

THE UTILIZATION OF ANDROID-BASED ANIMATION VIDEOS ON LEARNING ISLAMIC RELIGIOUS EDUCATION IN SELAYAR ISLAND

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Abstract: This study examines and examines the use of Android-based animated videos in learning Islamic Religious Education in Elementary Schools, Benteng Islands Selayar District. The purpose of the study was to get an overview of the integration of android-based animation videos and to find a picture of the interaction that was built on the use of android-based animated videos in learning Islamic Religious Education at the Benteng Selayar Elementary School. This type of research is classified as qualitative descriptive with a phenomenological approach. The data sources of this research are the Principal, Islamic Religious Education Teachers, students and parents. The results of the study indicate that the integration of android-based animated videos in Islamic Religious Education learning is that Islamic Religious Education teachers carry out learning using learning media in the form of simple android-based animated videos.

Keywords: Android, Animated-Video, Islamic, Integration

INTRODUCTION

In the context of learning, the use of media in learning must consider the aspect of the message conveyed is positive and polite language as a means of conveying the message and

if it is refuted an educator must explain it in logical language. This is intended so that students can receive well the message conveyed. Thus, the medium in delivering the message here is spoken language as an introduction to the message.

As a tool in the learning process, the media is an absolute for all learning activities in all subjects, including the subjects of Islamic Religious Education. As a compulsory subject in primary and secondary education institutions, Islamic Religious Education learning also requires the presence of media in the implementation of learning. The goal is to grow and improve the faith and knowledge of students which are manifested in commendable morals, through the provision and fertilization of knowledge, appreciation, understanding, and practice of students about Islamic *aqidah* and morals in accordance with the Qur'an and Hadith so that they become Muslim human beings who continue to develop and improve the quality of their faith and piety to Allah swt.

Media as a tool is very useful in learning activities because it can represent something that the teacher cannot convey through words or sentences. The effectiveness of students' absorption of difficult and complicated learning materials can occur with the help of assistive devices. Difficulties for students to understand certain concepts and principles can be overcome with the help of tools. In fact, aids are recognized to be able to give birth to good feedback from students. By utilizing the tactics of acceptable aids, teachers can stimulate student learning.¹

One of the ways to develop variations in learning carried out by teachers is to use a variety of tools. In developing these variations, it is certainly not arbitrary, but there are goals to be achieved, namely increasing and maintaining students' attention to the relevance of the learning process, providing opportunities for the possible

¹Soendjo Dirjosoemarto, *Pengertian dan Fungsi Media Pendidikan untuk Pengajaran Ilmu Pengetahuan Alam* (Jakarta: P3G-Departemen Pendidikan dan Kebudayaan, 1980), p. 32.

functioning of motivation, forming positive attitudes for teachers and schools, providing possible choices and individual learning facilities and encouraging individual learning. students to learn.

Every teacher certainly expects maximum learning outcomes. For this reason, teachers should pay attention to learning media factors whose existence has an important role. In relation to the use of media, it can be seen that managing media is one of the skills that must be mastered by a professional teacher.² This means that teachers must have sufficient knowledge about media, skills in making and using, especially simple aids and have a positive attitude in using them, especially in learning process activities.³

Learning by using multiple senses (see and hear) based on these concepts will provide benefits for students. However, not all messages that want to be conveyed are always possible to be conveyed through audiovisual, sometimes only with audio or visual alone. This is because the learning style of each student is different, some are auditory, visual, audiovisual, kinesthetic, and others. Comparison of the acquisition of learning outcomes for each of the senses itself there are prominent differences. According to Baugh in Achsin, approximately 90 percent of a person's learning outcomes are obtained through the sense of sight (visual), and only about 5 percent is obtained through the sense of hearing, and another 5 percent by other senses.⁴ Seeing the dominant role of the sense of sight, the authors are interested in studying the use of android-based animated videos in Islamic Religious Education Learning in Elementary Schools, Selayar Islands Benteng District.

²Amir Achsin, *Media Pendidikan dalam Kegiatan Belajar Mengajar* (Ujung Pandang: IKIP, 1986), p. 5.

³Amir Achsin, *Media Pendidikan dalam Kegiatan Belajar Mengajar*, p. 11.

⁴Deni Darmawan, *Teknologi Pembelajaran* (Bandung: PT. Remaja Rosdakarya, 2012), p. 342-343.

The purpose of this learning media is so that students can be happier and easier to understand the material they are learning. This is a simple effort that researchers can make to participate in the ongoing professional development of Islamic Religious Education teachers with the hope that this learning media can be a teacher's tool and a learning resource for students in quality learning.

To prove this assumption, the authors are interested in conducting a study in a study entitled "Utilization of Android-Based Animated Videos in Islamic Religious Education Learning in Elementary Schools in Benteng Kepulauan Selayar District."

THEORETICAL FRAMEWORK

Android Based Animated Videos

1. Android as *Mobile Learning*

Darmawan said that *mobile learning* is an alternative learning service that can be used anywhere and anytime. *Mobile learning* has become a strong foundation so that developments in the learning process can be carried out. The use of *mobile learning* in the learning process can be operated as a learning medium. In addition, *mobile learning* has a fairly broad scope and can be used using commercial cellular networks.⁵

Mobile learning is a learning process that uses technology assistance in the form of a *wearless mobile* that makes it easy for each user to access all the learning materials they want at any time. The learning materials can be accessed using *mobile* devices anytime and anywhere. So that everyone can determine how big their level of need for learning materials is in order to improve their quality of life.⁶

Sutopo stated that *M-Learning* or *Mobile learning* is often associated with learning media that uses *mobile* devices such as

⁵Muhammed Ally, *Mobile Learning: Transforming the Delivery of Education and Training* (Canada: Athabasca University Press, 2009), p. 1.

⁶Ariesto Hadi Sutopo, *Teknologi Informasi dan Komunikasi dalam Pendidikan* (Yogyakarta: Graha Ilmu, 2012), p. 175-176.

mobile phones, laptops, *tablets*, and other information technology equipment in the learning process. Along with the development of science and technology, especially in the field of communication and information, information processing capabilities on *mobile learning* devices continue to increase. This is evidenced by the existence of various applications such as *games*, wireless communication, and business communication that can be used in everyday life so that the learning process using *mobile learning* can be done anywhere and anytime.⁷

Sutopo stated that *m-learning* has five advantages when used in the learning process, namely: 1) *Convience* , 2) *Collaboration* , 3) *Portability* , 4) *Compability* , 5) *Intersetting* . *Convience* allows users to access learning content including quizzes, journals and games from anywhere and anytime. *Collaboration* allows learning to be done in *real time* at any time. While the advantage of *portability* is the replacement of the use of books with RAM so that learning can be organized and connected as possible. *Compatibility*, namely the learning is designed with the aim of being used on *mobile* devices. While the advantages of *intersetting* allow learning to be combined with games so that it is more interesting.

2. Android Operating System

Istiyanto said that Android is a connected and distributed *open source software stack* system consisting of an operating system, *middleware*, and *key applications*. The Android operating system is designed for mobile devices and is a derivative operating system from the Linux kernel operating system, so the Android operating system is very similar to the Linux operating system.⁸ Meanwhile, according to Steele & To means that Android is an operating system that is *open source* or open which was popularized by the Google company.

⁷Ariesto Hadi Sutopo, *Teknologi Informasi dan Komunikasi dalam Pendidikan*, p. 176-177.

⁸J. Steele dan Nelson To, *The Android Developer's Cookbook: Building Applications with The Android SDK* (Boston: Pearson Education Inc., 2010), p. 1.

This system is installed on a wireless device such as a tablet or *smartphone*.⁹

Android is an operating system installed on a Linux-based *mobile* device consisting of an operating system, *middleware* and applications. The Android operating system is distributed in two ways, namely *Google Mail Service* (GMS) and *Open Handset Distribution* (OHD). *Google Mail Service* is a distribution method that is fully supported by Google. Meanwhile, *Open Handset Distribution* is a distribution method that does not receive direct support from Google.¹⁰

From some of the opinions above, it can be concluded that Android is an operating system that is open or *open source* consisting of an operating system, *middleware*, and Linux-based applications. The Android operating system was created for *mobile* devices such as tablets and *smartphones* by distributing *Google Mail Service* (GMS) and *Open Handset Distribution* (OHD).

The *Android* system has advantages compared to other operating systems, including: 1) *Complete platform*, which means that *Android* application creators and developers can approach each other, 2) *Open source platform*, which means that the Android system is open which allows developers to freely develop applications. 3) *Free platform* that allows developers to freely create Android applications without a license or royalty fees that must be paid and can be traded freely.¹¹

Seng stated that the *Android* operating *system* has weaknesses compared to other operating systems. The weakness of the *Android* operating *system* is that as a developer requires a lot of hardware to ensure the *software* can run on all *Android* devices. In addition, applications made for the

⁹Safaat Nazarudin. *Pemrograman Aplikasi Mobile Smartphone dan Tablet PC Berbasis Android* (Bandung: Informatika, 2012), p. 3.

¹⁰Jazi Eko Istiyanto. *Pemrograman SamrtPhone menggunakan SDK Android dan Hacking Android*, 1st ed. (Yogyakarta: Graha Ilmu, 2013), p. 6.

¹¹Ciu Bun Seng. *Android Dasar pengoperasian, Optimasi sampai Modifikasi Full Color* (Jakarta: Jasakom, 2011), p. 9-10.

*Android operating system may not necessarily be used on all Android devices even though the device uses the Android operating system.*¹²

As an *open source*, *Android* certainly has advantages and disadvantages, especially from the aspect of data security. For this reason, caution is needed from users in the use of *smartphones* based on *Android*.

3. Animated Videos

Video comes from the Latin word *vidi* or *visum* which means to see or have vision. According to Agnew & Kallerman in Munir (2014) defines video as a digital media that shows the arrangement or sequence of images and gives illusions, images and fantasies to moving images.¹³ Meanwhile, according to Purwati revealed that video is a medium for conveying messages that are factual or fictitious, informative, educational and instructional.¹⁴ As for an expert said that the video is a recording of images and sound in a video cassette tape into a magnetic tape that can provide a real picture, and able to manipulate time and place.¹⁵

Meanwhile, animation is a process of recording and playing back a series of static images to get an illusion of movement that can bring an image to life.¹⁶ In general, animation media is the movement of the appearance of an

¹²Munir. *Multimedia: Konsep dan Aplikasi dalam Pendidikan* (Cet. II; Bandung: Alfabeta, 2014), p. 12.

¹³Purwati, "Pengembangan Media Video Pembelajaran Matematika dengan Model Assure." *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 42–47. <http://ejournal.umm.ac.id/index.php/jmkpp/article/view/2194>

¹⁴Rayandra, "Kreatif Mengembangkan Media Pembelajaran." <https://doi.org/Jakarta>, 2012.

¹⁵Buchari, Sentinowo, & L. "Rancang Bangun Video Animasi 3 Dimensi Untuk Mekanisme Pengujian Kendaraan." *E-Journal Teknik Informatika*. <https://ejournal.unsrat.ac.id/index.php/informatika/article/view/9964/9550>, 2015.

¹⁶Afrianda Wafa, "Peran Animator dalam Produksi Serial Animasi 3D Kampung Warna Warni." *Skripsi* (Surabaya: Universitas Dinamika, 2020), p. 34.

object or image so that it can change its position at a certain time frame (*timeline*) so as to create the illusion of a motion picture. Basically animation is an object to make it look more dynamic.

Animated video is a moving image that comes from a collection of various objects that are specially arranged so that they move according to a predetermined path at any given time. The objects in question are pictures of humans, written text, pictures of animals, pictures of plants, buildings, and so on.¹⁷

There are also some people who define animated video as the result of processing hand images into computerized moving images. In the past, the process of creating animated content required hand-drawn drawings that spanned pages. However, with advances in computer technology, animation is no longer made on paper but directly on the computer.¹⁸

Animated video is a very effective medium to help the learning process. Videos are rich in information and complete because they come to students directly. Animated videos add a new dimension to learning. Because animated videos can present moving images and sound to students. Video's ability to visualize material is very effective in helping educators deliver dynamic material.

This video media packaging is combined with animation. Animation is an activity to animate, move stationary objects. A stationary object is given a boost of strength, passion and emotion to come alive and move or just

¹⁷Afrianda Wafa, "Peran Animator dalam Produksi Serial Animasi 3D Kampung Warna Warni.", p. 35.

¹⁸Gemala Widiyarti, et.al, "Pembuatan Media Pembelajaran Video Animasi Pada Mata Kuliah Konsep Dasar Bahasa Dan Sastra Indonesia Mahasiswa Universitas Quality Tema Menjaga Kebersihan Diri Sendiri Guna Mencegah Penyebaran Covid-19", *Jurnal Nizhamiyah*. Vol. X No. 2, Juli – Desember 2020

impress alive.¹⁹ So animation is a still object that is projected into a moving image that seems to live according to the character made from several sets of images that change regularly and alternately according to the design, so that the video displayed is more varied with interesting and colorful images that able to increase the attractiveness of student learning.

Learning using animated videos is more successful because it is able to enter through 2 human sensory sensors, namely through the eyes and ears. According to Dale in Sudirman, 75% of a person's learning experience is obtained from the sense of sight (eyes), 13% through the sense of hearing (ears) and the rest through other senses.²⁰

The use of animated videos in the learning process can increase students' motivation, interest and learning outcomes. The use of learning media will be very helpful in the learning process and the delivery of learning materials in an interesting way can increase students' understanding. The development of animated video learning media requires tools in the form of software to support the process of making animated videos.

RESEARCH METHOD

The type of research used is descriptive qualitative research (*basic qualitative*), namely research that is intended to understand the phenomenon of what is experienced by researchers, such as perceptions, behaviors, events, actions and so on. According to Bogdan and Taylor in Lexy J. Moleong that qualitative methods are research procedures that will produce descriptive data in the form of written or

¹⁹Sudirman. *Media Pembelajaran berbasis Video dan Animasi* (Jakarta: t.p., 2006), p. 68.

²⁰Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Cet. XVII, Bandung: PT. Remaja Rosdakarya Offset, 2002), p. 3.

spoken words from people and observed behavior.²¹ Qualitative research is to collect information about the status of existing symptoms, namely the state of symptoms according to what they are about a variable²² Qualitative research is a research approach that uncovers certain social situations by properly describing reality, formed in words based on relevant data collection and analysis techniques obtained from natural situations.²³

RESULTS AND DISCUSSION

A. Integration of Android-Based Animated Videos in Islamic Religious Education Learning at Elementary Schools in Benteng Kepulauan Selayar District

Integration of technology in learning activities is an activity to utilize the advantages of technology, especially information and communication technology (ICT) in improving the quality of learning. In its implementation at the Selayar Islands Benteng Subdistrict Elementary School, most of them have used it, especially during the COVID-19 pandemic which requires learning to be done online. This is based on a statement made by the Head of the Selayar Islands Education and Culture Office, Drs. Mustaqkim, Kr., MM. which stated that there was no permit for face-to-face schools until there was an official circular from the Indonesian Ministry of Education and Culture and the Governor of South Sulawesi. The teaching and learning process (PBM) continues with an online and offline system by forming a limited number of study groups while still following health protocols by wearing masks, maintaining distance, washing

²¹Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2013), p.13.

²²Djam'an Satori & Aan Komariah, *Metodologi Penelitian Kualitatif*. (Cet. III; Bandung, Alfabeta, 2011), p. 25.

²³Admin, *Kepulauan Selayar Belum Izinkan Sekolah Tatap Muka*, Surat Kabar Ideatimes.id. diakses di <https://ideatimes.id/kepulauan-selayar-belum-izinkan-sekolah-tatap-muka/?amp> tanggal 16 January 2021.

hands with soap and avoiding crowds. For this reason, it is hoped that parents will remain patient in carrying out online learning for the safety of their children.²⁴

Based on this explanation, it can be understood that the integration of Android-based animated videos in learning Islamic religious education is one of the solutions in overcoming polemics in the world of education during the Covid-19 pandemic, especially in learning Islamic religious education. as stated by one of the Islamic Religious Education teachers in the Benteng sub-district:

The current pandemic has caused many negative impacts, one of which is in the field of education, where learning was previously carried out in schools, but because of the pandemic, learning must be done at home for a while. Learning activities carried out at home are very much different when taught at school, but we try to continue to provide learning to students in various ways so that the material provided can be easily understood by students.²⁵

Learning carried out at home certainly requires a tool in the form of a gaway to make it easier for educators and students to send assignments and the learning process can be intertwined with these tools. However, one of the inhibiting factors is that not all parents have gadgets and are proficient at using them. This is as stated by the parents of students:

Online learning is carried out so that learning continues during the covid-19 pandemic so that teachers carry out teaching activities by sending materials and assignments via cellphone. But there are still many parents who complain because not all of them have HP and are proficient at using HP²⁶.

²⁴HA, Guru PAI UPT SDI 58 Kepulauan Selayar, *Interview*. Selayar, 12 July 2021

²⁵SU, Selayar, *Interview*. 13 July 2021

²⁶MU, Guru PAI UPT SDN 1 Kepulauan Selayar, *Interview*. 12 July 2021.

Based on this explanation, it can be understood that learning with the online system is still a problem that needs to be found a solution so that the learning process can be implemented properly. This is as stated by one of the teachers of Islamic Religious Education in the Benteng area.

Online learning that requires the use of technology such as *smartphones* and laptops is not without problems that will hinder the learning process. To carry out online learning, a supportive device is needed, where all participants and parents of students do not necessarily have a device. Even if parents of students have devices that support it, it is not necessarily that parents of students and students are able to access applications that support the learning process which applications are still foreign because they have never used them. Most of the parents of students and students only know the *WhatsApp* application. This is because parents of students and students do not keep up with technological developments. So that the learning process only uses *WhatsApp* to provide material and assignments to students.²⁷

The results of the interview were strengthened by the results of observations that showed conversations in Whatsapp Group (WAG) Islamic Religious Education subjects in class VI SDN 1 Selayar Islands which stated that there were some parents of students who did not have their own devices so they had to wait for loans from their family cellphones to pay for them. clicking *upload* a given task. The results of direct observations of researchers with parents of students show the actual conditions. The economic condition of parents who are in the weak economic category so that the communication tool they have is not a *smartphone* category that

²⁷HA, *Interview*. Selayar, 12 July 2021

can be used to access learning activities. The mobile phone that is owned can only be used for calling and texting.

Based on this explanation, it can be understood that one of the problems in online learning that seeks to integrate ICT in Islamic Religious Education learning at the Benteng District Elementary School, is that not all students have devices that can be used in the learning process. In addition, the lack of knowledge about applications that support online learning is also one of the problems in online learning that seeks to integrate ICT in learning Islamic Religious Education in Benteng District Elementary Schools. This has been explained by one of the Islamic Religious Education teachers at the Benteng District Elementary School:

This condition will certainly have an impact on the learning process. Students will feel bored because learning only uses the *WhatsApp* application continuously without other supporting applications. The use of the *WhatsApp* application which has limited features makes the teacher only provide material in the form of text, sound, or video or commands to read the material in the textbooks owned by students. The collection of assignments is still fairly using conventional methods, namely assignments are written on paper or books then photographed and sent to the *WhatsApp* group. With such a method, it makes the teacher's time inefficient to correct the assignments of students. As a teacher, I find it difficult to create fun learning for students.²⁸

Based on the explanation above, it is in line with the explanation with one of the parents of students from UPT SDI 58 Selayar Islands. The explanation is as follows:

We have a problem when we help our children in learning through WA, which is limited ability. we only know WA and do not know other applications. The

²⁸SU, Selayar, *Interview*. 13 July 2021

collection of assignments given by the teacher also made it difficult for him, because he had to make him aware of the internet because there was no guidance from the teacher so we had to look for him on the internet, while his ability to use the internet on smartphones was limited. This is one of the reasons why the assignments given by the teacher are often late.²⁹

The ability of students' parents to understand the applications contained in the device is one of the problems of students in the learning process activities. This is because every learning activity of students needs to be accompanied by parents in doing assignments. According to one of the students' parents explained that:

Learning today is very difficult for us to help our children in the learning process because the teacher provides learning by sending assignments to students via *cellphones* and even the teacher offers us to do learning through applications such as *google classroom*, *schoolology*, *moodle* and *learning management system* applications, but we have not understand all these applications.³⁰

Based on the results of observations with several parents of students, it can be concluded that they do not know how to use *google classroom*, *schoolology*, *moodle* and other *learning management system* applications for learning activities. This condition certainly makes teachers have no other choice but to only follow the abilities of parents and students in recognizing applications used for online learning activities.

On the other hand, students, of course, will also feel bored because the work is done entirely at home and sometimes it is considered too much. It is different when learning is face-to-face in the classroom where the assignment is given into two, namely assignments given

²⁹BR, Selayar, *Interview*. 13 July 2021

³⁰RA, Selayar, *Interview*. 12 July 2021

during learning in class and assignments given to be used as homework. Even though the tasks given to students are the same and often less than when learning face-to-face in the classroom. Students also feel bored because during online learning students cannot interact and play directly with their friends

Online learning changes exams that should be carried out in normal conditions by students to only send practical videos that students do. The skills that should be mastered by students during face-to-face learning are less than optimally accepted by students. The collection of assignments that are only in the form of videos or photos makes it difficult for teachers and fatigue when correcting the results of assignments from students. Especially if there are students who do not collect the assignments given. The teacher cannot give a grade if this continues to happen.³¹

During the Covid-19 pandemic, teachers and students have their own challenges in dealing with changes from conventional learning systems to online systems. The sudden implementation of online learning causes various problems in the process. online learning. The following are the problems experienced in the online learning process.

First, the content of the material delivered online may not necessarily be understood by all students. Because the content of this material is presented in the form of an e-book which is presented per chapter, the material is in the form of powerpoints, and in the form of learning videos. Maybe the material can be understood, but the understanding of students is not comprehensive. They understand based on their own interpretation or point of view.

Second, the teacher's ability is limited in using technology in online learning. Not all teachers are able to operate computers or gadgets to support learning activities, both face-to-face, and even more so in online learning.

³¹Asmuni, "Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya". *Padagogi* 7 No 4 (2020): 281-288.

Indeed, there are some teachers who are able to operate a computer, but in terms of operation, they are limited. They are not able to access further related to the internet network, use various learning applications, make their own learning media/videos and so on. It is also undeniable that a number of teachers are able to master IT thoroughly, to be able to produce interesting learning videos and many have become YouTubers; and

Third, the limitations of teachers in exercising control during online learning. This is partly because the application used does not provide a discussion forum menu to explain or ask questions. Even if there is such a menu, many students do not use it properly. Another reason, students at the beginning of learning fill out the attendance list, after that they are no longer active until the end of learning time, go to do other activities outside of learning. However, it should not be denied at all, many students are really active until the learning is over, and some are active but not full until the learning ends.³²

Based on this explanation, it can be understood that every teacher should pay attention to the problems that occur in the educational process, especially in terms of determining the approaches, strategies and methods used in the learning process and need creative ideas that a teacher has in order to foster an effective and efficient impression in the learning process. As one of the Islamic religious education teachers in the Benteng area did:

Online learning in Islamic Religious Education subjects requires every Islamic Religious Education teacher to be able to integrate the advantages of information and communication technology in learning activities. One form of integration that we do is through the integration of Android-based animated videos in Islamic Religious Education learning, such

³²HA, Selayar, *Interview*. 12 July 2021

as material on recognizing Hijaiyah Letters for Grade 1 Elementary School using the Kinemaster application. Teachers and students have android. The number of class VI students is 22 people at UPT SDI 112 Selayar Islands, all of them have *smartphones* that can be used to access learning content delivered by Islamic Religious Education teachers. However, ownership of this *smartphone* is sometimes not matched by access to the internet because there are parents who have not filled out the data package on their *smartphone* so that sometimes the process of delivering materials and collecting assignments is slow or not on time. But that must be understood by us as teachers and still provide value according to the results of the work they do.³³

Furthermore, at UPT SDN 59 Selayar Islands, Islamic Religious Education teachers also integrated Android-based animated videos in learning as for the explanation as follows:

Islamic religious education learning is carried out on the material about Reading QS. At-Tiin Grade 5 Elementary School using the Kinemaster application. Teachers and students have *smartphones* based on Android with a total of 25 students. The Islamic Religious Education teacher made a video about how to read the QS. At-Tiin correctly *tajwid* and *makbarijul letters*, edits them using the kinemaster application and sends them to students' *smartphones*. This is done as a form of learning the material in accordance with the KD (Basic Competence) 3.1 odd semester of class V Elementary School.³⁴

³³NU, Selayar, *Interview*. 13 July 2021

³⁴Winarsih, Moh. Rusnoto Susanto, Dwi Susanto, "Efektivitas Pengembangan Bahan Ajar Seni Budaya Melalui Aplikasi Kinemaster di masa Pandemi Covid-19", *SOSIOHUMANIORA*, 7 No. 2 (2021), p. 29-38.

Based on this explanation, it can be understood that at UPT SDI 112 Selayar Islands and UPT SDN 59 Selayar Islands, one of the integrations of Android-based animated video media in Islamic religious education learning has been using the kinemaster application.

KineMaster is a featured, complete and professional video editing application for Ios and Android devices. It supports multiple layers of video, audio, image, text, and effects along with all kinds of tools that allow teachers to create high-quality videos. By designing interesting subject matter, it can display videos, as well as animated pictures related to the subject so that students become more focused on what the teacher is saying. In addition, KineMaster videos can be directly shared to social media platforms such as WA, YouTube, Facebook, Google+, and many more (Khaira, 2020). Of course, this application will make it easier for teachers to publish their videos and reach students³⁵.

- a. Kinemaster advantages.
- 1) Simple but powerful user interface
 - 2) Layers, can add more than one layer either video, image, text or audio
 - 3) More features from PowerDirector
 - 4) Audio Enhancer makes audio quality even better
 - 5) Doesn't really need hardware specifications on high devices like Power Director
 - 6) Chroma key feature available
 - 7) Has color filter and color adjustment feature
 - 8) Speed Control feature that regulates video speed
 - 9) Volume Envelope to increase or decrease sound or music
 - 10) Audio Filters which provides a variety of cool audio filters.

³⁵Tatih, *Kinemaster atau PowerDirector*. Diakses di <https://medium.com/@tatih0735/kinemaster-atau-powerdirector-9e841c4235f5>, 15 July 2021.

- 11) This voice feature can create video/voice over narration directly from the Kinemaster application
 - 12) Transitions that have cool transition features that are free or paid
 - 13) Can directly share videos on Youtube, Facebook, Instagram, Google Plus, Dropbox
- b. Disadvantages of Kinemaster
- 1) There is no feature to sharpen videos.
 - 2) You have to have a monthly subscription or buy the paid version if you want to enjoy all its features.³⁶

At UPT SDI 112 Selayar Islands, the teacher integrates Android-based animated videos in Islamic Religious Education learning as for the explanation as follows:

On the material about Reading QS. An-Nashr Grade 3 Elementary School using the PowerDirector application. This application is used for video editing developed by Cyberlink. Like Kinemaster, this application is available on Windows and Android-based *Operating Systems*, so it can be used, both on computers that use Windows and on devices that use Android. Teachers and students each already have Android. The number of students who have an Android-based *smartphone* is 22 people. Islamic Religious Education Materials in grade 3 at KD 3.1. which reads "Understanding the content of QS. An-Nasr". To achieve the indicators that have been set in the KD, the teacher then makes a video about reading the QS. An-Nasr which corresponds to the *tajwid* and *makharijul of the* letters, edits them with the PowerDirector video editing program and uploads them to the *whatsapp* group of students. Of course, this is done with standard video quality so that the document size is not too large and does not drain the data package on the student's device or *smartphone*.³⁷

³⁶SM, Selayar, *Interview*. 13 July 2021.

³⁷MF, interview, Selayar, 22 July 2021.

Based on this explanation, it can be understood that UPT SDI 112 Selayar Islands has integrated Android-based animated videos in Islamic Religious Education learning, this is similar to what one student at UPT SDI 112 Selayar Islands explained.

During the pandemic we studied at home using cellphones, we were given assignments and materials by the teacher using cellphones, but the teacher also dried videos for us through cellphones when learning about QS reading. An-Nasr in accordance with *tajwid* and *makharijul letters* so that we can understand the lesson.³⁸

Android-based animation video integration in Islamic Religious Education learning conducted at UPT SDI 112 Selayar Islands using the PowerDirector application. This application is used for video editing developed by Cyberlink. Like Kinemaster, this application is available on Windows and Android-based *Operating Systems*, so it can be used, both on computers using Windows and on devices using Android.

The PowerDirector application is a program aimed at designers and programmers who intend to design videos for which the output can be in the form of VDC or DVD. Some of the advantages and disadvantages of the program include:

- 1) Produce fairly good quality videos made even by beginners.
- 2) In the editing panel created a screen and options for effects. The facilities on this panel are Preview of video images, Cutting or Trim, Text title for video output, Color setting, Tiling clip or called PiP, Sound effects for fade in and out or repeatable from audio files, Transition from Story board.

³⁸Waminton Rajaqekguk, "Perbedaan Minat Belajar Siswa Dengan Media Komputer Program Cyberlink Power Director Dan Tanpa Media Komputer Pada Pokok Bahasan Kubus Dan Balok Di Kelas Viii Smp Negeri 1 Hamparan Perak Tahun Ajaran 2009/2010". JPM 5, No. 2 (2011), p. 205-220.

- 3) This program does not take up too much memory resources.³⁹

The integration of Android-based animated videos in Islamic Religious Education learning is also carried out in class 2 of UPT SDN 60 Selayar Islands, which has been explained as follows:

Islamic religious education learning is also carried out in grade 2 UPT SDN 60 Selayar Islands at KD 3.3 is "Understanding the content of QS. An-Naas." The learning material in this KD uses the Microsoft Sway application in the manufacture of non-text (computer-based) teaching materials that can be distributed and *compatible* with Android-based devices.⁴⁰

Based on this explanation, it can be understood that one of the integrations of Android-based animated videos in Islamic Religious Education learning is also carried out in class 2 UPT SDN 60 Selayar Islands, namely using the Microsoft Sway application in KD 3.3 is "Understanding the content of QS. An-Naas. This is in line with what has been stated by one of the 2nd grade students of UPT SDN 60, namely:

When I study in the subject of Islamic Religious Education my teacher gives lessons in different ways, my teacher gives lessons by sending assignments via WA and also the teacher sends assignments in the form of videos for example when learning Islamic Religious Education the teacher sends videos about QS material. An-Naas.⁴¹

³⁹AMN, *Interview*. Selayar. 14 July 2021.

⁴⁰YU, *Interview*, Selayar, 21 July 2021

⁴¹Nisa Fitriati, "Microsoft Sway Jadi Alternatif Pembelajaran IPA saat Pandemi," *Rubrik*, accessed at <https://radarsemarang.jawapos.com/rubrik/untukmu-guruku/2020/12/19/microsoft-sway-jadi-alternatif-pembelajaran-ipa-saat-pandemi/> accessed 13 July 2021.

This application is an application created by the Microsoft company and belongs to the Microsoft Office 365 family category that can be used to collect, format, share ideas, stories and presentations on a web-based interactive canvas. By using Microsoft Sway, teachers can freely enter text, images, documents, videos, charts, or other content that is in accordance with the material to be delivered and Sway will make it an attractive display. The advantages of the Sway application when compared to other presentation applications are: 1) It has excellent design features to make it easier for users to upload various content such as videos from YouTube, picts, tweets, and other multimedia contents; 2) Can select content such as photos and videos stored in the cloud because the Sway App is connected to the cloud App; 3) The Sway application will reformat the presentation slides when the presenter opens them via a *smartphone* , laptop, or PC; 4) The Sway application is equipped with applications to make it easier for users to collaborate with other users in creating Sway projects.⁴²

The output of the Microsoft Sway application is then uploaded to the *whatsapp* group of students so that it can become a very interactive online Islamic Religious Education learning media used during the pandemic. Students then study and do the assignments given by the teacher through the *whatsapp* group with files created through the Microsoft Sway application. Files created through this application of course have a smaller size than video files that are usually edited with the kinemaster application. This certainly makes it easier for students to download and understand the material because the file size is relatively smaller.

CONCLUSION

Based on the discussion of the research results, it can be concluded that:

1. Integration of Android-based animated video media in Islamic Religious Education Learning in Benteng District Elementary Schools, there are six schools that have carried out the integrity of Android-based animated video media in learning Islamic Religious Education in Elementary Schools. The applications used are the Kinemaster application, Power Director, Microsoft Sway and the Capcut application but most of the Islamic Religious Education teachers use Kinemaster. The results of using these applications can be in the form of videos and texts that can be used as non-text (*computer based*) teaching materials for online learning activities for Islamic Religious Education subjects in Elementary Schools in Benteng District.
2. The Interaction Built on the Utilization of Android-Based Animated Video Media in Islamic Religious Education Learning at Elementary Schools in Bente District is the use of *WhatsApp* group media as a commonly used media to cause various interaction relationships, namely *Asynchronous Interaction*. This interaction can occur between teachers and students and between students with students in the same place and at different times. For example, the teacher sends questions or assignments through the *WhatsApp* group and the task can be done alone or in groups according to the wishes of the teacher. Furthermore, *Asynchronous Distributed Interaction* Interaction can occur between teachers and students and between students and students at different times and in different places. For example, by sending learning videos in *whatsapp* groups.
3. The participation of students in the use of android-based animated video media in Islamic Religious

Education learning at the Benteng Kepulauan Selayar Elementary School is carried out in various ways to be able to foster an attitude of student participation. at the age of 6-12 years. In addition, to increase student participation in the online learning process in *whatsapp* groups, the teacher asks about their news, materials that may not be understood and the progress of completing the tasks given. Meanwhile, to increase students' interest in learning, the teacher makes android-based animated videos using Kinemaster by adding visualizations that attract them to want to listen to the material provided.

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