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Development of Animated Video “ILHAM” on Halal and Haram Food in Islamic Religious Education Grade VI Elementary School

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Abstract

Sorting out and choosing halal food is crucial for the current generation. Knowledge about halal food is something that students should know because students are more vulnerable to negative trends. This research aims to develop halal food animation videos to increase students' knowledge of halal and haram food. In the design stage, this animated video was made using the Renderforest, Canva, and Capcut applications. The research method used is the D&D (Design and Development) method using the ADDIE development model, namely testing the Validation Test from the Expert and the student response questionnaire distributed. Animated videos that have been developed by the author are tested in practice at elementary schools. Product feasibility tests by material and media expert validators have been carried out with a score of 96.25% from material experts in the “very feasible” category and a score of 95% from media expert validators in the “very feasible” category, and the results of student response questionnaires that received 87% in the “very good” category. Based on the results of the study, it shows that this animated video is very feasible to be utilised in the Islamic Religious Education (PAI) learning process in grade VI elementary school.

Keywords: Food, Halal, Haram, Learning, Video Animation

Abstrak

Memilah dan memilih makanan halal adalah hal yang krusial untuk generasi sekarang. Pengetahuan mengenai makanan halal adalah hal yang seharusnya diketahui oleh siswa karena siswa lebih rentan terkena tren berbau negatif. Penelitian ini bertujuan untuk mengembangkan video animasi makanan halal untuk meningkatkan pengetahuan siswa mengenai makanan halal dan haram. Pada tahap design video animasi ini dibuat menggunakan aplikasi Renderforest, Canva, dan Capcut. Metode penelitian yang digunakan adalah metode D&D (Design and Development) dengan menggunakan model pengembangan ADDIE, yaitu pengujian Uji Validasi dari Ahli dan angket respon siswa yang disebar. Video berjenis animasi yang telah dikembangkan oleh penulis diuji praktikkan di Sekolah Dasar. Uji kelayakan produk oleh validator ahli materi dan media sudah dilakukan dengan hasil skor sebesar 96,25% dari ahli

materi dengan kategori "sangat layak" dan skor sebesar 95% dari validator ahli media dengan kategori "sangat layak" serta hasil angket respon siswa yang mendapatkan 87% dengan kategori "sangat baik". Berdasarkan hasil penelitian menunjukkan bahwa video animasi ini sangat layak untuk dimanfaatkan pada proses pembelajaran Pendidikan Agama Islam (PAI) di kelas VI Sekolah Dasar.

Kata Kunci: Video Animasi, Media Pembelajaran, Makanan, Halal, Haram

Introduction

Islamic Religious Education (PAI) contributes greatly to building the character and morals of students, especially at the elementary school level (Sa'diyah, P. H., Fauziah, R. H., & Aeni, A. N. (2022). One of the important elements in Islamic Religious Education is the understanding of halal and haram food, which not only relates to the spiritual dimension, but also affects health and ethics in daily life (Gia, 2024). According to Islamic law, food must be halal and thayyib, which indicates that the food is good, clean, and provides benefits to the body. Any food identified as haram is still haram and can negatively affect an individual's health and blessings of life.

Some Muslim individuals often ignore this aspect in their daily activities (Rahmah, 2024). According to Islamic teachings, halal food is food that is permitted to be consumed in accordance with Islamic law, while haram food is food that is prohibited because it contains elements that are contrary to Islamic law (Mulyati et al., 2023). Therefore, it is important to teach students about the concept of halal and haram from an early age so that they get used to choosing food that is in line with Islamic religious principles (Rahmah, 2024).

A teacher must master four fundamental competencies: pedagogical competence, personal character, social competence, and professionalism obtained through professional education (Nur, H. M., & Fatonah, N., 2022). With these four competencies, teachers can adapt their teaching media according to the needs of their students. Teachers need to encourage by motivating students to utilise learning media to achieve learning goals. This is in line with the benefits of using learning media when delivering learning materials to students, who are able to increase student knowledge and

generate enthusiasm for learning in students (Arifin, 2012). The development of audio-visual learning media based on animated videos is an alternative to the utilisation of science and technology (IPTEK) in education. They facilitate repeated discussions, explore an event or process, and turn abstract material into more concrete. They also have high durability, so they can be used repeatedly. They also require teacher skills in operating the technology and providing new experiences to students. All of this also relates to more focused curriculum objectives (A. N. Aeni, Handari, et al., 2022).

In today's digital era, the use of innovative learning media is a must to increase the effectiveness of the learning process, especially in terms of attracting students' attention to understand the material being taught (Amalia et al., 2023). Conventional methods in the Islamic Religious Education (PAI) learning process are sometimes not interesting enough for students; therefore, a more interactive and interesting way is needed (A. N., Aeni et al., 2023). One way that may be applied is to use animated videos as a teaching tool. Animated videos have the advantage of displaying information visually and in motion, so that it is easier for students to understand and remember (Cholik & Umaroh, 2023). Renderforest is an application platform that allows the development of animated videos in a creative and interesting way (A. N. Aeni, Nur Nofriani, et al., 2022). By using this technology, it is expected that the development of the animated video 'ILHAM' can provide a more interactive learning experience for grade VI elementary school students. This animated video is made to demonstrate in an interesting way the concept of halal and haram in food, provide practical examples in everyday life and show the effects of food selection in line with Islamic principles. With the development of the animated video "ILHAM", students not only gain a cognitive understanding of halal and haram, but also can internalise Islamic values in everyday life.

In addition, attractive visual media can motivate students to be more active in the learning process, in deepening students' understanding of the concept of halal and haram. In dealing with the problem, this research suggests

the utilisation of the "ILHAM" animated video designed using the Renderforest application as a substitute for more interesting and interactive learning media. Through this method, it is expected that students can better understand the concept of halal and haram in food and be more eager to follow Islamic Religious Education (PAI) lessons (A. N. Aeni, Nur Nofriani, et al., 2022). However, the teaching methods applied are often traditional, such as lectures and reading textbooks that are less interesting for students. Therefore, there is a need for innovation in learning media to make it easier for students to understand the material.

Animated video is one type of learning media that is effective for improving student understanding. Based on this research, the use of animated videos in the learning process can improve student memory, make learning more interesting, and make it easier for students to understand abstract concepts (A. N., Aeni et al., 2015).

Methods

Design and Development (D&D) is the method used in this research. According to Ellis and Levy, the Design and Development (D&D) method aims to make products and test how effective these products are so that research problems can be solved empirically and systematically through research through a series of design, development, and evaluation processes (A. N. Aeni, Handari, et al., 2022).

D&D research generally uses a qualitative approach, so this study uses a qualitative approach by actively and regularly engaging in the field. Qualitative research should be conducted from an "emic perspective", which means that data collection should be done not "how it should be", which is based on field facts, experiences, and thoughts of data sources, not the author's opinion (Harahap, 2020). In addition, design and development (D&D) is usually carried out sequentially in stages and processes based on scientific methodology. In the D&D research, the author chose a qualitative descriptive

method based on expert review. The research method known as descriptive approach, expert evaluation is conducted to verify or evaluate interactive learning media products made directly by the author (Darojatin Putri et al., 2024). It is hoped that this research can create learning media related to problems that arise during learning in elementary schools, especially in terms of listening to fiction comprehension, and is beneficial to the scientific wealth of basic education, as well as in the world of education in Indonesia (Amelia, 2022).

The research model used in the design and development stage is the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model which is inspired by the six procedures of the D&D (Design and Development) method (Rosmiati & Sitasi, 2019). In this study, the authors adopted a qualitative approach by using interviews and observation methods to collect relevant data with Islamic Religious Education (PAI) subject teachers to obtain in-depth information about experiences, challenges, and the effectiveness of using learning media in the teaching process (A. N., Aeni et al., 2023). Through this interview, the author can explore the teacher's views on the effect of the media and also find out students' understanding of the material taught and students' responses to the media used. Through this interview, the author can explore the teacher's views on the effect of the media and also find out students' understanding of the material taught and students' responses to the media used (Darojatin Putri et al., 2024).

In addition, the authors also conducted direct observation in class VI to see the interaction between teachers and students during the learning process. This observation aims to assess the application of learning media in practice, as well as observe the classroom dynamics, including student engagement and teaching methods applied by the teacher (Francisca et al., 2022). By combining these two methods, the authors hope to gain a thorough understanding of the effectiveness of the learning media used, as well as its impact on the teaching and learning process in the classroom (Devi, 2021). The data obtained from

these interviews and observations will be analysed to provide a clear picture of the learning conditions at SDN Cikondang 2 and to formulate recommendations that can improve the quality of learning in the future. This research involved one media and material expert, one teacher in grade VI, and 11 students in grade VI. The research was conducted at SDN Cikondang 2 and Universitas Pendidikan Indonesia Sumedang Regional Campus. The time used was three months, from February to April 2025.

Data was collected from material and media experts, as well as students as product users in the study. As a result of the research, the data collected is then processed and presented in the form of narrative text to make it easy to understand and facilitate concluding the data as a whole.

Table 1. Interpretation Criteria of Expert Validation

No.	Percentage	Interpretation Criteria
1.	0% - 20%	Very Unfit
2.	21% - 40%	Not Feasible
3.	41% - 60%	Decent Enough
4.	61% - 80%	Feasible
5.	81% - 100%	Very feasible

Source: adapted from Riduwan (2015)

Table 2. Interpretation Criteria of Student Response

No.	Percentage	Interpretation Criteria
1.	0% - 20%	Very Unfit
2.	21% - 40%	Not Feasible
3.	41% - 60%	Decent Enough
4.	61% - 80%	Feasible
5.	81% - 100%	Very feasible

Source: adapted from Riduwan (2015)

Result

The observations that have been made produce a product named ILHAM (Animation of Halal and Haram Food) animation video for Islamic Religious Education subjects in grade VI SD. This animated video is the result of solving the research problem of unrest regarding food trends among the Muslim

generation with interesting and interactive visualisations to improve student understanding. In addition, the animated video is easily accessible by both teachers and students. This media development is centred on the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation).

Product feasibility testing by material and media expert validators has been carried out with a score of 96.25% from material experts in the “very feasible” category and a score of 95% from media expert validators in the “very feasible” category, as well as the results of student response questionnaires that get 87% which means getting a “very good” category. The result of the feasibility test from material and media expert validators and student responses shows that the animated video that the author developed is feasible to be utilised in the learning process in Islamic Religious Education (PAI) subjects in grade VI SD.

The result of this research is a product in the form of learning media in the form of an animated video entitled ILHAM (Animation of Halal and Haram Foods) in the subject of Islamic Religious Education (PAI) grade VI Elementary School (SD).

1) Analysis

a. Initial Analysis

The author conducted interviews with Islamic Religious Education (PAI) subject teachers and made observations in class VI Cikondang 2 Public Elementary School (SDN Cikondang 2). From the results of this analysis, it was found that the use of visual-based media, such as animated videos, can improve student understanding, because it can present material, easy to understand and relevant to students' daily lives (Husniati Ridwan et al., 2021).

b. Task Analysis

This analysis is to review the Islamic Religious Education curriculum used for grade VI Elementary School (SD) regarding halal and haram food material. Detailing the learning objectives and subject matter that will be developed in the learning media.

c. Concept Analysis

The selection of material is based on the needs of teachers and students, as well as the competency indicators taught, so that the material is appropriate and relevant. It involves organising relevant concepts systematically and in detail, as well as connecting one concept with another.

d. Specification of Learning Objectives

Before entering the planning stage of media creation, it is important to formulate the objectives of the competency indicators that will be used as a reference in the selection of materials. This step is needed to ensure that the process of making media product designs remains in accordance with the initial objectives that have been set.

Thus, the main purpose of this analysis stage is to determine the need for effective learning media development and in accordance with the learning objectives to be achieved, namely a better understanding of the concept of halal and haram food.

2) Design

a. Preparation of Research Tools

This step begins with making instruments for data collection, namely, pre-test and post-test questions. A total of 10 questions were prepared based on indicators of critical and creative thinking skills. Furthermore, a questionnaire was prepared to collect responses from students, as well as re-checking validation sheets from material and media experts related to the learning media used.

b. Media Selection

Learning media in the form of animated videos was chosen by considering the needs of students, according to the results of interviews with Islamic Religious Education (PAI) subject teachers beforehand. Animated video media can attract students' attention to learn and remember the material more easily, so as to improve their creative thinking skills. However, it is also important to pay attention to critical thinking indicators, which can be evaluated through a post-test provided in the form of an interactive quiz containing reflective questions that the teacher can use after the animated video is shown.

c. Application Selection

The applications chosen for the development of this learning media are Renderforest, Canva, and Capcut. Renderforest is used for visual elements and materials (A. N. Aeni, Nur Nofriani, et al., 2022), Canva for presenting the text of the Arabic or Qur'anic quotes, and Capcut for audio processing, including backsound and dubbing. The right selection of applications will make this learning media effective in delivering material to students.

d. Initial Design

The material presented refers to the Islamic Religious Education curriculum, which includes the definition of halal and haram foods, as well as examples of foods that fall into these categories. In addition, the video also provides practical guidance in choosing halal food in daily life, so that students can better apply their understanding.

3) Development

The third stage is development. In this development stage, a script and storyboard were created to ensure a storyline that is easily understood by students. Characters and illustrations were designed with an attractive visual appearance using Renderforest application. The Canva app was used to add

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Kuis

▶ **Renderforest** aman siswa terkait materi Makanan Halal dan Haram

[illegible]

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Image 4. Combining all the slides and adding audio containing dubbing about the material and an Islamic nuanced background in the Capcut application.

4) Implementation

The fourth stage is implementation. Before implementation, teachers were first given a briefing on how to integrate this video into teaching and learning activities and strategies for optimal use (Wahyuni & Haryanti, 2024). After that, the animated video is shown in class with the teacher acting as a guide who helps students understand the material presented (Rahmawati & Suryadi, 2019). After the video playback, a discussion and question and answer session is held to assess the extent to which the student understands the concept that has been explained (Fauzi, 2022).

As an initial evaluation step, students are given interactive quizzes and reflective assignments to measure the extent of their understanding of the material that has been learned (Fauziyah & Anugraheni, 2020). The teaching and learning process with the pre-test and the post-test is to determine the extent of students' cognitive development in relation to the material that will and has been taught (Effendy, 2016). In addition, they were also asked to provide feedback on the attractiveness, clarity, and ease of understanding the video content.

Pengembangan Video Animasi "ILHAM" Mengenai Makanan Halal dan Haram pada PAI Kelas VI SD

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Image 5. Product test in class VI at Cikondang 2 public elementary school

5. Evaluation

The last stage is the evaluation stage. This evaluation is conducted through two types of approaches, namely formative evaluation and summative evaluation. Validation was conducted by media experts and material experts to identify strengths and aspects that need to be improved. Summative evaluation is applied after the animation video is used in learning to assess its impact on students' understanding (Arifin, 2012). The results of this evaluation will be the basis for making improvements to optimise the learning media (Maulani, 2024).

Table 2. ILHAM Media Validity Results from the Material Aspect.

Assessment Indicator	Aspects	Persentase
Material suitability	5 Aspek	100%
Material presentation	5 Aspek	100%
Writing	5 Aspek	95%
Good Impact	5 Aspek	90%
Persentase		96,25%
Interpretation Criteria		Very feasible

Table 3. ILHAM Media Validity Results from the Media Aspect.

Assessment Indicator	Aspects	Percentage
Product Suitability	5 Aspek	100%
Product Display	5 Aspek	80%
Ease of Access	5 Aspek	100%
Good Impact	5 Aspek	100%
Percentage		95%
Interpretation Criteria		Very feasible

Based on the assessment of the validity of ILHAM media from the material and media aspects using a validation questionnaire from the expert, it can be concluded that ILHAM media is valid for use with the criteria "very feasible".

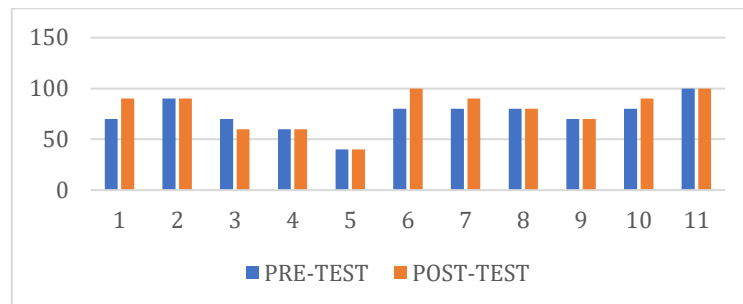


Image 6. The bar chart of ILHAM Media Assessment Results

The bar chart above displays the results of student assessment before and after the use of ILHAM media, which includes pre-test and post-test scores for each student. From the data, it can be seen that some students experienced a significant increase in scores. Overall, these results indicate that ILHAM media had a positive impact on most students in improving their understanding of the material taught, although there were some students whose scores remained stable.

Table 4. Results of Student Response Questionnaire to ILHAM Media

Category	Persentase
Strongly Agree	87%
Agree	13%
Disagree	0
Disagree	0
Strongly Disagree	0
Total	100%

Based on the results of the student response questionnaire, it can be concluded that ILHAM media managed to get a positive assessment with "very good" criteria and an indication that the media is effective in supporting the learning process.

Conclusion

ILHAM media has shown excellent validity results, with a percentage of 96.25% for material aspects and 95% for media aspects, both of which were declared "very feasible." Students' responses to this media were also very positive, where 87% of students strongly agreeing and 13% agreeing with its use. This shows that ILHAM media is not only valid but also well-received by students. Thus, ILHAM media is proven to be effective in supporting the learning process in class VI Cikondang 2 public elementary school SDN Cikondang 2, making a positive contribution to students' learning experience in improving their understanding of halal and haram food.

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