The Effect of Using Animation Video Learning Media To Results Study Fiqh Class VII in MTs Country 5 Bantul Yogyakarta

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Abstract

Introduction to The Problem : The background of this research is that the results of learning Fiqh are less than satisfactory at MTs Negeri 5 Bantul. One of the contributing factors is That the condition of the class needs to be more conducive. Educators endeavor to present learning, which is a more interesting use of animated learning media because playful media is an appropriate means of conveying knowledge with character participants educated for increased results Study Fiqh.

Purpose : This research aims to find out whether video media is used. Animation learning influences students' learning outcomes in Jurisprudence and how much greater the effect is compared to conventional classes.

Design/methods/approach: Study This uses the Quasi experiment method. Method with design pre-post control-experiment. Subject study This
is para student class VII NTs Country 5 Bantul, Good man And Woman totaling 64 people, who were divided into two groups, namely 32 people entered the experimental class and 32 people in the control group. Data collection using the test method with instruments of Jurisprudence questions according to class VII material. The test used is a multiple choice test in the pretest and posttest in the experimental and control classes. The data analysis technique uses the paired t-method test SPSS 21 And N-gain.

Findings : Results show an influence of media learning video animation on results Study Fiqh on class VII students at MTs Negeri 5 Bantul. This showed from the results analysis test paired t test SPSS 21 class experiment as class Which given treatment form application media learning videos animation with mark t = 9,715 mark significance p as big as 0,000 And class control with learning conventional with mark t = 8,903 And mark significance 0,000 (0.000<0.05). Based on Test N-gain obtained enhancement average class experiment as big as 69.9% It means including category learning effective Enough, whereas class control as big as 51.8% including in category learning not effective enough. Based on R 2, it obtained a mark as big as 69.9%, Which means that video animation contributes to results. Study fiqh is as big as 18 %, and the rest is influenced by variables that were not examined in this study. So, media use learning video animation is more influential from learning conventional to results Study Fiqh participant educate.

Research implications/limitations: Some of the results of this research still have shortcomings in various aspects. one of them is in selecting the research sample.

Originality/value : Although this research still has limitations, the results obtained can be used as a reference for future research with the same study theme.

Keywords : Results Study Fiqh, media learning, video animation.

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Introduction

Islamic religious education is mandatory education for Muslims in Indonesia from elementary to upper secondary school levels. In Islamic religious education, there is the subject of Jurisprudence, one of the essential subjects to be taught because it relates to law and society. The failure of schools to ensure that the knowledge of jurisprudence is included in it will backfire on the nation's next generation. From observations made at MTs Negeri 5 Bantul in September 2022 in semester Ganji 1 this madrasa is madrasah use curriculum 2013. Curriculum 2013 is curriculum learning, Which uses a scientific approach to increase students' creativity. I found class VII C is Wrong; one class Was crowded and not conducive enough, resulting in odd semester learning results being less than satisfactory, especially in the eyes of Fiqh lessons. In the next semester, educators try to provide exciting learning according to the age characteristics of students so that they improve results Study Fiqh.

Based on the assessment, trend participants educated to games At home influential to enhancement knowledge Language English participant educate, become rock jump educator For know more carry on will How appearance games Which liked participant educate, it turns out games the broadcast based 2D with bearing videos absorbed And audio Which interesting. Efforts utilization use media learning videos and animation 2D to help participants educate and enjoy learning Which is neat in school, with hope can make it easier for participants to educate, understand fill knowledge be delivered produce marks That satisfy participants educate it Alone.

Based on the explanation of education experts, learning media has essential functions and roles in supporting the achievement of learning objectives, especially when using media learning. Which is Good And Appropriate To use. Excess from media videos animation helps convey knowledge in a way clear And short, suitable for students, especially in class VII, whose average age is 13 years, presenting moving images and sounds that are impressively alive in dimensions of new learning, provides indirect experience, makes things a more accessible student in understand explanation Which its nature concrete, makes it easier Teacher finish his task And can played return free time.

Results Study Fiqh is Wrong One results Study from several lessons in madrasa, the success of which the teacher must take note of because it is influential towards students' Ramallah, Obadiah, and Ramallah in everyday life. Failure participant educate in understand draft Fiqh will impact the quality of students' worship. Understanding of Jurisprudence can be known from the ability of participants to educate in explaining And carrying out practice worship with Good And Correct. Convenience use tutorial video animation in effort increase results Study participant educate no only felt at school but can be played back by students anytime and anywhere just when they need it. From exposure on withdrawn formulation problem "Is there an influence of the use of animated video media on learning outcomes Students' Fiqh and how big the influence of video use learning animation to results Study Fiqh".

Literature Review

Learning outcomes are teaching measurements of learning success participant educate And is ability Which owned participant educate after accept experience learn it (Rostiyah, 2022).

The outcome of learning Fiqh referred to in this research is ability success What students achieve is expressed in the form of numbers or score from results test after process learning Fiqh use application media learning videos animation.

Media Video Learning Animation

According to the Big Indonesian Dictionary, the word media is a means communication for the community in the form of newspapers, magazines, TV, radio broadcasts, telephone, internet, which lies between two parties: an intermediary or a liaison. Say media originate from say Latin medius Which in a way means "middle"'intermediary' or "introduction". In Language Arab, media is the intermediary ordelivery of a message from the sender to the recipient of the message (Hamzah B. Uno 2017). In-process Study teach tends interpreted as graphic,

photographic, or electronic tools for capturing, processing and reassembling visual or verbal information. In short, media is a tool for conveying messages Nurdyansyah learning (2019). Learning comes from the word teaching, which begins with "pem" And ends with the affix "an," showing characteristic intervention so that process Study teaches. So learning is effort carried out by external factors so that the learning process occurs in individuals Study (Karwono And Heni Mularsih, 2017).

Video media is anything that allows audio signals to be possible combined with programmatic moving images, learning videos can be used in learning programs. Learning videos are Wrong. One development technology can utilized To add student insight. Vulnerable videos are fun for participants educate, capable give information Which concrete, And bring experience Study Which different from environment in outside school (Hadi, S. 2017) .

Animation is a series of images that move fast in a way that continues Their own connection One The other. From Dictionary Big In Indonesian, animation is a television program in the form of a series of paintings or an image that is moved electronically so that it appears on the screen become mobile (KBBI Online 2023) . The word animation comes from Latin, anima means "life" and animare means "breathing life into" This transferred speak it to English become Aimate Which means give life (to give life to) , And Animation Which means illusion move, Can said to be alive. An animation is an object or several objects that appear to move to change shape, color, position, and direction (Ideari HE, 2020).

From the explanation above, video learning media Animation is a learning medium with a drawing process. What was initially still turned into a moving image so it looks alive in illusion. Animation Can be shown on screens like smartphones, televisions, computers, And projectors.

The aim of this research is to describe the progress of learning outcomes in thematic lessons with social science (IPS) content SDIT class 5A students Nurul Fikri Banjarmasin through the PjBL learning model (*project based learning).*

Videos Animation And Results Study Fiqh

Animated videos and fiqh learning outcomes are a combination of mature teaching materials, consisting of fiqh lessons presented in the form of playful video lesson media. Using animated Fiqh lesson videos is an exciting learning medium. For support results, Study Which Good.

The advantage of using animation is that it can attract students' attention in learning because animation is an image illusion that matches the character of 13 year old students. The animation has fun and neat sounds and rhythms. The presence of animation will make it easier for educators to explain parts that are difficult to explain descriptively for 13-year-old students, allowing visualization of imaginary concepts, objects, and their relationships, which are then presented.

Weakness of use of video animation in results study jurisprudence is I need to place storage or memory that is big enough, Need equipment special For percentage And quality, Animation 2D No capable of describing actualization like videos or photography, Too Many animations And charts can also make the loading page webslow.

Methods

Study use type study quantitative; according to Sugiyono study, quantitative is a method study based on on philosophy positivism is used to research a particular subject by collecting data using numbers calculated with statistics to test a hypothesis (Sugiyono, 2016) . Method The research used is a quasi-experimental design (Quasi-Experimental) with a pre-post experimental control design group. The subject chosen with method clusters random sampling that determines subject with No based on arbitrary or random. The subject
used was class VII C as the experimental class that was given treatment animated video media by as many as 32 students and class A the control class taught without treatment or with conventional learning as many as 32 students so that it covers 62 students. The time this research was conducted began September 2022 - May 2023. Data collection techniques use test techniques. Test made To

measure ability knowledge participant educate before And after treatment (treatment). The instruments used are artificial questions researchers themselves based on Fiqh material adapted to KD and KI in cognitive aspect. The mental elements studied include aspects C1 (remembering), C2 (understanding), C3 (applying), C4 (analyzing), and C5 (evaluating). Question Which used in the test has 25 questions in the form of multiple choice.

Table 1. Grille Instruments Choice Double

Competence Base	Indicator	Realm				
		C1	C2	C3	C4	C5
Understand sunnah prayer *fed up* and ghairu *muakkad*	Explain will understanding And types pray sunnah fed up And passionate fed up	1.4, 5, 15,17, 20, 24	2.6, 7,9,12, 13,16,19, 21,22,23	10, 18	8, 11, 14	3.25
Amount item question		7	11	2	3	2
Total		25 question				

Result

Test Validity instrumen

In the validity test, researchers used calculations using a test system, Pearson product-moment validity, a correlation test that connects each item or question score with the total score obtained from the respondents' answers to tests or questionnaires. The basis for taking the Pearson validity test is to use comparison calculated value with realistic as following:

1) If mark rcount > rtable = valid
2) If mark rcount < rtable = No valid

Method looks for mark stable on significance 0.05 on distribution mark r table statistics is obtained based on SPSS 21 calculations. The following describes the validity test values of the instrument: 1) 0.258. 2) 0.564. 3) 0.333. 4) 0.378 5) 0.167. 6) 0.532. 7) 0.374. 8) 0.559. 9)0.705. 10) 0.657. 11) 0.682. 12) 0.209. 13) 0.467. 14) 0.174. 15) 0.586. 16) 0.734. 17) 0.778.18) 0.551 19) 0.624. 20) 0.462. 21) 0.683. 22) 0.424 23) 0.406. 24) 0.383. 25) 0.530.

From the data shows that 25 pretest and post-test questions were verified as valid and feasible tested on participant education.

Test Reliability Instrumen

A reliability test is a test used to measure whether an instrument is valid. Can produce realistic results The same, although used repeated times in a period of time Which is different. Test reliability held finished test validity. Test reliability is said to be valid if the value of a > 0.6, but if the value of a < 0.6, then it can said not valid.

1) Cronbach Alpha < 0.6   = reliability not enough Good.
2) Cronbach Alpha 0.6-0.79   = reliability Good.
3) Cronbach Alpha 0.8   = reliability very Good

Following are results from test reliability cronbach's Alpha based on application SPSS 21 on 25 question participant educate.

Table 2. Statistics Reliability

Cronbach's Alpha	N of Items
0,871	25

Test Normality

The Normality Test determines whether the residual value (difference in value observations with predicted values) is usually distributed. Model A good regression is the result of comparing values that have distributed residuals normally.
Base taking mark as following :
1. If mark significance > 0.05 so mark residuals distribute normal.
2. If the significance < 0.05 mark residuals No distribute normal

Table3. Data Normality Kolmogorov Smirnov

	Tras class	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	df	Sig.
Results Study Participants educate	Pre-Test Exp	0.177	26	0.055	0.928	26	0.070
	Post-Test Exp	0.068	32	0.200*	0.978	32	0.750
	Pre-Test Control	0.138	32	0.128	0.951	32	0.151
	Post-Test Control	0.121	32	0.200*	0.967	32	0.431

Based on results normality test control class known value siphnification pre- test experiment (0.055), post-test experiment (0.200), pre-test control (0.128), post-test control (0.200) means mark test (more big from) > 0.05. So can concluded that mark residuals distribute normal.

Test Homogenity

The homogeneity test aims to determine whether the sample is taken from a population with the same variance. Following are the results of the homogeneity test of two sample classes:

Table 4. Test Homogeneity Variation

		Levene Statistics	df 1	df2	Sig.
Student learning outcomes	Based on Mean	0.864	1	62	0.356
	Based on Median	0.278	1	62	0.600
	Based on median with adjusted df	0.278	1	59.194	0.600
	Based on Trimmed mean	0.563	1	62	0.456

Based on the results, the test homogeneity of the class experimenter and class control is 0.356. The standard of significance for data that is said to be successfully homogeneous is if it is more significant than 0.05. It means 0.356 > 0.05, so the data study succeeded in residual homogeneity.

Test Paired T test

This Study use it test paired t test for answer hypothesis will influence the use of media learning animation to results learning Fiqh with videos animation made by the researcher. Formulation hypothesis used is:

Ho: There is no an influence use of media learning videos and animation to results Study

participant.

Ha: There is an influence on using media learning videos and animation to study and educate participants.

The criteria are as follows:
1) If t count > t table with mark significance < 0.05, Ho in reject and Ha accepted.
2) If t count < t table with mark significance > 0.05 Ho accepted and Ha rejected.

Study study test paired t test this use rock application SPSS 21with results as following:

Tabel 5. Test Paired t

		Paired Differences					Q	df	Sig.(2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Intervals of the Difference				
					Lower	Upper			
Pair 1	Pre test Experiment - Post test Experiment	-37,281	21,708	3,837	-45,108	-29,455	9,715	31	0,000
Pair 2	Pre test Control- Post control test	-33,031	20,988	3,710	-40,598	-25,464	8,903	31	0,000

From the explanation above, it was found that pair 1 (Pretest and posttest experimental class) value t = 9.715 with a significance of 0.000 < 0.05 , it is concluded that there is The influence of the use of animated video media on the learning outcomes of MTs students Negeri 5 Bantul. The difference in significance of the average value between the learning outcomes of the pretest and the posttest makes Ho _ rejected And Ha _ accepted. Whereas For pairs 2 (Pretest And posttest class control)with mark t = 8,903 significant 0,000 < 0.005 It means there is an influence difference mark between the results pretest And posttest with application learning conventional.

Test N-Gain

The hypothesis uses the N-Gain Test to determine the answer to the formula problem second in the thesis. This is, how much extensive influence media learning, videos learning animation to results Study on eye lesson Fiqh participant educate class VII in MTs country 5 Bantul. Formula calculation Test N-Gain:

$$\text{N-Gain} = \frac{\text{Score Posttest} - \text{Pretest}}{\text{Score Maximum} - \text{Score Pretest}}$$

Then after the calculation use SPSS in find the mark percent (%) class experiment And class control as following:

Table 6. Category Interpretation Effectiveness N-Gain

Percentage	Interpretation
< 40	No Effective
40-55	Not enough Effective
56-75	Enough Effective
> 76	Effective

Referring category interpretation effectiveness according to Arikunto (1999) from N-gain in form percent (%) And table from mark N-gain output Descriptive the so that We can make A table results calculation test N gain scores in lower This. Based on the calculation test N-gain scores, the average N-gain scores for class experiments (with media video animation) are as big as 69.940379 or 69.9%. It is including in the category Enough compelling. With a minimum N-Gain score of -11 % and a maximum of 100%. Meanwhile, the average flat N-gain score For class control (without the use of media video animation) is 51.8257 or 51.8% , which means it is less effective while gaining value. The minimum N-gain score is -23%, and the maximum is 87%. The significant difference in value between the average values of the class experimenter with class control is 18.1%, which means that using video learning media animation in the experimental class had 18.1% superior learning results compared to the class control.

Discussion

So, using media learning videos and Animation in Fiqh subjects effectively improves learning outcomes in eye lesson Fiqh class VII in MTs Country 5 Bantul. Temporary learning uses conventional learning media such as blackboards and PPTs to produce fact studies that need to be more effective for increasing results from studying Fiqh class VII at MTs Negeri 5 Bantul this academic year 2022-2023.

This research is also relevant to Dyan Septiani Vega's study, where the use of learning video media influences the learning outcomes of class V MIN 3 Ponorogo students in 2020/2021. This is proven by the results of quantitative hypothesis testing which rejects Ho2 and accepts Ha2 with a sig value. 0.014 <0.05. It is also relevant to research from Licia Sin Vuspa, where the use of video learning media influences student motivation in Fiqh subjects at MTs Patra Mandiri Plaju Palembang. What can be seen from the comparison of "t" in the calculated t is that it is much larger than the "t" table, both at the 5% significance level and at the 1% significance level (20.05<13, 69>2.76) and from the average value The mean of 63.48 increased to 69. So video learning media or animated videos influence student learning outcomes at school, which has a good impact on increasing student learning motivation and adapting students' characters according to their era.

Based on Table 3 looks happen enhancement results Study students from Cycle 1 and Cycle 2 around 25%. This is because, in context model Which used, student start understand: Activity group from Cycle I develop. Matter This No regardless from understanding And activity Study student, And from involvement themselves with task the. Activities and work the relationship between students also develops during this cycle. Matter This proven with student do project Which they choose yourself and share timetable in accordance agreement they.

Based on data qualitative And quantitative cycle I And II can concluded that application model learning PjBL (project based learning) is transition Good for student nor Teacher. There is This shift is seen especially in the habits of students who practice PjBL (Project Based Learning) learning model before being introduced. Previously, student only will listen the teacher, however after introduction model, student become enthusiastic And active moment they do project Which they do in research.

Conclusion

PjBL (Project-Based Learning) model based step by step analysis data And discussion Which done during implementation material PTK economic business social studies learning for class 5A students at SDIT Nurul Fikri Banjarmasin. Researchers concluded that application determines the question base, designing project, arrange timetable, observe progress project, evaluate results project, and evaluate experience. Proven succeed improving social studies learning outcomes on economics material for class 5A students at SDIT Nurul Fikri Banjarmasin who implements PjBL (Project Based Learning) model significant on material business economy that is from average 37.03%. Become 88.88%. For this reason, it is recommended for researchers or teachers who are trying to do it to improve student learning outcomes, you can try the PjBL learning model.

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Declaration of interest statement

The authors declare any interest in this scientific publication.

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