready to be tested in the field. The implementation aims to determine the effectiveness of the media in supporting learning.

Evaluation

In the final stage, validation is carried out by material experts and media experts to assess the feasibility of the developed learning media. Evaluation is conducted using a 4-point Likert scale to measure the level of appropriateness and quality of the media based on specific aspects. According to (Riduwan, 2015), a Likert scale without a neutral option can encourage clearer responses from evaluators in assessing a product. The assessment criteria used in this validation can be seen in the following table:

Table 1. Assessment Score Criteria

Score	Description
4	Very Good
3	Good
2	Fair
1	Poor

Sumber: (Mulyatiningsih, 2012) with the researcher's modification

The assessment results were analyzed using the following formula:

$$\text{Nilai} = \frac{\text{Jumlah nilai yang diperoleh}}{\text{Jumlah nilai keseluruhan}} \times 100\%$$

After obtaining the validation results, the data from the analysis were then categorized into five groups based on the level of feasibility. This categorization helps determine whether the developed animated video meets the established standards. The table below shows the classification:

Table 2. Product Feasibility Criteria

Percentage Interval	Criteria
0%–25%	Highly Infeasible
26%–50%	Fairly Feasible
51%–75%	Feasible
76%–100%	Highly Feasible

In addition to expert validation, the evaluation was also carried out through measuring the effectiveness of the learning media using questionnaires and student comprehension tests. The data obtained were used to determine the extent to which the developed media could improve students' understanding of the material taught. Through these five stages,

this research aims to develop innovative and engaging learning media to help students understand the material more effectively.

FINDINGS AND DISCUSSION

This study produced a website-based animated video learning media called “SAMARA” designed to improve students’ understanding of Surah Al-A’la in Islamic Religious Education (PAI) for Grade 6. The developed product is an animated video integrated into an interactive website containing various learning features such as learning objectives, learning outcomes, quizzes, post-tests, as well as visual and audio elements that support students’ comprehension. However, since this media is designed as a learning aid, the teacher’s role remains essential as a facilitator who explains the content and meaning of the animation presented. Thus, the animated video does not replace the teacher’s role but rather supports the delivery of material to be more engaging and easier for students to understand.

Analysis

The analysis stage is the first step in developing the animated video learning media “SAMARA.” At this stage, observations, interviews, and needs analysis were conducted at SDN Cibungur, Ganeas District, Sumedang Regency, with a total of 20 students. The observation, conducted on March 15, 2025, aimed to identify the learning conditions of Surah Al-A’la in Grade VI, including the methods used by teachers and the challenges faced by students in understanding the material.

Based on the observation results, several challenges in learning Surah Al-A’la were found. One of them is the low learning interest of students due to conventional teaching methods, such as lectures and reading texts without attractive visualization. This is in line with (Arsyad, 2019) research, which states that the lecture method tends to make students less active in learning and can cause boredom, especially at the elementary school level. In addition, students’ understanding of the content of Surah Al-A’la remains limited due to the lack of learning media that can present the material in a more interactive and enjoyable way.

From the educators’ perspective, teachers also face challenges in delivering material effectively. Based on interviews with the Islamic Religious Education (PAI) teacher at SDN Cibungur, the use of learning media limited to textbooks or blackboards was considered less attractive for students. According to (Prensky, 2010), today’s digital generation more easily understands information through interactive visual media compared to traditional teaching methods. Therefore, innovation in teaching methods is needed so that the material can be delivered more effectively and in line with the learning characteristics of elementary school students.

The analysis results show that conventional methods used in PAI learning are still less effective in improving students’ understanding of Surah Al-A’la. This is supported by the following data:

Table 3. Percentage of Interest and Understanding of Research Sample

Aspect Assessed	Percentage of Students (%)
Interest in learning through lecture	25
Interest in learning through animation video	93
Understanding material conventionally	65
Understanding material with digital media	95

This data supports the finding that conventional methods, such as lectures, are less effective in improving students’ interest and understanding of Surah Al-A’la compared to the use of digital-based learning media. Thus, this table reinforces the argument that innovation in teaching methods, particularly through the use of digital media such as

animated videos, can be an effective solution in enhancing students' interest and comprehension of Islamic Religious Education material, especially Surah Al-A'la.

Needs analysis also shows that the use of technology in learning can be a solution to increase students' interest and understanding. This is supported by (Mayer, 2010) research, which states that multimedia-based learning is more effective in improving students' comprehension because it combines images, sounds, and texts that work simultaneously in the cognitive process. In addition, according to (Hwang & Chang, 2021), interactive digital based media can increase student engagement in learning and help them understand concepts more deeply.

From this analysis, it is concluded that an innovative learning media is needed that can present Surah Al-A'la material in a more engaging and interactive way. Therefore, the "SAMARA" website-based animated video was developed, which not only presents the material in visual and audio form but is also equipped with evaluation features such as quizzes and post-tests to measure students' understanding. With this media, it is expected that Islamic Religious Education learning will become more engaging and support the achievement of learning objectives as recommended by the (Ministry of Education and Culture, 2022) in improving the quality of digital-based learning.

Thus, this analysis stage serves as the foundation for designing learning media that meets the needs of both students and teachers, and supports the effectiveness of the teaching and learning process in Grade VI of SDN Cibungur.

Design

The design stage in this study aims to develop the "SAMARA" animated video learning media based on a website to improve students' understanding of Surah Al-A'la in Islamic Religious Education (PAI) for Grade 6. The design was carried out based on the results of needs analysis obtained from observations, interviews, and preliminary data related to the effectiveness of conventional learning methods at SDN Cibungur.

At this stage, media development was carried out using (Mayer, 2010) Multimedia Development Model, which emphasizes the importance of integrating visual, audio, and interactivity elements in the learning process. This learning media was designed to match the characteristics of elementary school students, who more easily understand material through engaging visual and audio approaches (Hwang & Chang, 2021).

Learning Media Concept Design

The SAMARA learning media was developed in the form of a website-based animated video to facilitate students' access to material in an interactive and engaging way. This media was specifically designed for Grade 6 students by considering multimedia learning principles. The learning outcomes underlying the development of SAMARA refer to Phase C of the Islamic Religious Education and Character subject, which aims for students to understand several short surahs, Qur'anic verses, and hadiths related to the values of diversity. The main goal of learning using this media is that after watching the animated video, students are able to understand the meaning and content of Surah Al-A'la correctly and explain the main message of its verses in simple language.

The material structure in SAMARA was designed using an interactive multimedia approach that integrates text, images, animation, and audio to improve learning effectiveness. The animated illustrations were designed to suit the context of Surah Al-A'la, making it easier for students to understand the meaning of the verses and relate them to everyday life. In addition, the integration of voice narration and audio effects supports a more impressive learning experience, helping students to stay focused in understanding the material presented. To measure comprehension levels, SAMARA also provides interactive features in the form of quizzes and post-tests, allowing students to evaluate their learning outcomes after completing the lesson through this media.

Website Design Planning

The learning website was designed with a user-friendly display, enabling Grade 6 students to easily access the material through various devices, both mobile phones and laptops. By applying UX/UI Design principles, this website offers intuitive navigation to support a more comfortable and interactive learning experience.

According to (Suryaningrum, 2021), UX (User Experience) aims to enhance user experience by prioritizing comfort and ease, while UI (User Interface) focuses more on the visual display to make it more engaging and interactive.

To support accessibility, this learning media uses the S.id website, a platform that enables the creation of simple web pages with fast and easy access for students. The use of S.id ensures that the website remains lightweight, responsive, and compatible across devices, so students can comfortably access the material anytime and anywhere.

This website consists of several main components, namely:

- Homepage: Contains essential information such as learning outcomes, learning objectives, learning materials, quizzes, post-test, development team, references, user guide, and a WhatsApp link for easy communication.
- Material Menu: Provides direct access to interactive animated videos that help students better understand the content of Surah Al-A'la.
- Quizzes and Post-Test: Used to measure students' understanding before and after learning, as well as to provide direct feedback on the answers given.

Animated Video Content Development

The production of animated videos in the SAMARA learning media was based on (Sweller, 2011) Cognitive Load Theory, which emphasizes that information presentation should be designed not to overload students' memory. Therefore, the animated videos were created with an engaging and easy-to-understand approach. Each video was designed in both visual and verse formats so that students become more interested and can better understand the material. In addition, the video duration was optimized to around 5–6 minutes to maintain students' focus and prevent fatigue during learning. From a visual standpoint, the use of colors and illustrations was designed to be child-friendly not too flashy, yet still attractive and supportive of understanding the material presented.

Animated Video Development Stages

After completing the needs analysis stage, this research entered the design stage, where the "SAMARA" animated video began to be developed according to students' needs in understanding Surah Al-A'la. In the production process, various applications were utilized to ensure the quality of visuals, audio, and interactivity of the video. Canva was used to design graphics and visual elements such as illustrations and animation layouts. Meanwhile, CapCut played a role in video editing, including adding effects, transitions, and refining animations to make them more appealing to students. To support the creation of characters and animation scripts, ChatGPT was used as a tool to draft stories, dialogues, and other supporting elements suitable for Grade 6 students. In addition, Pixverse AI was employed to bring animated characters to life with more dynamic movements, making the videos more interactive. As a final step, all completed video elements were exported to the S.id website, allowing students to easily access them through various devices, whether mobile phones or laptops.

Development

At the development stage, all concepts and designs that had been previously prepared began to be realized in the form of the final product, namely a website-based animated video. This process included creating and processing materials to meet the learning needs

of Grade 6 students, particularly in understanding Surah Al-A'la in a more interactive and engaging way.

SAMARA Website



Figure 1. Display of the SAMARA Learning Website on a Laptop



Figure 2. Display of the SAMARA Learning Website on a Mobile Phone

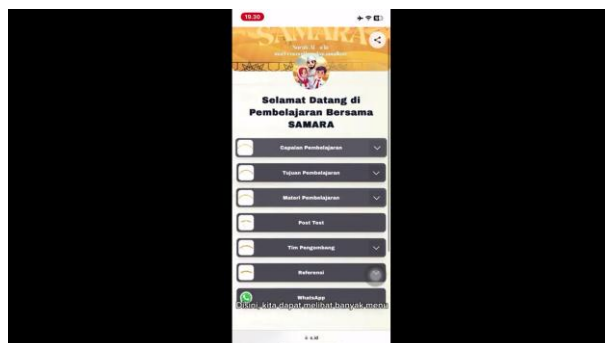


Figure 3. Instructional Video for Using the SAMARA Website



Figure 4. Learning Material Menu

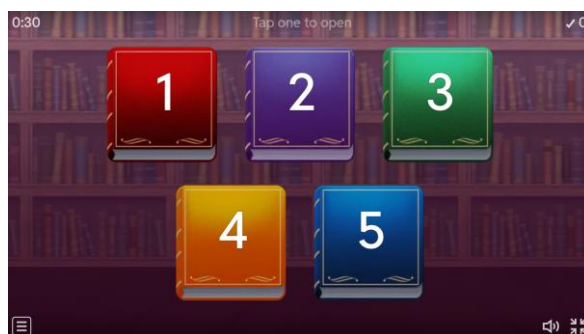


Figure 5. Main Menu of the Learning Quiz



Figure 6. Quiz Display when Answered Correctly



Figure 7. Quiz Display when Answered Incorrectly

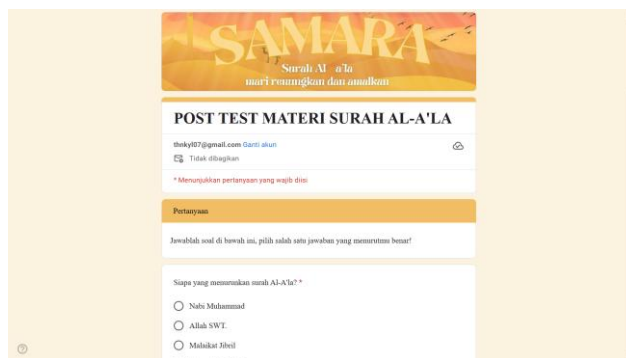


Figure 8. Post-Test Page



Figure 9. SAMARA Media Development Team

Animation Video

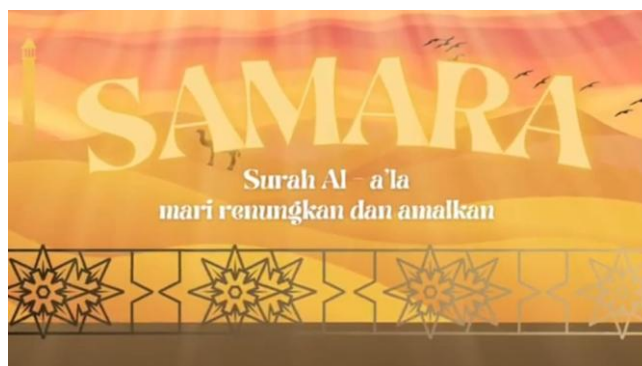


Figure 10. Opening of the SAMARA Video



Figure 11. Character Introduction



Figure 12. The Ustadz Begins the Lesson



Figure 13. Zahira and Ali Feeling Confused



Figure 14. A Light Appears and Takes Them to Another Place



Figure 15. The Hoopoe Bird Comes to Help Zahira and Ali Learn Surah Al-A'la



Figure 16. Visual Display Related to Verses 1–3



Figure 17. Visual Display Related to Verses 4–5



Figure 18. Visual Display Related to Verses 6–7



Figure 19. Visual Display Related to Verses 8–13



Figure 20. Visual Display Related to Verses 14-15

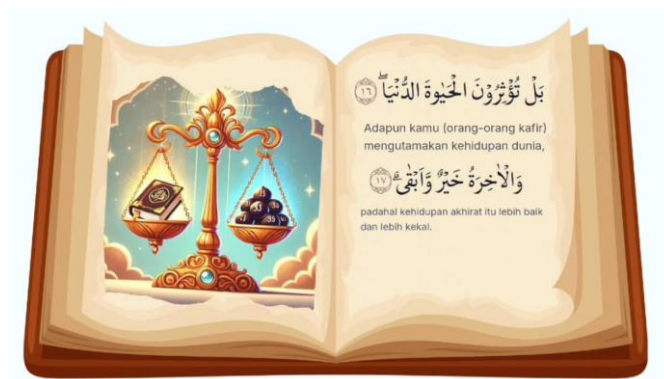


Figure 21. Visual Display Related to Verses 16-19



Figure 22. Zahira and Ali Return to Class with New Knowledge

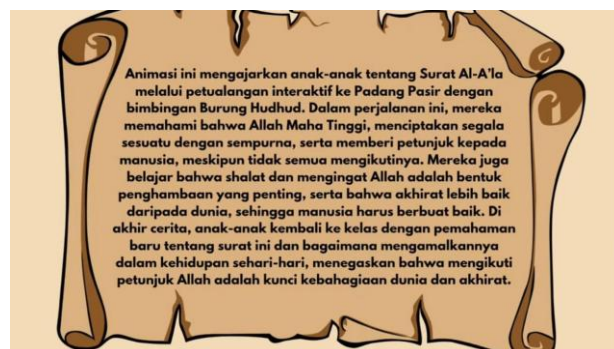


Figure 23. Conclusion of the Animation Video

Implementation

The implementation stage is the process of applying the "SAMARA" animated video learning media in Islamic Education (PAI) learning for Grade VI at SDN Cibungur, Ganeas District, Sumedang Regency. This implementation was carried out to test the effectiveness of the media in improving students' understanding of Surah Al-A'la.

At this stage, the learning media was integrated into teaching and learning activities involving 20 students as research subjects. The learning process was conducted in several sessions, starting with an introduction to the media, screening of the animated video, interactive discussions, and evaluation through quizzes and post-tests. The teacher acted as a facilitator, guiding students in understanding the material and providing instructions related to the features available on the learning website.

Based on observations during implementation, an increase was seen in students' interest and engagement in learning. Students were more enthusiastic in following the material presented through animated videos compared to conventional methods such as lectures and reading texts. This aligns with (Mayer, 2010), who stated that multimedia-based learning can enhance students' understanding because it combines visual and audio elements that work simultaneously in cognitive processes. The evaluation results showed a significant increase in students' learning interest, material comprehension, and active participation. The comparison before and after the implementation is as follows:

Table 4. Comparison of Results Before and After Implementation of the Animated Video

Assessment Aspect	Before (%)	After (%)	Increase (%)
Students' learning interest	60	100	40
Understanding of Surah Al-A'la	60	95	35
Active participation in learning	50	100	50

From the table, it can be seen that students' learning interest increased from 60% to 100%, understanding of Surah Al-A'la improved from 60% to 95%, and active participation rose from 50% to 100%. These improvements indicate that the use of the "SAMARA" animated video had a positive impact on learning effectiveness. This finding supports (Trimono, 2023), who stated that interactive digital media can increase students' motivation and understanding. According to the model of (Abdillah, 2022), the use of multimedia-based technology in learning provides a more meaningful learning experience and supports both visual and auditory learning styles. In addition, students gave positive responses toward this learning media. Based on interviews with several students, they stated that learning became more enjoyable and easier to understand because the material was presented in an attractive and interactive animated format. This is consistent with (Prensky, 2010), who stated that the digital generation more easily understands information through visual media compared to traditional learning methods.

Evaluation

Evaluation was conducted to assess the effectiveness and feasibility of the "SAMARA" animated video learning media in improving students' understanding of Surah Al-A'la. This evaluation involved validation by material experts and media experts, as well as measuring students' responses through questionnaires.

Results of Media Expert Validation

Media validation was carried out by lecturers from the Indonesia University of Education, Sumedang Campus, to assess the appropriateness, effectiveness, and quality of the learning media. The purpose of this validation test was to ensure that the developed media could be used optimally in the learning process. The assessment was conducted using

a 4 point Likert scale, consisting of the categories Very Good (4), Good (3), Fair (2), and Poor (1). The results of the media validation are shown in the following table:

Table 5. Media Expert Validation Results

Assessment Descriptor	Number of Descriptors	Max Score	Score Obtained	Percentage	Interpretation
Product Suitability	5	20	20	100%	Very Feasible
Product Appearance	5	20	20	100%	Very Feasible
Ease of Access	5	20	20	100%	Very Feasible
Positive Impact	5	20	20	100%	Very Feasible
TOTAL	20	80	80	100%	Very Feasible

The results of the media validation indicate that the developed learning media is highly feasible to be used in the learning process. All aspects assessed, including product suitability, appearance, ease of access, and positive impact, achieved maximum scores with a percentage of 100%. This shows that the learning media has met excellent quality standards in terms of design, functionality, and effectiveness in supporting learning. Thus, the media is ready to be optimally used as a learning tool.

Results of Material Validation

Material validation was conducted by a Grade VI Islamic Religious Education (PAI) teacher to evaluate the relevance and effectiveness of the content in supporting the learning objectives. The assessment used the same 4 point Likert scale as the media validation. The results of the material validation are presented in the table below:

Table 6. Material Expert Validation Results

Assessment Descriptor	Number of Descriptors	Max Score	Score Obtained	Percentage	Interpretation
Material Suitability	5	20	19	95%	Very Feasible
Material Presentation	5	20	20	100%	Very Feasible
Writing Quality	5	20	19	95%	Very Feasible
Positive Impact	5	20	20	100%	Very Feasible
TOTAL	20	80	78	97.5%	Very Feasible

The material validation results show that the content is highly feasible to be used in learning. Each aspect assessed obtained a high feasibility percentage, with an overall score of 97.5%. However, the aspects of material suitability and writing quality each scored 95%, mainly due to some parts that need refinement in information presentation. Nevertheless, overall, the developed material has met good quality standards and is ready to be implemented in the learning process.

Results of Student Response Questionnaire

After participating in learning with the animated video media, students were asked to give feedback on their learning experience through a questionnaire. This questionnaire

covered several aspects, including students' feelings after learning, their level of understanding of the material, improvement in Islamic knowledge, and interest in learning through animated videos. The results of the student responses are shown in the following table:

Table 7. Student Response Questionnaire Results

Evaluated Aspect	Response Category	Number of Respondents	Percentage
Students' feelings after learning	Very Happy (4)	19	95%
	Happy (3)	1	5%
	Fairly Happy (2)	0	0%
	Not Happy (1)	0	0%
Understanding of the material	Very Understanding (4)	19	95%
	Understanding (3)	1	5%
	Fairly Understanding (2)	0	0%
	Not Understanding (1)	0	0%
Improvement of Islamic knowledge	Greatly Improved (4)	20	100%
	Improved (3)	0	0%
	Fairly Improved (2)	0	0%
	Less Improved (1)	0	0%
Interest in learning with animation	Very Interested (4)	20	100%
	Interested (3)	0	0%
	Fairly Interested (2)	0	0%
	Not Interested (1)	0	0%

The questionnaire results were then analyzed to determine the average student responses based on the categories Strongly Agree (4), Agree (3), Fairly Agree (2), and Disagree (1). The average results are presented in the following table:

Table 8. Average Student Response Results

Category	Percentage
Strongly Agree (4)	97.5%
Agree (3)	2.5%
Fairly Agree (2)	0
Disagree (1)	0

Based on the results shown in the table above, it can be concluded that the majority of students gave a very positive response to the use of animated video-based learning media. As many as 97.5% of students strongly agreed that learning with this media provided an enjoyable learning experience, improved their understanding of the material, and increased

their interest in learning. Meanwhile, only 2.5% of students agreed, with no students expressing less agreement or disagreement. This indicates that the use of animated video as a learning medium is highly effective in improving students' understanding and interest in learning. In addition to the quantitative results, brief interviews with students confirmed the positive impact of this media. One student stated, "*animated videos make learning more fun and less boring.*" This statement shows that the use of animation not only improves understanding but also makes the learning process more engaging.

According to (Aloraini, 2012), animation-based media can significantly improve learning outcomes as it provides students with concrete visual representations to understand abstract concepts. In addition, research by (Rachmadiani & Anggraini, 2024) also showed that digital-based learning media provides a more interactive and enjoyable experience, contributing to improved learning outcomes. Research by (Kurniawan et al., 2019) stated that interactive animation-based media increases student learning motivation because it presents information in an attractive and easy-to-digest format. Moreover, (Mayer, 2010) showed that visual elements in animation help students integrate new information with their prior knowledge. (Zein, 2024) showed that limited infrastructure and lack of digital skills among educators are major obstacles in implementing technology-based learning media. In implementing this activity, the main challenge is infrastructure readiness and teachers' competence in utilizing such technology. If these challenges can be overcome, digital learning media has great potential to be widely applied and improve education quality.

The results of this study indicate that animation-based learning media can be an effective solution in improving student interest and understanding, especially in Islamic Religious Education (PAI). In the implementation of this activity, the main challenge, according to (Soamole, 2024), is that the application of technology-based learning media requires infrastructure readiness and teachers' competence in utilizing the technology. If these challenges can be addressed, digital learning media has great potential to be widely applied and enhance education quality. With these positive results, the "SAMARA" media has great potential to be implemented in various schools as an innovative learning solution in Islamic Religious Education in the digital era.

CONCLUSION

The implementation of this research successfully achieved its main objective, namely to increase students' interest and understanding of Surah Al-A'la through the "SAMARA" animation-based learning media. The trial results showed a significant improvement in learning interest and material comprehension. The ADDIE development model applied proved effective in designing, developing, and implementing technology-based learning media. The positive impacts of this activity include increased student participation, better comprehension, and a more enjoyable learning experience. Although there were challenges such as technological limitations, this media offers great opportunities for further development in the future. It is recommended for future activities to expand the scope of materials, add interactive features, and provide intensive training for teachers in using technology as a learning medium.

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