

The Utilization of YouTube Animated Video Media in Aqidah Akhlak Learning for Grade VIII to Improve Students' Learning Motivation at MTsN 4 Banda Aceh

Nadhilla Khairuni^{1*}, Sri Mawaddah², Muhammad Doni³, Syahrizal⁴, Hayati⁵

Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia^{*1, 2, 4, 5}

Universitas Syiah Kuala, Indonesia³

¹email: 220201045@student.ar-raniry.ac.id

²email: rhiema79@yahoo.com

³email: mtoni1126@gmail.com

⁴email: syeikhuna79@gmail.com

⁵email: hayati.hayati@ar-raniry.ac.id

Abstract

Poor student motivation in Akidah Akhlak topics as a result of traditional, teacher-centered techniques, which resulted in poor involvement, attention, and interest, served as the impetus for this study. Using animated YouTube videos that highlighted the inspirational tale of Prophet Musa, it sought to increase the motivation of eighth-grade pupils at MTsN 4 Banda Aceh. The study was carried out with 27 students in two cycles of planning, action, observation, and reflection using a qualitative Classroom Action Research (CAR) methodology based on Kemmis and McTaggart. Descriptive analysis was used to examine data from observations, questionnaires, interviews, and documentation. The usefulness of animated movies in education was demonstrated by the results, which revealed that motivation went from 62.9% (good) in Cycle I to 96% (very excellent) in Cycle II, showing better attention, involvement, confidence, and knowledge of Prophet Musa's beliefs

Keywords: Media Utilization; Animated YouTube Videos; Learning Motivation.

Artikel Info

Received:
December 21, 2025

Revised:
January 25, 2026

Accepted:
March 22, 2026

Published:
June 10, 2026

Abstrak

Rendahnya motivasi siswa dalam topik Akidah Akhlak akibat teknik tradisional yang berpusat pada guru, yang mengakibatkan rendahnya keterlibatan, perhatian, dan minat, menjadi pendorong penelitian ini. Dengan menggunakan video animasi YouTube yang menyoroti kisah inspiratif Nabi Musa, penelitian ini bertujuan untuk meningkatkan motivasi siswa kelas delapan di MTsN 4

Banda Aceh. Penelitian ini dilakukan dengan 27 siswa dalam dua siklus perencanaan, tindakan, observasi, dan refleksi menggunakan metodologi Riset Tindakan Kelas (KAR) kualitatif berdasarkan Kemmis dan McTaggart. Analisis deskriptif digunakan untuk meneliti data dari observasi, kuesioner, wawancara, dan dokumentasi. Manfaat film animasi dalam pendidikan ditunjukkan oleh hasil penelitian, yang mengungkapkan bahwa motivasi meningkat dari 62,9% (baik) pada Siklus I menjadi 96% (sangat baik) pada Siklus II, menunjukkan peningkatan perhatian, keterlibatan, kepercayaan diri, dan pengetahuan tentang keyakinan Nabi Musa.

Kata Kunci: Pemanfaatan Media; Video Animasi Youtube; Motivasi Belajar.

A. Introduction

A knowledgeable, morally grounded generation capable of adapting to the increasingly complex dynamics of life is essentially shaped through a planned and continuous educational process. In the context of Islamic education, the learning process is not merely oriented toward the transfer of knowledge but is also directed toward character formation, the cultivation of Islamic values, and the internalization of noble morals in students' daily lives. Therefore, the teaching of Aqidah and Akhlak holds a strategic role in shaping students' personalities so that they develop into individuals who are faithful, possess commendable character, and are able to exemplify the noble

values of Islamic teachings in various aspects of life.

In the process of students' character development, the exemplary story of Prophet Musa (Moses) occupies a significant position, being one of the most frequently mentioned prophetic narratives after that of Prophet Muhammad. The name Musa is mentioned 136 times in the Qur'an and appears across 34 chapters, indicating that numerous lessons and guidance are conveyed by Allah to humanity through this story, including courage in defending the truth even when confronting the authority of Pharaoh. Prophet Muhammad himself was instructed by Allah to emulate Musa's patience and perseverance, as he was

among the Ulul Azmi messengers. However, the exemplary values contained in the story of Prophet Musa may not produce optimal impact when delivered solely through verbal explanation. Therefore, systematic instructional planning and the selection of appropriate learning strategies are required.

In line with this, teachers are expected to create meaningful, engaging, and relevant learning environments that align with students' characteristics and needs, including through the utilization of rapidly developing educational technologies in recent years (Rahman et al., 2022). The advancement of digital technology has brought significant changes to the educational landscape, making it no longer feasible for educators to rely entirely on conventional one-way teaching methods. Digital transformation requires teachers to develop more creative, innovative, and contextual learning approaches to address the challenges of 21st-century education while enhancing students' motivation and engagement in the learning process (Hanifuddin, 2018). Thus, the integration of technology into

learning, particularly in Aqidah Akhlak subjects, has become an unavoidable necessity to create effective, relevant, and meaningful learning experiences for students.

Low learning motivation directly affects the quality of both the learning process and students' learning outcomes. When students lack internal motivation, they tend to become passive, pay less attention to teachers' explanations, and show limited interest in exploring learning materials more deeply. As a result, the learning process becomes monotonous and teacher-centered, preventing learning objectives from being achieved optimally. This condition is further exacerbated when instructional strategies fail to adapt to students' characteristics, who currently grow and learn within digital and visually oriented environments. As stated by Hamzah B. Uno (2021), learning motivation is a key factor determining educational success because it functions as the primary driving force influencing students' seriousness, persistence, and active participation in the learning process. Therefore, low learning motivation not only affects students' understanding of

the material but also influences the overall achievement of learning objectives. If this condition persists without appropriate instructional innovation, Aqidah Akhlak learning risks losing its essential role as a medium for character formation and the cultivation of Islamic values among students.

The use of engaging instructional media that aligns with students' characteristics represents one of the effective strategies for enhancing students' learning motivation. Animated video media is considered advantageous because it integrates visual, audio, textual elements, and engaging storylines, thereby stimulating students' attention and learning interest more optimally. Through dynamic presentation, animated videos can transform abstract learning materials into more concrete and easily understandable concepts, making the learning process more lively, interactive, and meaningful (Zahroh et al., 2025). Furthermore, the use of animated videos aligns with the characteristics of digital native generations who are accustomed to receiving information visually and

interactively through technological devices. Students in the current era tend to understand learning materials more easily when presented in audio-visual formats rather than through purely verbal explanations. Therefore, the utilization of digital platforms that provide educational animated video content becomes a relevant and effective alternative to support classroom learning. The presence of such media not only assists teachers in delivering material more variatively but also encourages students' active participation, making learning more enjoyable and less monotonous.

The advantages of YouTube as a learning medium also lie in its accessibility, flexibility of use, and diversity of content that can be adjusted to students' needs. Teachers can select videos that are relevant to instructional materials, students' developmental levels, and intended learning objectives, thereby making the learning process more contextual and less monotonous. Moreover, the use of YouTube videos enables students to learn not only within the classroom but also independently outside instructional hours, supporting

continuous learning. Research conducted by Farhatunnisya (2020) indicates that the utilization of YouTube as a learning medium can enhance students' learning motivation due to its engaging presentation, ease of understanding, and close connection to the digital environment familiar to students' daily lives. Thus, YouTube functions not only as a source of entertainment but also as an effective educational medium that supports learning processes, particularly in increasing students' interest, attention, and engagement during learning activities.

Through the presentation of the story of Prophet Musa in animated video form, the exemplary values embedded within the narrative can be delivered to students in a more vivid and contextual manner. The visualization of events, dialogues, and engaging storylines helps students understand the meanings of struggle, patience, and steadfast faith demonstrated by Prophet Musa more deeply compared to lecture-based methods alone. Additionally, the use of animated media enables students to more easily relate the conveyed moral messages to their everyday realities,

allowing these values to be understood not only cognitively but also internalized affectively. Consequently, Aqidah Akhlak learning is not merely oriented toward mastery of subject matter but also functions as a means of character formation and moral strengthening. The utilization of YouTube animated videos in presenting the exemplary story of Prophet Musa is expected to create a more interactive, enjoyable, and meaningful learning atmosphere, thereby positively influencing students' motivation and engagement in the learning process.

Several previous studies have shown that the use of animated video media in Islamic Religious Education (PAI) has a positive influence on increasing students' interest and learning motivation. Visual media combined with audio elements is considered capable of creating a more engaging learning environment, enabling students to understand instructional materials more easily. However, most of these studies primarily focus on learning outcomes or general levels of media utilization without examining in depth the learning processes occurring within the

classroom. Some studies also tend to position students as passive learning objects, thus failing to fully illustrate how improvements in learning motivation occur through structured and continuous learning stages. As demonstrated in the study conducted by Hendar et al. (2022), although an increase in students' learning motivation was reported, the research did not implement a systematic Classroom Action Research approach to observe gradual instructional improvement from one cycle to the next. Consequently, it remains unclear how instructional strategies can be continuously refined to enhance student engagement and motivation. Therefore, a research gap still exists, particularly concerning the utilization of YouTube animated videos in teaching exemplary prophetic stories through a structured Classroom Action Research approach. Such research is expected to provide a more comprehensive understanding of the process of improving students' learning motivation while demonstrating the effectiveness of animated video media as an innovative, contextual, and character-

oriented instructional tool in Aqidah Akhlak learning.

Through a Classroom Action Research approach, this study is designed to directly examine classroom learning processes through continuous stages of planning, action implementation, observation, and reflection. This approach was selected because it enables collaborative work between researchers and teachers in identifying instructional problems, designing appropriate solutions, and evaluating the effectiveness of actions implemented in each learning cycle. By utilizing YouTube animated videos presenting the exemplary story of Prophet Musa, this study focuses not only on learning outcomes but also on the gradual improvement of students' learning motivation. Teachers' instructional management, students' engagement during learning activities, and changes in students' attitudes and motivation are systematically observed to obtain a comprehensive understanding of the effectiveness of the media used. It is expected that the findings of this study will contribute meaningfully to the development of more innovative and

contextual Aqidah Akhlak learning strategies aligned with advancements in educational technology, while also serving as a practical reference for educators in improving the quality of Islamic religious education in madrasahs and schools in general.

B. Methods

This study employed a Classroom Action Research (CAR) approach based on the model proposed by Kemmis and McTaggart, which emphasizes cyclical stages of planning, action implementation, observation, and reflection conducted repeatedly. This approach was selected because it is considered capable of providing a comprehensive description of systematic and continuous instructional improvement. Through the implementation of CAR, researchers are able to directly observe changes occurring in the learning process and evaluate the effectiveness of the actions implemented in enhancing students' learning motivation (McTaggart, 2020). The use of YouTube animated video media in Aqidah Akhlak learning was methodically examined through these

stages to obtain accurate data regarding the media's influence on student engagement and motivation.

This research was conducted at MTsN 4 Banda Aceh during the first semester of the 2025/2026 academic year, involving 27 eighth-grade students selected through purposive sampling. The selection of research participants was based on preliminary observations indicating low levels of student attention, participation, and activeness during the learning process, thereby necessitating a more innovative and student-centered instructional strategy (Sugiyono, 2022). Through this approach, the study aimed to obtain a clear understanding of the effectiveness of utilizing YouTube animated video media in gradually and sustainably improving students' learning motivation.

During the planning stage of Cycle I, the researcher first conducted a learning needs analysis to identify the problems faced by students and to determine the most appropriate instructional strategies to address them. This stage included the preparation of a Lesson Plan (Rencana Pelaksanaan Pembelajaran / RPP) designed

systematically by integrating YouTube animated video media presenting the life story of Prophet Musa as the main instructional material. In addition, the researcher developed a detailed instructional scenario outlining the sequence of teaching and learning activities, including preliminary activities, core learning activities, and closing activities, to ensure that the learning process proceeded in a structured and effective manner.

To support the implementation of learning activities, the researcher prepared various supporting facilities such as a projector and audio equipment, as well as selected animated videos aligned with learning objectives, students' characteristics, and the values intended to be instilled. Furthermore, research instruments were developed, including a learning motivation questionnaire, teacher activity observation sheets, student activity observation sheets, interview guidelines, and learning documentation as data collection tools. These instruments were designed to obtain accurate and comprehensive data regarding changes in students' motivation, levels of

engagement, and responses toward the use of animated video media during the learning process. The collected data were subsequently used as the basis for evaluation and reflection in determining instructional improvements for the following cycle.

During the implementation phase of Cycle I, the learning process was carried out in accordance with the instructional scenario prepared during the planning stage. The teacher began the lesson by conducting an apperception activity to build students' learning readiness, followed by the presentation of a YouTube animated video depicting the exemplary story of Prophet Musa in a structured and engaging manner. After watching the video, students were guided to observe the content, identify the moral values embedded in the story, and relate them to their daily lives. A discussion session was then conducted to encourage students to express opinions, ask questions, and respond to their peers' perspectives, thereby fostering two-way interaction between the teacher and students. In this process, the teacher acted as a facilitator by providing reinforcement, correcting

misunderstandings, and emphasizing the moral values that should be emulated from the story of Prophet Musa. To measure the improvement of students' learning motivation following the use of YouTube animated videos, students were asked to complete a learning motivation questionnaire at the end of the cycle. The data obtained from the questionnaire served as an initial evaluation to identify changes in students' motivation and as a basis for designing instructional improvements in the subsequent cycle.

During the observation stage, all teacher and student activities were systematically recorded to obtain a comprehensive overview of the learning implementation. Observations were conducted directly during the instructional process, ensuring that the collected data reflected actual classroom conditions. The focus of observation was not limited to the teacher's delivery of learning materials but also included the teacher's ability to initiate the lesson, communicate learning objectives, utilize animated video media, manage classroom activities, and establish effective interaction with students. On the other hand, students' activities were

also comprehensively observed, including their level of attention while watching the video, participation in discussions, confidence in expressing opinions, ability to respond to questions, as well as attitudes and enthusiasm throughout the learning process. Classroom atmosphere was also considered, including student engagement levels, responsiveness to teacher guidance, and the dynamics of student interaction.

To maintain objectivity and data accuracy, observations were conducted not only by the researcher but also by an observer responsible for systematically documenting the learning process. This collaborative observation aimed to ensure greater data validity and to provide a reliable basis for reflection in determining improvements for the next cycle. As stated by Fatchurahman (2021), collaborative observation involving both researchers and observers is essential for enhancing data reliability and minimizing subjectivity in evaluating instructional processes.

After collecting and evaluating all data obtained from Cycle I, the reflection stage was conducted to identify

shortcomings and determine improvements for Cycle II. Several improvements were implemented, including selecting more engaging animated videos, enhancing teacher–student interaction, and providing students with greater opportunities to actively participate in classroom discussions. These actions were intended to increase students’ motivation and improve the overall effectiveness of the learning process.

Data were collected using several techniques, including observation, questionnaires, interviews, and documentation. Interviews were conducted to gather students’ responses toward the YouTube videos, observations were used to monitor teacher and student activities during the learning process, questionnaires were administered to measure learning motivation covering aspects of attention, engagement, self-confidence, and understanding, while documentation complemented the data through photographs and field notes.

Both qualitative and quantitative methods were employed in the data analysis process. Observation and

interview results were analyzed using qualitative analysis to describe learning activities and student responses, whereas data obtained from the learning motivation questionnaires were processed quantitatively and presented in percentage form. The following formula was used to calculate the percentage:

$$P = \frac{f}{n} \times 100\%$$

“where *f* represents the obtained score and *N* represents the maximum score” (Arikunto, 2021). The results of the analysis were then categorized into levels of learning motivation, namely highly motivated, motivated, moderately motivated, less motivated, and not motivated (Zulfikar, 2023).

This study employed source and technique triangulation approaches to ensure data validity. Technique triangulation involved the use of multiple data collection methods to verify the consistency of research findings, while source triangulation compared data obtained from observations, questionnaires, and interviews. In addition, member checking with the teacher and students was conducted to ensure that the collected data accurately reflected real

classroom conditions, thereby strengthening data validity (Moleong, 2021).

C. Results and Discussion

The findings of this study were derived from two cycles of Classroom Action Research (CAR) implementation. Following the use of YouTube animated video media in Aqidah Akhlak learning focusing on the exemplary story of Prophet Musa, each cycle was analyzed based on teacher activities, student activities, and the results of students' learning motivation questionnaires. Overall, the research findings indicate a gradual improvement in students' learning motivation from Cycle I to Cycle II after instructional revisions were implemented based on reflective evaluations in each cycle.

The utilization of YouTube animated video content contributed positively to the learning process in Cycle I. Teacher activity reached a score of 97.72%, indicating that the instructional process was conducted in accordance with the lesson plan, including apperception activities, delivery of learning objectives,

presentation of the animated video depicting the exemplary story of Prophet Musa, and facilitation of discussions and question-and-answer sessions while reinforcing moral values such as patience, courage, and faith. Compared with conventional classroom instruction, student engagement showed improvement, with most students actively participating in group discussions. However, despite the video's ability to attract students' attention, several students remained less active in expressing opinions and responding to questions, suggesting that instructional strategies still required improvement to achieve full student participation.

The Cycle I learning motivation questionnaire results indicated that 17 out of 27 students (62.9%) were categorized as motivated, while the remaining students were classified as moderately motivated. These findings demonstrate that the use of YouTube animated videos produced a positive impact, although the results had not yet reached an optimal level. Based on reflections from Cycle I, several improvements were implemented in

Cycle II, including the selection of more engaging videos aligned with students' characteristics, increased teacher–student interaction, and the provision of greater opportunities for discussion and exchange of ideas. In addition, the teacher emphasized connecting the story of Prophet Musa to students' everyday experiences to support deeper understanding and internalization of moral values.

The implementation of Cycle II demonstrated significant improvement. The quality of instructional interaction reached an optimal level, and teacher activity remained within the “very good” category. The teacher effectively functioned as a facilitator, guiding

students to understand key values through discussion and reflective activities. Student activities also showed considerable progress, particularly in attention levels, confidence in asking and answering questions, and active participation in group discussions.

The results of the Cycle II learning motivation questionnaire revealed a substantial increase in motivation levels. A total of 26 out of 27 students (96%) were categorized as highly motivated or motivated. This improvement indicates that the majority of students demonstrated strong learning motivation following the implementation of YouTube animated video media in Aqidah Akhlak learning.

Tabel 1. Comparison of Results Between Cycle I and Cycle II

Analyzed Aspect	Cycle I	Cycle II
Number of students	27 students	27 students
Motivated / Highly motivated students	17 students (62.9%)	26 students (96%)
Motivation category	Moderately Motivated	Motivated, Highly Motivated
Motivation improvement	–	33.1%
Not motivated	10 students (37%)	1 student (0.3%)

Students' learning motivation increased by 33.1%, rising from 62.9% in Cycle I to 96% in Cycle II, as presented in Table 1. This improvement indicates that the consistent use of

YouTube animated videos, accompanied by refinements in instructional strategies, successfully enhanced students' learning enthusiasm. Beyond serving as visual aids, animated videos functioned as

educational resources that fostered a more engaging, enjoyable, and meaningful learning environment.

The findings of this study are consistent with the results reported by Farhatunnisya (2020), who found that engaging and easily understandable YouTube presentations can significantly enhance students' learning motivation when utilized as instructional media. These results also support the multimedia learning theory, which posits that the integration of auditory, visual, and narrative elements promotes greater student engagement and more effective information processing (Mayer, 2021). Through animated storytelling of the life of Prophet Musa, educators were able to facilitate students' understanding of moral values in a more concrete manner while strengthening the educational significance of the learning experience.

Therefore, the implementation of YouTube animated video media in Aqidah Akhlak learning at MTsN 4 Banda Aceh successfully improved eighth-grade students' learning motivation, resulting in a learning experience that was more interactive, contextual, and engaging.

D. Conclusion

Based on the findings and discussion presented, the use of YouTube animated video media in Aqidah Akhlak learning for eighth-grade students at MTsN 4 Banda Aceh successfully improved students' learning motivation. The implementation of animated video content through two cycles of Classroom Action Research (CAR) demonstrated a significant increase in students' motivation levels. In Cycle I, students' learning motivation reached 62.9%, indicating a good level of motivation; however, several students were still not actively engaged in the learning process. Following improvements in instructional strategies implemented in Cycle II, students' learning motivation increased substantially to 96%, indicating that nearly all students demonstrated strong learning motivation.

The improvement in learning motivation was closely associated with the use of YouTube animated videos, which created a more engaging, dynamic, and contextual learning environment. Through this media,

students gained a clearer understanding of moral values such as patience, responsibility, and perseverance exemplified by Prophet Musa in leading the Children of Israel despite facing resistance and ingratitude from his people. Furthermore, Prophet Musa's courage in upholding truth when confronting the oppressive authority of Pharaoh provided a meaningful role model for students. These values of responsibility and steadfast faith became more concrete and easier to comprehend when the exemplary story of Prophet Musa was presented through audio-visual animated media. In addition, students' learning motivation was strongly influenced by the teacher's role as a facilitator in guiding discussions, providing reinforcement, and connecting learning materials with students' everyday experiences.

The findings suggest that YouTube animated videos can serve as an effective alternative learning resource for Aqidah Akhlak instruction, particularly in teaching prophetic stories. Educators are encouraged to utilize digital media creatively and

selectively to ensure that learning remains educational while fostering moral and character development. Schools are also expected to provide adequate technological facilities to support technology-based learning. Future research may expand this study by involving larger samples or additional variables, such as cognitive learning outcomes, attitudes, and character development, as well as exploring other forms of digital learning media to further enhance Aqidah Akhlak instructional strategies in line with technological advancements and students' needs.

E. Bibliography

- Arikunto, S. (2021). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Farhatunnisya. (2020). Pemanfaatan media YouTube dalam meningkatkan motivasi belajar siswa. *Jurnal Teknologi Pendidikan*, 12(2), 85–94.
- Fatchurahman, M. (2021). *Penelitian tindakan kelas: Teori dan praktik*. Prenadamedia Group.
- Hanifuddin. (2018). Pembelajaran inovatif di era revolusi industri 4.0. *Jurnal Pendidikan Islam*, 9(1), 45–56.

- Hasmiza, & Humaidi. (2023). YouTube sebagai media pembelajaran digital di sekolah menengah. *Jurnal Media dan Teknologi Pembelajaran*, 5(1), 23–34.
- Hendar, S., Rahayu, D., & Putri, A. (2022). Motivasi belajar siswa dalam pembelajaran berbasis media digital. *Jurnal Pendidikan dan Pembelajaran*, 14(3), 201–210.
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.
- McTaggart, R. (2020). *Participatory action research: International contexts and consequences*. State University of New York Press.
- Moleong, L. J. (2021). *Metodologi penelitian kualitatif* (edisi revisi). PT Remaja Rosdakarya.
- Observasi Guru. (2024). *Hasil observasi awal pembelajaran Akidah Akhlak kelas VIII MTsN 4 Banda Aceh*. Tidak dipublikasikan.
- Rahman, A., Sulaiman, & Fitriani. (2022). Transformasi digital dalam pembelajaran pendidikan Islam. *Jurnal Pendidikan Islam Kontemporer*, 7(2), 112–124.
- Rahayu, S. (2021). Pendidikan adab bermedia sosial dalam perspektif Islam. *Jurnal Akhlak dan Tasawuf*, 6(1), 55–67.
- Sugiyono. (2022). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Zahroh, F., Apriyani, A., & Afrilia, Y. (2025). Analisis Manfaat Media Audio Visual Animasi Sebagai Bahan Pembelajaran Efektif untuk Anak Sekolah Dasar, *Jurnal Ilmiah Penelitian Mahasiswa*, 3(1), 633–639.
- Zulfikar. (2023). Kategorisasi motivasi belajar dalam penelitian pendidikan. *Jurnal Evaluasi Pendidikan*, 8(2), 134–142.
- Djamarah, S. B. (2020). *Psikologi belajar*. Rineka Cipta.
- Hamalik, O. (2019). *Proses belajar mengajar*. Bumi Aksara.
- Munir. (2017). *Pembelajaran digital*. Alfabeta.
- Rusman. (2018). *Belajar dan pembelajaran berbasis komputer*. Alfabeta.
- Uno, H. B. (2021). *Teori motivasi dan pengukurannya: Analisis di bidang pendidikan*. Bumi Aksara.