

Implementation of Cartoon Animation Based Media to Enhance the Learning of Islamic Studies Education at SMK Ar-Rahma Carat Gempol Pasuruan

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Abstract

The purpose of this study was to find out how the implementation of cartoon-based media in improving the learning of Islamic religious education at SMK Ar-Rahma Carat Gempol Pasuruan. The type used in this research is descriptive qualitative type, the data sources used are primary data sources and secondary data sources with observation, interview and documentation research methods. The findings of this study are (1) The use of cartoon animation media can attract students' attention and can increase students' interest in teaching and learning activities. (2) The advantages of using cartoon animation media are that it can make students more enthusiastic and interested, and can make students understand the material presented, so that students are motivated to participate in learning activities. (3) The weakness of using this animation media is inadequate facilities such as lack of projectors, so it can hinder the progress of learning activities. (4) The solution to overcome the weaknesses is that before using animation media as learning materials, it would be better if the teacher prepares the material to be taught, the teacher pays attention to the students' sitting position so that it is routinely rolled from front to back and vice versa, so that when the animation video is played, students can see clearly and added with several other projectors. To create a conducive and comfortable atmosphere, and to provide some questions for the students when the learning process is completed.

Keywords: Implementation, media, cartoon animation, learning, students.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana implementasi media berbasis animasi kartun dalam

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meningkatkan pembelajaran pendidikan agama Islam di SMK Ar-Rahma Carat Gempol Pasuruan. Adapun jenis yang digunakan dalam penelitian ini adalah jenis kualitatif deskriptif, sumber data yang digunakan yaitu sumber data primer dan sumber data sekunder dengan metode penelitian observasi, wawancara dan dokumentasi. Adapun hasil yang didapatkan dalam penelitian ini yaitu (1) Penggunaan media animasi kartun dapat menarik perhatian pelajar dan dapat meningkatkan minat pelajar dalam kegiatan belajar mengajar. (2) Kelebihan implementasi media berbasis animasi kartun adalah membuat siswa menjadi lebih semangat dan tertarik serta dapat membuat siswa memahami materi yang disampaikan sehingga siswa menjadi termotivasi dalam mengikuti kegiatan pembelajaran. (3) Kelemahan penggunaan media animasi ini ialah fasilitas yang kurang memadai seperti kurangnya proyektor sehingga dapat menghambat berlangsungnya kegiatan pembelajaran. (4) Solusi mengatasi kelemahan adalah sebelum menggunakan media animasi sebagai bahan pembelajaran, alangkah baiknya guru menyiapkan materi yang akan disampaikan, guru memperhatikan posisi duduk siswa agar rutin di rolling depan ke belakang dan sebaliknya, sehingga ketika pada saat pemutaran video animasi di putar siswa dapat melihat dengan jelas dan ditambah dengan beberapa proyektor yang lainnya. Sehingga menciptakan suasana yang kondusif dan nyaman, serta memberikan beberapa pertanyaan kepada siswa ketika proses belajar sudah selesai.

Kata Kunci: Implementasi, Media, Animasi Kartun, Pembelajaran, Siswa.

A. Introduction

Education plays an important role in the development of a nation. The future of a nation is largely determined by teachers in the implementation of education. The demand for quality human resources (HR) in the world of education can be obtained in accordance with the law which states that education

is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. Education can also be interpreted as a learning process that

serves to transmit the values and achievements of the past to future generations. These values and achievements are the pride of the nation and make the nation famous among other nations. In addition to inheritance, education also has the function of developing cultural values and creating new achievements that become the new character of the nation. Therefore, character education is the core of the educational process (Zubaedi, 2011).

Islamic studies education is education in which all components or aspects are based on Islamic teachings. The vision, mission, objectives, teaching-learning process, teachers, students, teacher-student relationships, curriculum, teaching materials, institutional management, infrastructure, institutional environment or any other educational component is based on Islamic teachings. This is called Islamic education (Abudin, 2010). Islam is characterised as a religion of da'wah and education, so it has the sole responsibility to guide and shape the personality of mankind in accordance with Islamic teachings (Abudin, 2012). Therefore, Islamic teachings must refer to the source of its teachings so that all

teachings can be properly explored and explained (Marzuki, 2010).

As for the importance of Islamic religious education as rahmatan lilalamin, it obliges us to seek knowledge through formal and non-formal education. Even Allah began the revelation of the Qur'an as a guide for human life with a verse commanding His Messenger, Muhammad SAW, to read and read. Reading is a manifestation of learning activities in education. And in a very broad sense, through learning people can develop knowledge and improve their lives at the same time (Esa, 2007). The importance of learning is therefore promised by Allah in the Qur'an in Surah al-Mujadalah (58): 11.

يٰۤاَيُّهَا الَّذِيْنَ ءٰمَنُوْا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا
فِي الْمَجْلِسِ فَاَفْسَحُوْا يَفْسَحِ اللّٰهُ
لَكُمْ وَاِذَا قِيْلَ اَنْشُرُوْا فَاَنْشُرُوْا يَرْفَعِ اللّٰهُ
الَّذِيْنَ ءٰمَنُوْا مِنْكُمْ وَالَّذِيْنَ اٰتَوْا الْعِلْمَ

دَرَجٰتٍ وَّاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ﴿١١﴾

Meaning: "O believers! When you are told to make room in gatherings, then do so. Allah will make room for you 'in His grace'. And if you are told to rise, then do so. Allah will elevate those of you

who are faithful, and 'raise' those gifted with knowledge in rank. And Allah is All-Aware of what you do.”

Therefore, it can be concluded that the ultimate goal of Islamic religious education is the application of Islamic values embodied in the person of each student with the concept of Islamic education that is so perfect (Arifin, 1991).

Islamic Studies Education is the main subject that not only leads students to be able to master various studies about Islam, but also places more emphasis on the experience of everyday life in the midst of society. Islamic studies education is an effort in the form of guidance and care for students so that they understand and practice the teachings of Islam when they finish their education (Zakiah, 2000). There are several aspects of education, such as curriculum, methods, learning strategies, assessment and educational management. The paradigm promoted in these changes is the democratisation of education, which strengthens the involvement of students, teachers and local communities. One of the most dynamic theoretical developments is that of learning.

With advances in information and communication technology, the applications used in the production of educational materials have also developed (Joko & Muhammad, 2018). However, in its application, there are still many teachers who do not use it, even the use of learning media is very monotonous, which is still quite popular among teachers in the learning process compared to the rapid development of technology (Yudhi, 2013).

Advances in science and technology, especially in information technology, have a great impact on the design and implementation of learning strategies, and through these advances, teachers can use different media according to the needs and learning objectives. One of them is the use of animation media, which can facilitate and streamline the learning process, while making the learning process more interesting. The learning process is a communication process, in a communication process there are always three main components, namely the message sender component (teacher), the message receiver component (student), and the message component itself, which is usually in the form of subject matter,

sometimes in the learning process there is a communication failure. The development of science and technology in the field of information and communication has an impact on the learning process in the classroom. In this regard, teachers are required to have both intellectual ability and skill or ability to use technology as a learning medium in every lesson in the classroom, in line with this, the selection and use of relevant media is important in the learning process to achieve competence goals and can increase children's motivation to learn, therefore teachers are required to continue to innovate in carrying out learning from time to time (Siregar, 2007).

A teacher should use effective approaches, strategies, methods and learning media in every lesson to make it easier for students to quickly grasp the material being taught. In general terms, media can be understood as the mediation of information from the source to the receiver. The information can be anything from education, politics, technology and information or what is commonly referred to as news. The media used are also very diverse, depending on the type of information to

be conveyed in both physical and digital form. Broadly speaking, media is anything that can be used to channel messages and can stimulate the mind, arouse the enthusiasm, attention and willingness of students so that it can enhance the learning process of students (Suryani, 2018).

Teachers are considered to be the main and important role, therefore it is the teacher who determines the success of the teaching and learning process. In general, there are three roles of the teacher as a profession, namely to educate, to teach and to train. To educate means to transmit and develop life values, to teach means to transmit and develop knowledge, to train means to develop skills for the life of the students. To have certain skills and competences as part of teacher professionalism (Suyanto, 2013).

From the above, it can be concluded that a teacher has a very important role in determining the quality and quantity of teaching, the teacher acts as a manager of the teaching and learning process, developing and improving students' abilities to achieve the educational goals they need to achieve. In addition, teachers also need

to be creative in choosing the methods and media used in the learning process so that students are excited and not bored in learning so that learning objectives are created. Along with the change in learning from teacher centre to student centre, as a professional teacher, in carrying out learning in the classroom, I must pay attention to students' learning activities and motivation so that the learning process becomes more enjoyable. Therefore, the selection and use of media that are relevant to the lesson is very important because learning media can enhance students' understanding of the material presented. Students' motivation to learn is one of the most important things in learning, low students' motivation to learn will greatly affect students' understanding of the material presented by the teacher. The factors that influence students' learning motivation can come from outside and from students themselves, as each student has a different learning motivation, the teacher must be able to create an attractive learning environment and atmosphere so that students are motivated to actively participate in learning (Sukmadinata, 2010).

The occurrence of learning problems related to the teaching and learning process of Islamic religious education occurs in the educational institution of SMK Ar-Rahma Carat Gempol Pasuruan. Where it has become a tradition that learning Islamic education is very monotonous and boring, so that several problems arise that affect the enthusiasm of students and their learning outcomes, such as sleeping when the learning process begins, leaving during Islamic studies education lessons, busy playing gadgets, and many more. Therefore, the teachers of the institution are motivated to take advantage of this increasingly advanced and sophisticated technology by implementing animation-based media for the students of SMK Ar-Rahma in the PAI learning process.

Therefore, based on the description and results of the above preliminary research, it encourages researchers to conduct in-depth research entitled "Implementation of Animation-Based Media to Improve Islamic Studies Education Learning at SMK Ar-Rahma Carat Gempol Pasuruan".

B. Research Methodology

This research used descriptive qualitative methods because it explains in detail according to the data in the field and the facts that exist (Sugiyono, 2008). This qualitative research method is a way to collect data according to specific purposes and uses. In this study, using a qualitative research that in the process of understanding is based on investigating a phenomenon and problems that occur in humans. Researchers use qualitative research because it takes the problems that occur from the animation-based Islamic studies education learning process by improving Islamic education learning based on inhibiting and supporting factors.

This type of research is qualitative research. In qualitative research, a researcher tries to look at individuals or units in depth in order to know the problem broadly (Suharsimi, 2003). Researchers tried to find the variables behind the problems that occur. Therefore, the researcher conducted this research only from the perspective of the phenomenon of problems in SMK Ar-Rahma Carat Gempol Pasuruan. Therefore, the researcher examines the way of implementation in the learning of

animation-based Islamic Studies Education seen from the supporting and inhibiting factors that affect the learning of animation-based Islamic Studies Education.

The data collection techniques used in this research were observation, interview and documentation: (1) Observation or observation is used by researchers to record all information during the research. The information is in the form of events that are heard, seen, felt and then recorded in the form as objectively as possible. Observation in this study is an attempt to obtain data to determine the geographical location, school environment, classrooms and the application of animation-based PAI learning. The results of observation were used as qualitative research to improve the learning of PAI Berbasis Animation at SMK Ar-rahma Carat Gempol Pasuruan. (2) Interviews are used by researchers as a form of direct communication between researchers and respondents. Interviews are used to find out answers face to face, so that the respondents' movements can be seen verbally. In this study, interviews were used to explore primary data sources in order to produce more accurate research

results. (3) Documentation is used by researchers as a written record in the direct conduct of research activities. Documentation was conducted to complete the research and as a material for analysis related to the discussion of the research, that is, for the implementation of animation-based Islamic Studies Education Learning Improvement at SMK Ar-rahma Carat Gempol Pasuruan. The documents can be in the form of lesson plans and syllabus of Islamic Studies Education subjects, as well as other documents related to the discussion.

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Islamic Studies Education based on animation at SMK Ar-rahma Carat Gempol Pasuruan. (2) Interviews are used by researchers as a form of direct communication between researchers and respondents. Interviews are used to find out answers face to face, so that the respondents' movements can be seen verbally. In this study, interviews were used to explore primary data sources in order to produce more accurate research results. (3) Documentation is used by researchers as a written record in the direct conduct of research activities. Documentation was conducted to complete the research and as a material for analysis related to the discussion of the research, that is, for the implementation of animation-based Islamic Studies Education Learning Improvement at SMK Ar-rahma Carat Gempol Pasuruan. The documents can be in the form of lesson plans and syllabus of Islamic Studies Education subjects, as well as other documents related to the discussion.

C. Results and Discussion

1. Descriptive statistical analysis of research data

Descriptive analysis functions to describe research data, maximum value,

minimum value and average value and includes the amount of data. The descriptive analysis is a description of the characteristics of the subject obtained from the experimental results using the data collection technique method, which is the pre-test.

a. Students Observation

The observation sheet was created to obtain a type of supporting data, observations were made to observe a student's activity in the classroom and to see the student's learning activities during the research.

Table C.1. Students Learning Activities

No	Student Activity	Yes	No
1.	Students preparing their learning materials		✓
2.	Students pray before the lesson starts	✓	
3.	Students pay attention to the motivation given	✓	
4.	Students pay close attention when the teacher explains the learning objectives to be achieved and the activity plan to be carried out.	✓	
5.	Students listen to teacher's explanation	✓	
6.	Students ask the teacher if there is any material they do not understand	✓	
7.	Students are enthusiastic about the learning process	✓	
8.	Students actively answer the teacher's questions	✓	
9.	Students complete the quiz themselves	✓	
10.	Students evaluate together with the teacher	✓	
11.	Students pray and give closing remarks	✓	

Table C.2. Data on 10th grade vocational students

No	ID Number	Name	Agree/Disagree
1.	0246/016.096	Adi Ramadhan Putra	Very Agree
2.	0247/017.096	Auni Shofhal Jamilah	Disagree
3.	0248/018.096	Chioudi Artha Loka K	Agree
4.	0249/019.096	Dini Anandita	Very Agree
5.	0250/020.096	Dinna Maulidziyah	Disagree
6.	0251/021.096	Eka Safitri	Disagree
7.	0252/022.096	Fessy Fiantika	Agree
8.	0253/023.096	Ika Septya Isyana	Agree
9.	0254/024.096	Jesi Widya Lestari	Very Agree
10.	0255/025.096	Maria Anggela Nali	Disagree
11.	0256/026.096	Miranda Oktavia	Disagree
12.	0257/027.096	Nita Nurmawati Putri	Very Agree
13.	0258/028.096	Prayoga Kurnianto Hadi	Agree
14.	0259/029.096	Putri Sandra Novalina	Agree

Based on the results of research and observations that have been made by researchers, it can be concluded that there were 14 students who took part in the pretest. Each student has a different opinion, some agree and some disagree, because the interest

in learning Islamic Religious Education subjects uses cartoon animation media which is still in its early stages and requires adaptation.

b. Student questionnaire results.

Data from student questionnaire results, can be seen in table C.3.

Table C.1. Average Score Results

Category	Total	Percentage
Agree	4	25%
Very Agree	5	60%
Disagree	5	15%
Sangat Tidak Setuju	0	0%

Table 3 shows that the average results of the questionnaire to increase students' learning motivation. The percentage results obtained by 25% of class 10 SMK Ar Rahma Carat Gempol have learning motivation when applying cartoon animation based media in the agree category, while the percentage results of 60% of students have learning motivation in the strongly agree category, while the percentage results of 15% of students have learning motivation in the disagree category. Based on the results of the questionnaire, it can be concluded that each student has their own opinion about the learning methods used. With this it can be

concluded that students of class 10 of SMK Ar Rahma Carat Gempol have learning motivation increases when students are given direct practice and it is better to use cartoon animation videos in delivering material and then the teacher explains the content of the material, because of the advancement of technology all students have gadgets and if the teacher provides incomplete information students become less active in learning in class. Students prefer visual videos such as PPT cartoons that explain ablution material or prayer instructions and then practise because it is more efficient.

Table C.2. Pre-test Questionnaire Calculation

No	Name	Total
1.	Adi Ramadhan Putra	70
2.	Auni Shofhal Jamilah	66
3.	Chioudi Artha Loka K	67
4.	Dini Anandita	78
5.	Dinna Maulidziyah	80
6.	Eka Safitri	88
7.	Fessy Fiantika	65
8.	Ika Septya Isyana	70
9.	Jesi Widya Lestari	65
10.	Maria Anggela Nali	85
11.	Miranda Oktavia	77
12.	Nita Nurmawati Putri	90
13.	Prayoga Kurnianto Hadi	74
14.	Putri Sandra Novalina	92

Based on the overall data of the pretest questionnaire, it can be concluded that the results of the students' questionnaire before the use of cartoon animation media in learning Islamic religious education lessons found that some students did not like the lesson, but not a few students who liked Islamic religious education lessons. The cause of students' dislike of Islamic religious education lessons is due to the concept of monotonous lessons and lack of innovation in the teaching and learning process in the classroom. This proves that before the existence of animated learning media, muid was used less in learning Islamic religious education subjects.

2. Implementation of animation-based media to enhance learning in Islamic education at SMK Ar-rahma Carat Gempol Pasuruan.

Implementation is an effort to provide the means to carry out something so as to have an impact or effect on something. Implementation is a study to provide feedback on the implementation of policies in the implementation process carried out according to a predetermined plan, and then to find out the obstacles in carrying out the implementation process. Implementation is an action taken by parties with an interest in change. Implementation refers to the actions taken to carry out the programme in an agreed way to

achieve the desired and planned objectives. Basically, every plan has objectives and targets to be achieved.

Learning media is one of the tools used in the learning process. This is done to stimulate learning patterns to create the success of an effective learning process to achieve the desired goals. With the times, the presence of information technology is getting better so that it has a good impact on the world of education. Many learning media are found to carry out the process of learning activities so that it has an effect on improving learning by teachers (Rodhatul, 2009). Media has a function to connect information from one party to another, while in the world of education media is used as a learning media tool. A learning media is a delivery of learning material information. This tool can be a visual, graphic, audio, electronic tool that is very easy to convey information to students.

Related to animated media is a form of pictorial presentation that is presented in an interesting and creative way. The animation media contains a simulation of moving images that describe the displacement

and movement of material objects. The use of animation in conducting this learning process is very helpful to improve efficiency and effectiveness in the learning process, then it will get increased learning outcomes. The use of animated learning media can increase the attractiveness of the learning process and motivate students to participate directly in the learning process. Animated media that is consistently used in accordance with cognitive learning, so that the learning process can provide easy understanding of students and can improve the achievement of student learning outcomes (Mayer & Moreno, 2002).

SMK Ar-Rahma Mandiri Indonesia is an educational institution established in 2015, located at Jl. Raya Carat, Gempol District, Pasuruan Regency. Based on preliminary observations that the use of cartoon animation-based media According to Nadilla, students are very interested in upin ipin cartoon animation videos because they can increase their interest in learning with the animation video learning method. In order for teachers to implement these learning methods,

they need to plan efficiently. Cartoon animation-based media learning is intended for students in the teaching and learning process in the classroom, in addition to the teacher's understanding of the media used as student teaching materials in PAI subjects, so that it can make it easier for students to understand the material presented, can make students enthusiastic and motivated in learning, and can make students active and responsive in teaching and learning activities in the classroom. Therefore, teachers need to be able to master the material with a variety of learning methods to be successful in teaching and learning.

Teachers of Islamic Religious Education at SMK Ar-Rahma have used cartoon animation video media as a medium that can facilitate teachers and students in learning Islamic Religious Education. Before starting the teaching and learning activities using cartoon animation videos, the teacher first gives an explanation of the material to be taught through the video that will be shown, after the students understand the essence of the material that has been explained by

the next teacher by playing the cartoon animation video, and after the video is played at the end of the lesson, the teacher gives a conclusion that is included in the cartoon animation video.

In teaching and learning activities, teachers are not only supposed to deliver material to students, but teachers must also be able to benefit from something that can facilitate teaching and learning activities, such as mastery of the material to be delivered. Therefore, before carrying out learning activities, it would be nice for a teacher to design and prepare some material to be delivered before carrying out teaching and learning activities. The teaching and learning process will be successful and run well if the learning activities prepared by a teacher are carried out properly and applied in accordance with the material to be delivered. This learning is something that needs to be done before teaching, because in this learning activity there are several things that can support the success of teaching and learning activities.

3. Strengths and Weaknesses in the Implementation of Animated Media to Enhance Islamic Studies Education Learning at SMK Ar-rahma Carat Gempol Pasuruan

Learning media is an intermediary for teachers to convey material to students so that students can more easily understand the material taught by the teacher. Just like the learning media used by teachers at SMK Ar Rahma Carat Gempol Pasuruan in Islamic Religious Education subjects by using cartoon animation media as an intermediary to convey material and also as a support in the learning process.

From the results of the interviews, the researchers found several sources about the use of cartoon animation media that can support and hinder the smooth implementation of learning activities in the classroom. The use of cartoon animation media in Islamic Religious Education subjects is very useful and has advantages in its usefulness where the results of the researchers' interviews with teachers of Islamic Religious Education subjects say that:

"After using this cartoon animation media in Islamic Religious Education subjects, in my opinion there are many advantages that can help me to convey material to students. As for some of the advantages that can help in teaching material through this cartoon animation media, the students are more enthusiastic and it seems that they really like what I am teaching through the cartoon animation media, and I also feel very helped by this method where I can save time in teaching and can do other work while they are watching the animation video. They are more interested and motivated and can increase their enthusiasm for learning".

According to Adi Ramadhan Putra, a grade 10 student at SMK Ar Rahma Carat Gempol Pasuruan, the benefits are as follows:

"I feel more interested and motivated in the learning activities of Islamic Studies education with this method, because when I watch it, I don't feel bored or sleepy, but happy. With easy delivery and easy to understand by using this cartoon animation media".

From the above conclusions about the benefits of implementing cartoon animation based media in Islamic

Studies Education subjects, it can make students more enthusiastic and interested and can make students understand the material presented so that students are motivated to participate in learning activities.

However, for every advantage, there must be a disadvantage so that it can hinder the success of teaching and learning activities. As for the results of the interview, the researcher found during the observation that there were weaknesses in the use of cartoon animation media in classroom learning activities, which was stated by the principal of SMK Ar-Rahma Carat Gempol Pasuruan who said that:

"Yes, because this is a private school. So the facilities are still limited. Where the facilities here are still less supportive because before when animated media was used, it was displayed using a projector but because some of them were damaged so they were not used".

It can be concluded from the results of the interview with the principal that the weaknesses in the use of these animated media are inadequate facilities, such as the lack of projectors, so that it can hinder the progress of learning activities. This is

in line with the opinion of the teacher of Islamic Religious Education in the use of cartoon animation media who said that:

"Factors that can hinder learning activities are the lack of adequate facilities in the use of cartoon animation media in the classroom such as projectors".

There are advantages and disadvantages to each type of media, so teachers can choose media or facilities that are appropriate to the material to be delivered to students. The advantages of learning media can support the success of students' learning activities with the implementation of cartoon animation media as follows:

- 1) Can increase students' motivation to learn.
- 2) Can hold students' attention.
- 3) Can make an impression.
- 4) Can save the teacher's time.

In addition to the advantages that are supporting factors for learning activities with the implementation of animated media, there are also shortcomings in the use of animated media that can hinder the success of learning activities, as follows:

- 1) Limited range.

- 2) Inadequate facilities.
- 3) Relatively small image.
- 4) Limited budget.
- 5) Unidirectional communication

4. Overcoming Barriers to the Implementation of Cartoon Animation-based Media to Enhance Islamic Studies Education Learning at SMK Ar-Rahma Carat Gempol Pasuruan.

Based on the use of cartoon animation media in the learning process, there are several advantages and disadvantages in its implementation, but to overcome the advantages and disadvantages that hinder teaching and learning activities in the classroom, as for the solutions that teachers can apply so that teaching and learning activities continue to run well and optimally is before using animation media as learning material, it would be nice if the teacher prepares the material to be delivered, using this method the learning planning goes well. According to the previous explanation that at SMK Ar-Rahma Carat Gempol School in the use of animated media there are social inhibitors, such as

projector facilities that are still very limited and inadequate facilities in teaching and learning activities in the classroom. The results of observations and observations of researchers obtained limited projectors at SMK Ar-Rahma Carat Gempol Pasuruan School, but did not make students discouraged in learning in class, although students' complaints about the quality of images, which are relatively small and not visible to students from the front to the back bench, made efforts so that teachers pay attention to the position of sitting students so that they are routinely rolled front to back and vice versa. So that when the animation video is played, the students can see clearly and added with several other projectors. To create a conducive and comfortable atmosphere, and to ask students some questions at the end of the learning process.

This is in line with Abdul Majid's opinion in his book "Learning Strategies" that there are several strategies that teachers can use to keep students motivated in the classroom. These include the following:

Firstly, use a variety of learning methods and teachers provide other learning methods so as not to cause boredom among students, because boredom will affect students' interest in learning and make students lose concentration.

Second, provide rewards or prizes for students, and occasionally the teacher gives gifts to students or the achievements they have made, so that they can be excited and always motivated.

Thirdly, ask some questions to maintain students' understanding of the material that has been taught, so that students still remember the material that has been taught and students understand the material more. And there are still many strategies that teachers can use with students even if the facilities in the school are inadequate.

D. Conclusion

Based on the research findings, it can be seen that: (1) The implementation of animation-based media to improve Islamic religious education learning at SMK Ar-Rahma Carat Gempol Pasuruan can be

concluded that the use of cartoon animation media can attract students' attention and can increase students' interest in teaching and learning activities. In the implementation of cartoon animation media in the subject of Islamic religious education on the material of ablution and prayer that has been given to students. Learning through cartoon animation media makes the learning process fun and not boring and increases students' interest in learning. Based on this, it can be concluded that cartoon animation media is very effective in the learning process of Islamic religious education. (2) The advantages in the implementation of cartoon animation media to improve the learning of Islamic Religious Education at SMK AR-rahma Carat Gempol Pasuruan a. Can increase students' motivation to learn, b. Can attract students' attention, c. Can make an impression, d. Can save teachers' teaching time. Can save the teacher's teaching time. The inhibiting factors in the use of animation media are as follows Limited range, inadequate facilities, relatively small images, budget, unidirectional nature of

communication. (3) How to overcome obstacles, such as, using different learning methods, giving rewards or prizes to students, and asking some questions to maintain students' understanding of the material.

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