

IMPLEMENTATION OF PROBLEM-BASED LEARNING USING ANIMATION IN AKIDAH AKHLAK INSTRUCTION: A CASE STUDY AT MI BHRUL ULUM MAJALAYA

Wahyudin¹, Astuti Darmiyanti², Ferianto³

^{1,2,3}Universitas Singaperbangsa Karawang, Indonesia

¹ Corresponding E-mail: 2410632110017@student.unsika.ac.id

Abstract

This study aims to examine the implementation of Problem-Based Learning (PBL) supported by animated media in Akidah Akhlak instruction at MI Bahrul Ulum Majalaya. This study employs a qualitative approach with a case study design to gain an in-depth understanding of the learning process, teacher strategies, and student responses to the implementation of PBL integrated with animated media. Data collection was conducted through observation, interviews, and documentation, followed by thematic analysis. The results indicate that the implementation of PBL supported by animated media enhances student engagement and understanding of Akidah Akhlak material. Students actively participate in identifying problems, discussing solutions, and presenting group work outcomes, thereby strengthening their critical thinking, collaboration, and communication skills. Observation data showed that approximately 90% of students demonstrated attention and active participation during the learning process. Additionally, the learning process became more interactive and contextual, thereby fostering increased student motivation. The novelty of this study lies in the integration of PBL with animation media in Akidah Akhlak instruction within the context of elementary madrasahs through a qualitative case study approach, a topic that has rarely been explored in depth. Although there were constraints in the form of limited teacher technological competence and digital facilities, these did not significantly hinder the effectiveness of learning. Overall, the findings of this study indicate that PBL supported by animated media is an effective approach in improving the quality of learning, although it still requires support in the form of technological and facility enhancements. This study provides theoretical and practical contributions to the development of innovative learning strategies in elementary education, particularly in Akidah Akhlak instruction.

Keywords: *Animation Media; Akidah Akhlak Learning; Innovative Learning; Problem-Based Learning.*

A. Introduction

Akidah Akhlak education is an essential component of the Islamic Religious Education curriculum that serves to shape students' personalities, character, and behavior to align with Islamic teachings (Yew & Goh, 2016). At the elementary school level, Akidah Akhlak instruction must be designed not only to provide cognitive understanding of the values of faith and virtuous ethics but also to instill moral and spiritual awareness that can be applied in daily life (Zhang et al., 2022). However, classroom practices still indicate that the delivery of Akidah Akhlak content often remains focused on lecture-based methods, rote memorization, and teacher-centered approaches (Schubertová et al., 2023). The dominance of these traditional methods makes learning monotonous, less interactive, and fails to encourage students to engage actively (Mayer, 2002). It is not uncommon for students to

struggle with understanding abstract concepts such as faith, virtuous ethics, immoral ethics, and moral values, which require a more contextual and communicative approach (Cromley & Chen, 2025). Therefore, learning innovations are needed that can increase student engagement and develop critical thinking and problem-solving skills (Sun & Du, 2025).

As the demands of 21st-century education evolve, teachers are expected to design learning experiences that incorporate higher-order thinking skills, collaboration, creativity, and communication (Anggraeni et al., 2023). In this context, Problem-Based Learning (PBL) has emerged as a learning model considered relevant for enhancing the quality of the teaching-learning process. PBL provides students with the opportunity to learn through the process of solving problems that arise in real life or in their immediate surroundings (Berney & Bétrancourt, 2016). This model encourages students to identify problems, seek information, discuss, formulate solutions, and reflect on the process they have undergone (Lonergan et al., 2022). Previous studies have demonstrated that PBL can enhance motivation, critical thinking skills, creativity, and collaboration skills (Candido & Cattaneo, 2025). However, the implementation of PBL requires appropriate media support to ensure the learning process is more effective and meaningful (Liu & Pásztor, 2022).

Animated media is one of the learning media with great potential for use at the elementary school level (Abdulrahman et al., 2020). Students at this age tend to grasp material more easily when it is presented through engaging and communicative visual media (Hung, 2009). Animation can transform abstract concepts into concrete representations, making them easier for students to understand and retain (Khakim et al., 2024). In the context of Akidah Akhlak instruction, animated media can be used to present stories, character examples, moral behaviors, or illustrations of faith concepts in an interactive manner (Zein Damanik et al., 2025). The use of animated media in this context serves as a learning aid that clarifies concepts without causing excessive repetition of explanations. The combination of PBL and animated media is viewed as an approach that can create a more active, participatory, and enjoyable learning atmosphere (Zahra et al., 2025). Nevertheless, the integration of PBL and animated media in Akidah Akhlak instruction remains limited, particularly in the context of elementary madrasahs (Pendidikan et al., 2024).

The results of the literature review reveal several *research gaps* that underscore the urgency of this study. *First*, research on the implementation of PBL has primarily focused on science, mathematics, or language subjects, while its application in religious education, particularly in Akidah Akhlak, remains limited (Karakter et al., 2015). *Second*, most previous studies examined the effectiveness of animated media in isolation without examining how this media is integrated with the PBL model to create a more meaningful learning experience (Agustin et al., 2025). *Third*, research on Akidah Akhlak instruction remains dominated by quantitative approaches that measure student learning outcomes, so aspects of the learning process, classroom interaction dynamics, and the experiences of both teachers and students have not been extensively explored through qualitative approaches (Armita & Ain, 2025). *Fourth*, no in-depth research has been found examining the implementation of PBL

supported by animated media at MI Bahrul Ulum Majalaya, so the unique local context has not been scientifically documented (Situmorang et al., 2024).

Based on these findings, the research gap focuses on the lack of integrative studies combining PBL and animation media, as well as the scarcity of qualitative research exploring its implementation process contextually in the classroom. Thus, this study explicitly offers a different approach compared to previous studies, namely examining the integration of these two components holistically within a real-world learning context.

Conceptually, this study positions PBL as the primary learning framework supported by animated media as a visual stimulus to reinforce conceptual understanding and student engagement. This framework illustrates the relationship between the learning model, media, classroom interactions, and learning outcomes, thereby providing a more systematic theoretical foundation.

This study aims to analyze the implementation of PBL supported by animated media in Akidah Akhlak learning at MI Bahrul Ulum Majalaya, covering planning, implementation, student responses, as well as supporting and inhibiting factors. Thus, this study is expected to provide theoretical and practical contributions to the development of innovative learning in Islamic religious education.

B. Method

This study employs a qualitative approach with a case study design. This approach was chosen because the research objective is to deeply understand the implementation process of the Problem-Based Learning (PBL) model supported by animated media in Akidah Akhlak instruction (Kuntowijoyo, 2018). The case study design allows the researcher to explore learning phenomena contextually within a natural setting without manipulating the variables under study. This approach also provides space to comprehensively describe the experiences of teachers and students, including the supporting factors and obstacles encountered during the PBL implementation process (M. Djunaidi Ghony and Fauzan Almansur, 2019).

The study was conducted at MI Bahrul Ulum Majalaya, an elementary madrasah that consistently implements various pedagogical innovations in Islamic Religious Education. The location was selected purposively based on the consideration that this school has begun integrating learning technologies, including the use of animated media, making it relevant to the research focus (Hasan, 2019). The research informants consisted of 1 Akidah Akhlak teacher, 1 school principal, and 12 fifth-grade students directly involved in the learning process. Demographically, the participating students were aged 10–11 years, had relatively homogeneous socioeconomic backgrounds, and limited experience with technology-based learning. Informants were selected using purposive sampling and snowball sampling techniques to ensure participants understood the phenomenon under study.

Research data were collected through three primary methods: observation, in-depth interviews, and documentation (Radlinski & Craswell, 2022). Participatory observation was

conducted to document the implementation of PBL in the classroom, interactions between teachers and students, the use of animated media, as well as student responses and classroom dynamics during the learning process. In-depth interviews were conducted using a semi-structured approach with teachers and students to explore their understanding, experiences, and perceptions regarding the implementation of animation-assisted PBL. Documentation was used to supplement the data through the collection of learning materials, the animation media used, student work products, activity photos, and relevant school records.

The data obtained were analyzed using thematic analysis techniques, which encompass three stages: data reduction, data presentation, and drawing conclusions (Miles, 2014). The coding process was carried out through several stages: open coding to identify units of meaning, axial coding to group codes into categories, and selective coding to formulate main themes relevant to the research focus. The data were then presented in the form of narratives and thematic matrices to systematically illustrate the relationships between themes.

To ensure data validity, the study employed source triangulation and methodological triangulation techniques (Sugiyono, 2019). Additionally, member checks were conducted with informants, and detailed field notes were taken to maintain data authenticity. This study also addressed ethical considerations by obtaining approval from the madrasah and safeguarding participants' identities through the use of initials or specific codes. All participants provided informed consent prior to the study, and the confidentiality of their personal data was guaranteed.

The research procedure includes the preparation, data collection, data analysis, verification, and report writing stages. Data collection and analysis were conducted simultaneously to ensure the depth of the findings. This methodology enabled the study to produce a comprehensive picture of the implementation of PBL supported by animated media in the teaching of Akidah Akhlak and to reveal students' learning experiences and teachers' pedagogical practices in a naturalistic manner.

C. Findings and Discussion

Planning for Animation Assisted PBL

Observation results indicate that teachers have developed Akidah Akhlak lesson plans by systematically applying Problem-Based Learning (PBL) steps. The analyzed Lesson Implementation Plans (RPP) contain the complete PBL syntax, ranging from the problem orientation stage, problem identification, data collection, group analysis and discussion, presentation of results, to learning reflection. The integration of this syntax indicates that teachers strive to align the learning process with an approach that places students at the center of learning. This planning also reflects teachers' understanding of PBL as a learning model grounded in collaborative problem-investigation activities.

In this planning, the teacher selected animated media as the primary component to introduce the problem (*trigger problem*) in the early stages of learning. The chosen animated media consisted of short videos depicting moral situations relevant to students' lives, such as illustrations of dishonest behavior at school, examples of indiscipline, and depictions of

responsible or irresponsible attitudes within the classroom environment. Interviews with the teacher reinforced these findings. Teachers stated that the use of animation is not merely a visual aid but serves as a cognitive bridge to concretize the abstract concepts of Akidah Akhlak.

Teachers said: *“Concepts like honesty, trustworthiness, or discipline are abstract for children. Animated videos help them see real-life examples so they can understand them more easily.”*

This statement aligns with Mayer’s visual learning theory, which explains that visual representations can reduce cognitive load and facilitate information processing, particularly for elementary school-aged students (Rizki Agustina et al., 2025). Compared to the findings in that reference, this study confirms that animated media not only enhances conceptual understanding but also serves as an initial trigger in the PBL framework, guiding students toward an active problem-investigation process.

From the perspective of multimedia learning theory, animation facilitates dual-channel processing (verbal-visual channels) so that information can be understood simultaneously through narration and moving images. This aligns with Mayer’s *“modality”* principle, which emphasizes that presenting material through audiovisual media enhances comprehension capacity by maximizing short-term memory function. Thus, the selection of animation as a medium in instructional planning is not merely an accessory but a pedagogical strategy that reinforces the PBL framework.

Analysis of the instructional documents reveals that teachers have aligned the core competencies (KD) with problem scenarios to be presented through animation. For example, for the KD on honest behavior, teachers selected animations depicting simple ethical dilemmas, such as finding someone else’s belongings. These problem scenarios were then documented in the Student Worksheet (LKPD) for student analysis. The LKPD is designed not merely to answer direct questions, but rather to guide students in identifying the root of the problem, analyzing moral implications, and proposing alternative solutions. In this context, the teacher has applied Vygotsky’s constructivist principle, which posits that knowledge is constructed through social interaction and meaningful experiences (Lourenço, 2012).

Field data indicates that the teacher’s lesson planning received an observation score of 75%, which falls into the *“good”* category. This score was obtained through an observation instrument that assessed several components of lesson planning using a specific scale, which was then converted into a percentage to indicate the level of achievement. This score indicates that all components of lesson planning were covered, although there are still aspects that can be improved, such as the formulation of critical thinking indicators and the PBL assessment rubric. The following is a summary of field data related to lesson planning.

Table 1. Instructional Planning Data (Observation & Documentation)

Planning Components	Field Evidence	Score
Alignment of the Lesson Plan with PBL Syntax	The lesson plan includes 6 stages of PBL and problem-based learning objectives	4/5

Selection of animation media	Animation aligns with learning outcomes; effective duration 2–4 minutes	4/5
Formulation of critical thinking indicators	Not detailed, still general	3/5
PBL-based worksheet planning	The worksheet includes problem analysis and moral solutions	4/5
Authentic assessment instruments	The section is not yet complete for presentations & collaboration	3/5

According to Barrows' PBL theory, ideal lesson planning should ideally include four key elements (Natunnada et al., 2024):

- a. Authentic and complex problems,
- b. Students have the freedom to identify their learning needs,
- c. Investigative activities are conducted collaboratively, and
- d. The final outcome consists of synthesis and reflection.

The teachers' planning in this study met most of these elements, particularly regarding the authenticity of the problem and collaborative activities. However, when compared to the ideal standards in Barrows' theory, the aspect of authentic assessment in this study remains suboptimal, especially in measuring critical thinking processes and individual contributions within group work. This finding reinforces that the success of PBL is determined not only by problem design but also by the quality of its assessment system.

From a moral education perspective, the animated media used by the teacher successfully presented relevant moral dilemmas. According to Lickona, effective moral education must provide concrete examples, value discussions, and opportunities for students to analyze the moral consequences of an action (Lickona, 2014). The teacher's lesson plan, which used animation as a problem trigger, aligns with this principle. Teachers provided a real moral context through animated clips, then encouraged students to analyze moral values through group discussions, and finally drew conclusions during a reflection session.

Results from in-depth interviews with students indicate that they found it easier to understand the lesson when animations were used at the beginning. Students stated that they could "see directly" examples of good and bad behavior, making it easier to distinguish between them. This indicates the success of the teacher's lesson planning in utilizing animation as an *advance organizer* of concepts within Ausubel's theory, which emphasizes the need for visual introductions to facilitate meaningful learning (Schneider et al., 2023).

Additionally, an analysis of the digital resources used by the teacher revealed that the animations were selected from legal, safe sources that align with Islamic values. The teacher also adjusted the duration of the animations to prevent them from distracting students for too long. Mayer's *coherence* principle is reflected here: avoiding irrelevant visual details to keep students focused on the main moral message (Mou, 2023).

Based on classroom observations, teachers appeared capable of explaining the connection between the animation and the issue students were to analyze. For example, after showing an animation about honesty, the teacher posed prompting questions such as: "What

problem do you see in the video?", "Why is that behavior wrong?", and "How should we behave as Muslims?" These questions reflect the teacher's ability to design *guiding questions*, which are essential in PBL.

Theoretically, this activity aligns with Vygotsky's concept of *scaffolding*, where the teacher provides initial support to help students enter the zone of proximal development (ZPD) (Lourenço, 2012). With scaffolding in the form of prompt questions and animations, students find it easier to independently engage in the problem-investigation process.

From a theoretical synthesis perspective, the PBL-based Akidah Akhlak lesson planning supported by animation media in this study reflects the integration of three main theoretical frameworks:

1. PBL (Barrows) → authentic and collaborative problem-based learning.
2. Multimedia learning (Mayer) → the use of animation as a cognitive stimulus.
3. Constructivism (Vygotsky - Piaget) → students construct understanding through discussion and visual experiences.

These three theoretical frameworks converge in the instructional design developed by the teacher, namely student-centered learning, rich in visual stimuli, and oriented toward solving moral problems. Compared to previous studies cited in the literature, these findings indicate that the integration of the learning model (PBL) and media (animation) is not merely complementary but mutually reinforcing in fostering students' moral understanding in a more contextual and meaningful way.

These findings indicate that teachers' lesson plans have met the characteristics of innovative Islamic Education (PAI) instruction. This is also in line with the Merdeka Belajar policy, which promotes the integration of technology and the strengthening of critical thinking skills.

Thus, the research results show that PBL-based Akidah Akhlak lesson plans supported by animations have been well-developed, are relevant to modern learning theories, and are capable of facilitating moral learning needs at the elementary school level. However, from an analytical perspective, there is still room for improvement, particularly regarding authentic assessment and the development of critical thinking skill indicators, which are essential prerequisites for optimizing PBL implementation.

Implementation of Animation-Assisted PBL

The implementation of Problem-Based Learning (PBL)-based Akidah Akhlak instruction supported by animation media at MI Bahrul Ulum Majalaya proceeded through several main stages in accordance with the PBL syntax, namely problem orientation, problem identification, information gathering, group discussion, solution presentation, and reflection (Krieglstein et al., 2023). This implementation was observed directly through classroom observations over several sessions and reinforced with in-depth interviews with teachers and students. Data were collected through participatory observation, activity assessment sheets, and semi-structured interviews to ensure triangulation of sources. The results indicate that the learning process was quite effective and succeeded in creating an interactive classroom atmosphere while actively engaging students in critical thinking. These findings reinforce that the implementation of PBL combined with animated media not

only proceeded procedurally but also had a positive impact on the quality of learning interactions.

Stage 1: Problem Orientation through Animation Screening

The learning session began with the screening of an approximately three-minute animated video. The animation featured illustrations of moral behavior, such as a scenario where a student finds a classmate's belongings but keeps them for themselves. The visuals in the animation provide a strong stimulus, capturing students' attention from the very start of the lesson. As the animation played, students appeared fully focused on the screen. Observations showed that 92% of students directed their full attention to the screen, indicating the animation's success in capturing attention.

After the animation ends, the teacher poses prompting questions such as: "What problem did you see in the video just now?", "Why is that behavior inconsistent with the teachings of Akidah Akhlak?", and "How should a Muslim behave in such a situation?" These questions prompt students to begin identifying moral issues in the video. At this stage, students begin to voice their opinions, and the initial discussion proceeds quite dynamically. Field findings noted that 18 out of 24 students raised their hands to provide answers or comments.

The implementation of this orientation stage aligns with Mayer's (2020) theory of multimedia learning, which explains that animations have the power to enhance the process of information *encoding* in long-term memory (; Birhan et al., 2021) . When compared to the findings in those references, this study demonstrates that animations not only improve information retention but also serve as an initial trigger for critical thinking processes within the PBL framework.

Stage 2: Problem Identification

After the orientation through the animation, the teacher asked each group to identify the main problem and related issues presented in the video. Based on observations, most students were able to identify the main problems, such as dishonesty and untrustworthy behavior. However, some groups struggled to identify the impacts of such behavior in greater detail.

To assist this process, the teacher provided *scaffolding* in the form of guiding questions. For example: "What are the consequences of that behavior for their peers?", "What are the consequences for themselves?", and "Are there any moral values being violated?" This approach aligns with Vygotsky's (1978) theory of the ZPD (Zone of Proximal Development), which states that students need support from teachers to reach a higher level of understanding (Lourenço, 2012).

Interview data confirmed that the teacher's questions made it easier for students to understand the moral context in the animation.

One student said: "If I just watch the video, I understand, but when the teacher asks questions, I get a better grasp of what it means."

This finding indicates that success in the problem-identification stage is influenced not only by the quality of the media but also by the teacher's ability to provide appropriate

scaffolding. This reinforces constructivist theory, which holds that pedagogical interaction is key to building students' understanding.

Stage 3: Information Gathering and Group Discussion

During the data collection and group discussion phase, students were divided into six groups, each consisting of four students. They were given worksheets containing problem-analysis steps and open-ended questions to encourage critical thinking. Observations showed that the dynamics of the group discussions varied considerably:

1. 4 out of 6 groups demonstrated active participation, two-way communication, and clear task division.
2. 2 groups required more intensive assistance from the teacher as they tended to be passive and wait for others to speak.

The teacher moved around to each group, providing guidance, and engaging students who appeared less confident. The way the teacher facilitated the discussion reflected the *tutor's* role in PBL as described by Barrows, namely encouraging the exploration of ideas without providing direct answers (Daryanes et al., 2023).

Another interesting finding is that the animation viewed at the beginning of the lesson is often referenced by students during discussions. Students mimic scenes from the animation while commenting on the characters' actions in the video. This indicates that the animation serves as a *visual anchor* that maintains students' cognitive focus throughout the problem-solving process, rather than merely as an initial stimulus.

Stage 4: Presentation of Discussion Results

After the discussion ended, each group was asked to present their analysis results. Presentations were conducted in turn, and each group was given about five minutes. Observations showed that students were relatively confident in presenting their findings, although the quality of presentations varied between groups.

The following table summarizes the assessment of students' presentation activities based on the observation sheet:

Table 2. Assessment of Discussion Results Presentations

Indicator	Active Groups (4 Groups)	Less Active Groups (2 Groups)
Clarity of delivery	Good (4)	Fair (3)
Argumentation	Good (4)	Poor (2)
Group collaboration	Excellent (5)	Fair (3)
Accuracy of moral solutions	Good (4)	Fair (3)
Courage to speak up	Good (4)	Poor (2)

These ratings were obtained through an observation rubric that assessed students' communication, argumentation, and collaboration during the presentation. This presentation process reflects constructivist learning principles, in which students build understanding through the articulation and clarification of their thoughts. According to (Occa & Morgan, 2022), presentations in PBL are part of the *knowledge negotiation* process that

strengthens students' conceptual understanding. However, upon further analysis, the differences in quality among groups indicate that students' communication and argumentation skills are not yet uniform, thus requiring reinforcement through more differentiated learning strategies.

Stage 5: Learning Reflection

The reflection stage is conducted by asking students to write down one thing they learned from the problem-based research activity and one thing they wish to improve in their daily behavior. This stage is crucial in Akidah Akhlak education, as Lickona argues that reflection serves as a bridge between moral knowledge and moral action (Lickona, 2014).

Reflection documentation indicates that most students understand the key moral values learned, such as "honesty is important," "do not take others' belongings," and "be responsible for safeguarding trust." These reflections suggest that the animations and problem-based discussions have an impact on the understanding of moral values.

Reflection data were obtained from students' written sheets, which were analyzed qualitatively to identify the main themes of moral understanding.

However, analytically, the depth of students' reflections still tends to be descriptive and has not yet fully reached the evaluative or critical stage, so the potential for metacognitive development in PBL has not been optimized.

The implementation of Problem-Based Learning (PBL)-based Akidah Akhlak instruction supported by animation media demonstrates a strong integration between PBL theory, constructivist " " theory, and multimedia learning theory. From the PBL perspective as articulated by Barrows, the learning process demonstrates that students are in an active role as problem solvers, while the teacher acts as a facilitator guiding the inquiry process without providing direct answers (Chao et al., 2025). The problems analyzed by students originate from authentic situations presented through animations, thus aligning with the characteristics of PBL, which emphasizes real-world contexts as a means of developing critical thinking and problem-solving skills.

From the perspective of Mayer's multimedia learning theory, the use of animations at the beginning of a learning session has been shown to be a powerful cognitive trigger. Animations combine visual and verbal elements, thereby helping students understand information more quickly and deeply (Lewis et al., 2024). The presence of visual representations in the form of moral illustrations makes it easier for students to process and remember the messages conveyed, while also enhancing their ability to connect these visuals with the problems being analyzed. Thus, animations serve not only as visual entertainment but also function as *cognitive triggers* that reinforce the analytical process in PBL.

The implementation of learning is also aligned with Vygotsky and Piaget's constructivist theories (Lourenço, 2012). Group discussion activities, collaborative work, and presentations of analysis results demonstrate that students construct understanding through social interaction and direct experience. The teacher provides *scaffolding* in the form of guiding questions and further instructions to help students enter the zone of proximal development (ZPD), enabling them to generate new understanding that was previously

beyond the reach of their independent capabilities. This process of meaning construction is at the core of problem-based learning, where students do not merely receive knowledge but construct it through reflective and dialogic thinking.

Furthermore, from the perspective of moral learning as described by Lickona, the combination of animations, problem discussions, and final reflection activities fosters the development of students' moral awareness (Lewis et al., 2024). Animated presentations present real moral dilemmas, group discussions help students evaluate the moral reasons behind actions, and reflection sessions lead students to a deeper understanding of ethical values. This entire process contributes to character development, which is the primary goal of Akidah Akhlak education.

When compared to studies in the references cited, these findings indicate that the simultaneous integration of PBL and animated media yields more comprehensive effects, not only on students' cognitive aspects but also on their affective and moral dimensions.

Overall, the synthesis of theory and field findings indicates that the implementation of PBL supported by animated media is not only consistent with its underlying theoretical framework but has also been empirically proven effective in enhancing student engagement, conceptual understanding, and moral awareness at MI Bahrul Ulum Majalaya. However, there is still room for improvement, particularly regarding the equitable distribution of student participation and the deepening of reflection, which are crucial factors for optimizing PBL implementation in the future.

Student Responses to PBL and Animation Media

Student responses to the implementation of Problem-Based Learning (PBL) supported by animated media showed a positive and enthusiastic trend. Based on field observations, in-depth interviews, and analysis of student behavior during the learning process, it was found that the majority of students felt more motivated, found it easier to understand the material, and participated more actively. This was evident in their behavior, which consistently showed full attention when the animation was played, active participation in group discussions, and the courage to express their opinions when asked to present group work results.

In the initial stage, when the animation was played to introduce the problem, all students appeared focused on the LCD screen. Observation notes indicate that approximately 90% of students were in a state of full attention, characterized by sitting upright, directing their gaze at the screen, and displaying expressions of interest. Visual responses such as nodding, smiling, or spontaneous comments indicated that the animation successfully fostered students' emotional engagement. Such initial responses are considered crucial in *engagement* theory according to (Kwangmuang et al., 2024), which emphasizes that emotional engagement serves as the foundation for cognitive and behavioral engagement.

Interviews with several students reinforced these findings.

One student stated, *"When I watch the video, I understand faster. So I know which behaviors are good and which are not."*

This statement illustrates the role of animation as a bridge between the abstract concepts of ethics and students' real-life experiences. Consistent with the principle of *representational mapping* in Mayer's multimedia theory, the visualization of characters, events, and dialogue in the animation facilitates students' interpretation of the moral messages conveyed.

Students' cognitive responses were also evident in their ability to identify problems depicted in the animations. When the teacher asked what issues they observed, nearly all students were able to point out instances of dishonesty or untrustworthiness in the footage. Some students even connected these scenarios to similar personal experiences.

For example, one student said: "*Once, a friend of mine found an eraser and took it home. That's just like in the video.*"

This statement indicates that students were able to engage in *contextual understanding transfer*—linking moral concepts in the media to their real-life experiences. This is a strong indicator of the internalization of values according to Lickona (2014).

The group discussion activity showed that students enjoyed the interactive learning atmosphere. Observations noted that the volume of student conversation during the discussion increased but remained focused on the topic at hand. In this discussion, students exchanged opinions about the right actions, the consequences of bad behavior, and the solutions that should be implemented. Their engagement can be categorized as active cognitive engagement. Some students appeared to be *opinion leaders* in their group's " ," while others demonstrated active participation through questions and clarifications.

Meanwhile, interviews revealed that students felt more motivated to learn when they were engaged in group activities.

One student said, "*The discussion was fun because we could exchange opinions. Sometimes I didn't know the answer, but my friends explained it to me.*"

These findings align with Vygotsky's theory of social constructivism, which states that interaction with peers can accelerate the learning process through the negotiation of meaning within a group (Koçoğlu & Kanadlı, 2025).

Students' positive responses were also evident when asked to present the results of their discussions. Although there were variations in confidence levels, most students demonstrated a willingness to step forward in front of the class. Observations showed that approximately 70% of students were willing to present their discussion results, although some still required encouragement from the teacher. When presenting their analysis results, students endeavored to explain systematically based on the worksheets, indicating that they understood the problem-solving stages.

From the perspective of *student voice* theory, students' courage to voice their opinions serves as an indicator that the learning process provides space for self-expression and self-actualization (Fadhilah, 2025). This supports the inherent goal of PBL to facilitate the development of critical thinking and communication skills.

Additionally, students' affective responses are evident through more mature moral expressions following the problem-analysis process. Documentation of student reflections shows that many students wrote things like: "*I must not take my friends' belongings again,*" "*I*

must tell the truth even when it's difficult," or "I want to be more responsible at home and at school." This indicates that animation-assisted PBL learning impacts not only the cognitive level but also the affective level and attitudes.

When analyzed through Lickona's theory of moral learning, activities that integrate animation, discussion, and reflection provide the three main components of character development: *moral knowing*, *moral feeling*, and *moral action*. Students not only know which behaviors are right but are also able to feel the relevance of those values and demonstrate a willingness to apply moral values in their lives.

Field data further indicates that student responses can be mapped quantitatively to provide an overview of general trends. The following is a summary of these findings.

Table 3. Summary of Student Responses to Animation-Assisted PBL

Response Indicators	Percentage	Description
Attention to animations	90%	Very high
Discussion engagement	78%	High
Confidence in presenting	70%	Fairly high
Understanding of moral values	85%	Very good
Motivation to learn	88%	Very good

These findings indicate that the use of animation has an overall positive impact. The data also supports the interpretation that previous conventional learning methods may have failed to sufficiently stimulate student engagement. Thus, shifting to an animation-assisted PBL approach creates a more dynamic and meaningful learning environment.

This highly positive student response reinforces the findings of previous studies stating that animated video media is effective in enhancing moral understanding among elementary school students. Problem-based learning supported by visualizations of moral situations makes it easier for students to analyze and evaluate actions, thereby allowing the internalization of Akidah Akhlak values to occur more effectively.

From a theoretical synthesis perspective, the improved student responses indicate that PBL and animation work synergistically: PBL activates critical thinking processes, while animation helps provide a visual context that reinforces understanding. The interaction between the two creates learning that is not only enjoyable but also substantial and character-building.

Supporting and Hindering Factors

The implementation of Akidah Akhlak learning based on Problem-Based Learning (PBL) supported by animation media at MI Bahrul Ulum Majalaya is influenced by various factors that affect the quality and effectiveness of learning activities. Based on the results of observations, interviews, and document analysis, it was found that there are several supporting factors that facilitate the implementation of PBL with animation media; however, there are also a number of obstacles that require attention to ensure its implementation runs more optimally. These factors play a crucial role in determining to what extent this approach can achieve learning objectives, particularly in enhancing student engagement and their understanding of moral values.

Regarding supporting factors, one of the most dominant is the availability of adequate technological facilities for displaying animated media. The madrasah is equipped with projectors, screens, speakers, and other supporting devices that allow teachers to conduct multimedia-based learning without significant technical obstacles. The availability of this equipment greatly helps teachers utilize animations as engaging and relevant problem-triggers for students. Observations indicate that teachers can set up the equipment quickly, and the animation playback process proceeds without technical glitches. This is crucial because, according to Mayer's multimedia theory, the smooth playback of audiovisual media is a key factor determining the success of students' information processing.

In addition to technological facilities, teacher readiness is also a significant contributing factor. Teachers demonstrated a fairly good ability to integrate PBL techniques into instruction and to use animated media as part of problem-solving strategies. Interviews with teachers revealed that they have a good understanding of the objectives of PBL as well as how to facilitate group discussions, pose probing questions, and guide students toward moral reflection. The teacher's readiness in these pedagogical aspects aligns with Barrows' perspective, which emphasizes that the success of PBL is heavily influenced by the role of a facilitator who can guide students without directly directing them (Yolanda Nur Safitri et al., 2024). Teachers also demonstrated flexibility in adapting discussion activities based on classroom dynamics, such as providing additional guidance to less active groups and reinforcing groups that had already shown better analytical skills.

Another supporting factor is the relevance of the animated media used. The selected animations depict various moral situations closely related to students' daily lives, such as dishonesty, lack of discipline, or irresponsible behavior. These animations effectively present moral situations concretely, making it easier for students to understand the ethical values being studied. Students responded positively to the animations presented, reinforcing their view that the learning process became more engaging and easier to understand. This relevant visual context supports Lickona's theory that moral education is more effective when delivered through examples or real-life situations that students can identify with (Lickona, 2014).

The absence of major technical obstacles also served as a supporting factor. During the learning process, there were no power outages or other technical issues that disrupted the animation playback. This created a conducive learning atmosphere with minimal distractions. The school environment also supported collaborative learning, as the classroom layout was easily adaptable for group discussions.

Nevertheless, several challenges still emerged and require attention. One of the main challenges identified was the limited learning time. The PBL framework requires a relatively long time for each stage: showing the animation, identifying the problem, discussing, presenting the results, and reflecting. Within a 2 x 35-minute class period, teachers often have to rush through certain parts, such as the presentation and reflection, to ensure all PBL stages are completed on time. This situation impacts the quality of group discussions, particularly for groups that require more time to analyze the problem. Some students expressed

dissatisfaction, feeling that the discussion time was too short. This challenge aligns with previous research indicating that PBL requires sufficient time allocation for students to engage in a deep inquiry process.

In addition to time constraints, another notable challenge is the variation in students' abilities to understand and analyze moral problems. Within each group, there are students with stronger analytical skills and others who tend to be passive or lack confidence. This results in discussion dynamics that do not always proceed evenly. Teachers need to pay closer attention to less active groups, including providing additional guidance so that students can participate optimally. This factor relates to Vygotsky's constructivist theory, which emphasizes differences in the zone of proximal development among students (Lourenço, 2012). Teachers need to provide different forms of scaffolding for each student so that they can achieve a higher level of understanding.

Another challenge is that teachers' technological competence still needs improvement. Although teachers have demonstrated basic skills in playing animations and managing devices, interviews revealed that they are not yet fully comfortable using certain supplementary applications that could enrich multimedia-based learning. Teachers acknowledged that they need training to expand their technological skills, particularly in creating or editing simple animated media that better align with students' local contexts. This situation aligns with the literature, which states that teachers' technological readiness is a determining factor in the success of multimedia integration in learning.

Additionally, several challenges also arise from student conditions, such as differences in learning styles and collaborative abilities among group members. Students with a visual learning style respond more quickly to animations, while those with verbal or kinesthetic tendencies require additional prompts from the teacher to engage in discussions. These variations in learning styles demand that teachers manage groups more effectively so that all students can benefit from problem-based learning.

Overall, supporting factors such as adequate technological facilities, teacher readiness, the relevance of animations, and positive student responses contribute significantly to the success of animation-assisted PBL. However, obstacles such as time constraints, variations in student abilities, and teachers' technological competencies are important considerations that require attention in future implementations. This analysis indicates that the application of animation-assisted PBL holds great potential for improving the quality of Akidah Akhlak learning, but it also demands adequate pedagogical and technical readiness to ensure optimal results.

Table 4. Summary and Synthesis of Results and Discussion

Component	Key Findings	Field Data	Theoretical Synthesis	Implications
Planning PBL-Based Learning with Animations	Teachers develop lesson plans by integrating PBL syntax and select	The lesson plan includes the problem identification-reflection stages; teachers select	In line with Mayer (2020), animations enhance attention	Thorough planning serves as the foundation for PBL success and enhances the

	animations as stimuli for moral issues.	animations themed around honesty and trustworthiness.	and cognitive processing.	relevance of the material.
Implementation of Learning	The lesson proceeds interactively through problem orientation, discussion, presentation, and reflection.	90% of students were focused during the animation; 78% actively participated in discussions; 70% were confident in their presentations; and the written reflections were strong ().	Supports Barrows (PBL), Vygotsky (ZPD), and Lickona (moral knowing, feeling, action).	The constructive process has been proven to improve students' moral analysis and participation.
Student Response	Student responses were very positive: enthusiastic, active, and demonstrating a more concrete understanding of moral values.	Students related the video to their personal experiences; their reflections demonstrated a deep moral understanding.	Consistent with engagement theory (Fredricks), multimedia theory (Mayer), and moral education theory (Lickona).	Animation and PBL strengthen learning interest and the internalization of moral values.
Supporting Factors	Availability of technology, teacher readiness, relevance of animations, and a conducive classroom atmosphere.	Projector and audio functioned well; teachers were able to facilitate discussions; students showed high enthusiasm.	This supports the literature that facilities and teacher pedagogy influence the success of PBL.	Supportive resources and teacher readiness facilitate the implementation of innovative models.
Barriers	Limited time, variations in student ability, and uneven teacher technological competence.	2 out of 6 groups were passive; some students' reflections were not sufficiently deep; insufficient discussion time.	Consistent with PBL findings that this model requires significant time and analytical skills.	Training in technology, time management, and differentiated scaffolding is needed.

D. Conclusion

The research results indicate that the implementation of *Problem-Based Learning* (PBL) supported by animated media in Akidah Akhlak instruction at MI Bahrul Ulum Majalaya effectively enhances student engagement, understanding of moral values, and analytical skills regarding everyday ethical issues. Animated media proved effective as a trigger for concrete and engaging problems, thereby making it easier for students to identify moral dilemmas. The integration of PBL syntax with animated support made learning more interactive, constructive, and student-centered, as reflected in the high level of discussion participation, confidence in presentations, and the quality of students' moral reflections.

Theoretically, this study affirms the integrative contribution of the PBL model, multimedia learning theory, and moral education within the context of Akidah Akhlak instruction in elementary madrasahs. Practically, this study provides empirical evidence that the use of animated media within a PBL framework can serve as an innovative approach to enhancing the quality of character-based learning.

The practical implications of these findings suggest that teachers need to systematically design problem-based learning by utilizing animated media as the primary stimulus, especially for abstract material related to moral values. Teachers also need to develop effective discussion facilitation strategies to ensure all students are actively engaged. For madrasahs, tangible support is needed in the form of providing learning technology resources, strengthening teachers' digital literacy, and integrating innovative learning media into curriculum planning. Additionally, for policymakers and curriculum developers, the results of this study can serve as a basis for formulating technology-based learning policies and strengthening character education grounded in visual and problem-based contexts at the elementary education level.

However, this study has several limitations that need to be noted, including the relatively short implementation duration, which did not allow for the optimal exploration of all PBL stages; student heterogeneity, which influenced group discussion dynamics; and limitations in teachers' technological competencies regarding the development and management of animation media.

Therefore, future research is recommended to extend the implementation duration to obtain a deeper understanding of PBL's effectiveness, develop more contextually relevant animation media based on local culture, and conduct comparative studies with other learning models to test their relative effectiveness. Additionally, future research could employ a mixed-methods approach to yield more comprehensive results regarding both the learning process and outcomes.

References

- Abdulrahman, M. D., Faruk, N., Oloyede, A. A., Surajudeen-Bakinde, N. T., Olawoyin, L. A., Mejabi, O. V., Imam-Fulani, Y. O., Fahm, A. O., & Azeez, A. L. (2020). Multimedia Tools In The Teaching And Learning Processes: A Systematic Review. *Heliyon*, 6(11), E05312. <https://doi.org/10.1016/j.heliyon.2020.E05312>

- Agustin, T., Marisa, S., & Bakar, A. (2025). The Application Of The Problem-Based Learning (PBL) Model To Improve Student Learning Outcomes In The Akidah Akhlak Subject For Eighth-Grade Students At Mts Nurul Ikhwan Konsesi. *Edu Society: Journal Of Education, Social Sciences, And Community Service*, 5(3), 523–528. <https://doi.org/10.56832/EDU.V5I3.1973>
- Anggraeni, D. M., Prahani, B. K., Suprpto, N., Shofiyah, N., & Jatmiko, B. (2023). Systematic Review Of Problem-Based Learning Research In Fostering Critical Thinking Skills. *Thinking Skills And Creativity*, 49, 101334. <https://doi.org/10.1016/J.TSC.2023.101334>
- Armita, F., & Ain, S. Q. (2025). Development Of Animated Video Learning Media For The "I Like To Work Together" Lesson In First Grade Elementary School. *Cetta: Journal Of Educational Science*, 8(4), 35–42. <https://doi.org/10.37329/CETTA.V8I4.4416>
- Berney, S., & Bétrancourt, M. (2016). Does Animation Enhance Learning? A Meta-Analysis. *Computers & Education*, 101, 150–167. <https://doi.org/10.1016/J.COMPEDU.2016.06.005>
- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring The Context Of Teaching Character Education To Children In Preprimary And Primary Schools. *Social Sciences & Humanities Open*, 4(1), 100171. <https://doi.org/10.1016/J.SSAHO.2021.100171>
- Candido, V., & Cattaneo, A. (2025). Applying Cognitive Theory Of Multimedia Learning Principles To Augmented Reality And Its Effects On Cognitive Load And Learning Outcomes. *Computers In Human Behavior Reports*, 18, 100678. <https://doi.org/10.1016/J.CHBR.2025.100678>
- Chao, Y. H., Wu, H. Y., & Chang, T. H. (2025). Development And Evaluation Of Animated Instructional Materials And Collaborative Learning For Nursing Research Courses: An Action Research Study. *Nurse Education Today*, 155, 106854. <https://doi.org/10.1016/J.NEDT.2025.106854>
- Cromley, J. G., & Chen, R. (2025). A Meta-Analysis Of Richard Mayer's Multimedia Learning Research: Searching For Boundary Conditions Of Design Principles Across Multiple Media Types. *Educational Research Review*, 49, 100730. <https://doi.org/10.1016/J.EDUREV.2025.100730>
- Daryanes, F., Darmadi, D., Fikri, K., Sayuti, I., Rusandi, M. A., & Situmorang, D. D. B. (2023). The Development Of Interactive Learning Media With An Articulated Storyline Based On Case Methods To Train Students' Problem-Solving Ability. *Heliyon*, 9(4), E15082. <https://doi.org/10.1016/J.HELİYON.2023.E15082>
- Fadhilah Bula, R., & Master's Program In Educational Management, P. (2025). Innovation In Islamic Education In The Digital Age: Development Of Interactive Animated Videos As Educational Media. *Jurnal Pustaka Cendekia Pendidikan*, 3(1), 20–26. <https://doi.org/10.70292/JPCP.V3I1.128>

- Hasan. (2019). *Strengthening Learning Methodologies Based On Cultural Values To Foster National Competitiveness And Character*. Ministry Of Education And Culture.
- Hung, W. (2009). The 9-Step Problem Design Process For Problem-Based Learning: Application Of The 3C3R Model. *Educational Research Review*, 4(2), 118-141. <https://doi.org/10.1016/J.EDUREV.2008.12.001>
- Karakter, P., Pendidikan, S. M., & Islam, A. (2015). Character Development Of Students Through Islamic Religious Education. *Jurnal Salam*, 18(1), 67-82. <https://ejournal.umm.ac.id/index.php/salam/article/view/2842>
- Khakim, N., Mela Santi, N., Bahrul U S, A., Putri, E., & Fauzi, A. (2024). The Effect Of The Problem-Based Learning Model On Student Learning Outcomes In The Akidah Akhlak Subject At The Ikhwanul Muslimin Madrasah Aliyah In Serdang Bedagai Regency. *At-Tarbiyah: Journal Of Islamic Religious Education And Research*, 2(1), 208-214. <https://doi.org/10.37640/JCV.V2I2.1506>
- Koçoğlu, A., & Kanadlı, S. (2025). The Effect Of Problem-Based Learning Approach On Learning Outcomes: A Second-Order Meta-Analysis Study. *Educational Research Review*, 48, 100690. <https://doi.org/10.1016/J.EDUREV.2025.100690>
- Kriegelstein, F., Schneider, S., Gröninger, J., Beege, M., Nebel, S., Wesenberg, L., Suren, M., & Rey, G. D. (2023). Exploring The Effects Of Content-Related Segmentations And Metacognitive Prompts On Learning With Whiteboard Animations. *Computers & Education*, 194, 104702. <https://doi.org/10.1016/J.COMPEDU.2022.104702>
- Kuntowijoyo. (2018). *Historical Methodology*. Tiara Wacana.
- Kwangmuang, P., Jarutkamolpong, S., Duangngern, P., Gessala, N., & Sarakan, P. (2024). Promoting Analytical Thinking Skills Development In Elementary School Students Through Animated Cartoons. *Computers In Human Behavior Reports*, 15, 100467. <https://doi.org/10.1016/J.CHBR.2024.100467>
- Lewis, A., Lundquist, R., Dixon, J., Resor, J., Lee, T. D., Hegde, A. V., Goodell, L. S., Méndez, L., Jarvis Mcmillan, V., & Stage, V. (2024). Developing Educational Whiteboard Videos On Integrating Food Into Science Learning In Head Start. *Journal Of Nutrition Education And Behavior*, 56(8), S55. <https://doi.org/10.1016/J.JNEB.2024.05.127>
- Lickona, S. And L. (2014). *Character Education: A Comprehensive Guide To Educating Students To Be Smart And Good*. Bumi Aksara.
- Liu, Y., & Pásztor, A. (2022). Effects Of Problem-Based Learning Instructional Intervention On Critical Thinking In Higher Education: A Meta-Analysis. *Thinking Skills And Creativity*, 45, 101069. <https://doi.org/10.1016/J.TSC.2022.101069>
- Lonergan, R., Cumming, T. M., & O'Neill, S. C. (2022). Exploring The Efficacy Of Problem-Based Learning In Diverse Secondary School Classrooms: Characteristics And Goals Of Problem-Based Learning. *International Journal Of Educational Research*, 112, 101945. <https://doi.org/10.1016/J.IJER.2022.101945>

- Lourenço, O. (2012). Piaget And Vygotsky: Many Resemblances, And A Crucial Difference. *New Ideas In Psychology*, 30(3), 281-295. <https://doi.org/10.1016/J.NEWIDEAPSYCH.2011.12.006>
- M. Djunaidi Ghony And Fauzan Almansur. (2019). *Qualitative Research Methodology, 1st Ed.* Ar-Ruzz Media.
- Mayer, R. E. (2002). Multimedia Learning. *Psychology Of Learning And Motivation - Advances In Research And Theory*, 41, 85-139. [https://doi.org/10.1016/S0079-7421\(02\)80005-6](https://doi.org/10.1016/S0079-7421(02)80005-6)
- Miles, M. B., H. A. M., S. J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. In (No Title). SAGE. <https://cir.nii.ac.jp/crid/1970023484843333791>
- Mou, T. Y. (2023). Science Learning With Designed Animation: Investigation Of Primary School Children's Attitudes Toward Science Learning, Animation Integration, And Understanding Level. *International Journal Of Educational Research Open*, 4, 100246. <https://doi.org/10.1016/J.IJEDRO.2023.100246>
- Natunnada, S., Aliyyah², R. R., & Firmansyah³, W. (2024). Development Of Animaker-Based Animated Video Learning Media For Pancasila Education On The Discussion Of Religious Diversity In Indonesia For Third Grade At Ibnu Hajar Islamic School. *Karimah Tauhid*, 3(7), 7735-7748. <https://doi.org/10.30997/KARIMAHTAUHID.V3I7.14137>
- Occa, A., & Morgan, S. E. (2022). The Role Of Cognitive Absorption In The Persuasiveness Of Multimedia Messages. *Computers & Education*, 176, 104363. <https://doi.org/10.1016/J.COMPEDU.2021.104363>
- Pendidikan, U., Akhlak, A., Munawir, E. G., Putri, M., Shafira, U., & Diasti, P. (2024). The Urgency Of Aqidah Akhlak Education In The Era Of Globalization. *Jurnal Basicedu*, 8(2), 1402-1410. <https://doi.org/10.31004/BASICEDU.V8I2.7269>
- Radlinski, F., & Craswell, N. (2022). A Theoretical Framework For Conversational Search. *CHIIR 2017 - Proceedings Of The 2017 Conference On Human Information Interaction And Retrieval*, 117-126. <https://doi.org/10.1145/3020165.3020183>
- Rizki Agustina, P., Muhsinin, U., & Sultan Thaha Saifuddin Jambi, N. (2025). The Use Of Powtoon-Based Animated Video Media To Improve Poetry Writing Skills Among Third-Grade Students At Tarbiyah Islamiyah Jelutung Elementary Madrasah. *Akhlak: Journal Of Islamic Education And Philosophy*, 2(4), 54-72. <https://doi.org/10.61132/AKHLAK.V2I4.1298>
- Schneider, S., Krieglstein, F., Beege, M., & Rey, G. D. (2023). Successful Learning With Whiteboard Animations - A Question Of Their Procedural Character Or Narrative Embedding? *Heliyon*, 9(2), E13229. <https://doi.org/10.1016/J.HELIVON.2023.E13229>
- Schubertová, K., Lukavský, J., Drobná, A., Volná, K., & Brom, C. (2023). Contextual Animation In Multimedia Learning Materials For Pre-Adolescents: The Saga Of Null Results Continues. *Learning And Instruction*, 87, 101803. <https://doi.org/10.1016/J.LEARNINSTRUC.2023.101803>

- Situmorang, E. Y., Tobing, L. L., Sihombing, R., Tambunan, A. M., & Panggabean, E. C. (2024). The Application Of Animated Video Learning Media In Improving Learning Outcomes In The Indonesian Language Subject Among Third-Grade Students At State Elementary School 178314 SIBORONGBORONG IN 2024. *Journal Of Social And Humanities Education*, 3(3), 3356–3365. <https://Publisherqu.Com/Index.Php/Pediaqu/Article/View/1298>
- Sugiyono. (2019). *Research Methods In Management, 5th Ed.* Alfabeta.
- Sun, H., & Du, Y. (2025). Research On Multimedia Animation Elements In Information Transmission In The Era Of Big Data. *International Journal Of E-Collaboration*, 21(1). <https://Doi.Org/10.4018/IJEC.375008>
- Yew, E. H. J., & Goh, K. (2016). Problem-Based Learning: An Overview Of Its Process And Impact On Learning. *Health Professions Education*, 2(2), 75–79. <https://Doi.Org/10.1016/J.HPE.2016.01.004>
- Yolanda Nur Safitri, B., Musaddat, S., & Nikmah Rahmatih, A. (2024). The Effect Of The Pbl Model Supported By Animated Video Media On The Science Learning Outcomes Of Fourth-Grade Students At MI NURUL IMAN. *Pendas: Journal Of Basic Education*, 9(03), 436–445. <https://Doi.Org/10.23969/JP.V9I03.18294>
- Zahra, A., Dewi, I., Puspita, M., & Darwanto, D. (2025). The Effectiveness Of Using Animated Video Media In Improving Students' Reading Skills In Elementary School: A Literature Review. *Al-Irsyad: Journal Of Education Science*, 4(2), 584–597. <https://Doi.Org/10.58917/AIJES.V4I2.283>
- Zein Damanik, M., Ananta Aura Ningrum, D., & Panca Budi Perdagangan, S. (2025). Teaching Of Aqidah And Akhlak. *At-Tarbiyah: Journal Of Islamic Religious Education And Research*, 2(2), 509–520. <https://Journal.Staittd.Ac.Id/Index.Php/At/Article/View/445>
- Zhang, H., Zhang, X., Zhang, X., Dong, H., & Li, X. (2022). A Study On The Factors Influencing The Teaching Effect Of Moral And Social Courses In Primary Schools. *International Journal Of Information And Communication Technology Education*, 18(2), 1–13. <https://Doi.Org/10.4018/IJICTE.314231>