

Development of Peaceful Animation Video with Forgiveness in PAI Learning for Grade 6 Elementary School

Giscka Putri Berliana¹, Heti Sritindiani², Risma Nurul Rahmadina³, Ani Nur Aeni⁴

^{1 2 3 4} Indonesia University of Education Sumedang Regional Campus - Indonesia
gisckaputriberliana@upi.edu

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ABSTRACT

Islamic Religious Education (PAI) in elementary schools (SD) plays a crucial role in shaping students' character from an early age. One of the key values in Islam is the attitude of forgiveness, which needs to be taught through engaging learning methods. This study measures the effectiveness of the Damaikan (Peace Through Forgiveness) animated video in enhancing students' understanding and practice of forgiveness. The research method used is Design & Development (D&D) with the ADDIE model. Data was collected through questionnaires, observations, and validation sheets at SDN Cinanggerang II, sixth grade. The validation results show that the animated video received a rating of 92.5% (excellent) from media experts and 78.7% (good) from subject matter experts, indicating its feasibility as a learning medium. Student questionnaires showed a positive response, with an average score of 79.6%. In conclusion, the Damaikan animated video is effective in increasing motivation for learning PAI and helping students understand and apply Islamic values, particularly in fostering a peaceful life through forgiveness.

Keywords : Development, Animation Video, Forgiveness

INTRODUCTION

Islamic Religious Education is an educational process based on the teachings of the Islamic religion, in the form of guidance and efforts to shape students so that after completing education, they can understand, appreciate and practice Islamic teachings as a whole.¹ The main goal of Islamic Religious Education (PAI) is to shape individuals who are faithful, pious, and have noble morals, and are able to apply Islamic teachings in their daily lives². Therefore, the responsibility for teaching Islamic Religious Education (PAI) does not only lie with Islamic Religious Education teachers, but also requires support from the entire school community, the community, and most importantly, the role of parents³. In the context of formal education, Islamic Religious Education (PAI) is taught at various levels, from elementary school to higher education⁴. At the elementary school level, Islamic Religious Education (PAI) learning plays

¹ Ishak Ishak, "Characteristics of Islamic Religious Education," *Fitua: Journal of Islamic Studies* 2, no. 2 (2021): 167–78, <https://doi.org/10.47625/fitua.v2i2.316>.

² Siti Khopipatu Salisah, Astuti Darmiyanti, and Yadi Fahmi Arifudin, "The Role of Islamic Religious Education in Shaping Students' Character in the Digital Era: A Literature Review," *Journal of Islamic Education* 10, no. 1 (2024): 36–42.

³ Efendy Rustan and Irmawaddah, *The Role of Islamic Religious Education in Shaping Students' Religious Character*, 1 (2022): 2, <https://doi.org/10.35905/dialektika.v1i1.1976>.

⁴ Salisah, Darmiyanti, and Arifudin, "The Role of Islamic Religious Education in Shaping Students' Character in the Digital Era: A Literature Review."

a vital role in building a strong foundation for students in understanding religious beliefs, moral values, worship practices, and ethics taught in Islam.

Through this education, students are introduced to the core principles of Islam, such as tawhid (belief in the oneness of God), praiseworthy morals, and the practice of worship. In addition to providing theoretical understanding and knowledge, Islamic religious education in elementary schools also emphasizes the application of religious values in students' daily lives⁵. One way to achieve this is by learning to live peacefully through mutual forgiveness.

Forgiveness is highly urgent and an important topic to discuss, as this concept aligns with the teachings of the Prophet Muhammad (peace be upon him), who always forgave others, even those who wronged him. The Prophet's patience in dealing with various situations demonstrates his exemplary attitude in avoiding vengeful behavior.⁶ Often forgiving other people's mistakes is considered a sign of weakness or humiliation, even though this is not the case. If someone repays the evil he has received, that does not give him priority in the eyes of humans.

However, when someone chooses to forgive despite having the ability to retaliate, they become a noble person before God and their fellow human beings. Similarly, in the context of education, instilling forgiveness from an early age is considered crucial so that children become accustomed to resolving conflicts in a positive manner and not holding grudges. However, in reality, many children still struggle to understand the concept of forgiveness and apply it in their daily lives. Competitive social environments, media influence, and a lack of understanding of the importance of forgiveness often present challenges in developing a forgiving character in children.

Conventional learning methods in education are sometimes less than optimal in conveying moral values, including forgiveness. Theoretical presentations without concrete illustrations are often difficult for students to understand. Therefore, more innovative learning strategies are needed that are tailored to children's developmental characteristics so that these values can be effectively implemented. In today's digital era, Islamic Religious Education (PAI) learning processes must be able to adapt to technological advances through the application of innovative methods⁷. This presents both a challenge and a demand for teachers. However, not all teachers are able to adapt, especially senior teachers who still use teaching methods such as lectures and conventional learning media.⁸ Therefore, utilizing technology-based learning media is one solution to make the learning process more effective and in line with current developments.

Learning media are tools or means used to convey messages or information in the form of learning materials, thereby increasing a person's interest in learning and supporting the achievement of learning objectives⁹. In general, there are five components in learning media. First, media acts as a means of conveying messages or materials in the learning process.

⁵ Atiratul Jannah, "The Role of Islamic Religious Education in Developing the Religious Character of Elementary School Students," *Scientific Journal of Elementary Education* 08, no. 02 (2023): 2758–71.

⁶ Ulin Nihayah, Salsabila Ade Putri, and Rahmat Hidayat, "The Concept of Forgiveness in Positive Psychology," *Indonesian Journal of Counseling and Development* 3, no. 2 (2021): 108–19, <https://doi.org/10.32939/ijcd.v3i2.1031>.

⁷ Ani Nur Aeni et al., "Development of Learning Videos to Accompany Educational Wordwall Games for Elementary School PA Material," *Muallimuna: Jurnal Madrasah Ibtidaiyah* 8, no. 2 (2023): 28, <https://doi.org/10.31602/muallimuna.v8i2.9375>.

⁸ Ani Nur Aeni et al., "Utilization of the Learning Video 'Leadership of the Khulafaur Rasyidin' as a Learning Media for Islamic Politics for Elementary School Students," *Al-Madrasah: Journal of Elementary School Education* 6, no. 4 (2022): 979, <https://doi.org/10.35931/am.v6i4.1097>.

⁹ Feriska Achlikul Zahwa and Imam Syafi'i, "Selection of Information Technology-Based Learning Media Development," *Equilibrium: Journal of Educational and Economic Research* 19, no. 01 (2022): 61–78, <https://doi.org/10.25134/equi.v19i01.3963>.

Second, it functions as a learning resource for students. Third, it is a tool that can stimulate students' enthusiasm and motivation in learning. Fourth, it acts as an effective tool in achieving optimal learning outcomes. Fifth, it functions as a means to acquire and improve students' skills. These five components will have a positive impact on the successful achievement of learning objectives according to predetermined targets¹⁰. Learning videos are one of the media that play an important role in supporting this process.

Learning videos not only improve teaching methods, but also make it easier and provide flexibility for students, especially in understanding topics that are difficult to understand with conventional methods¹¹. Learning videos are also electronic media that utilize audio and visual technology simultaneously, resulting in more interactive and engaging displays. The combination of these two elements is expected to help students receive, understand, and remember learning materials¹². In this case, learning videos can show a process clearly and can be played repeatedly, learning videos also make students more motivated to watch them. Therefore, videos as a learning medium need to be made creatively and interestingly so that students are more interested and enthusiastic about learning¹³. The learning videos that are most popular with students are usually animated videos.

Animated videos are a unique medium for instilling positive personality values in children. Delivering messages through animation is easier to understand and more engaging, especially for children¹⁴. Animated videos consist of a series of moving images enhanced with special effects to make them appear more realistic and engaging. Objects in animated videos can be living or inanimate objects. In learning, animated videos play a crucial role because they can visualize material that is difficult for students to see or imagine. Using this medium also helps teachers deliver material more easily and effectively¹⁵.

Animated videos as a technology-based learning media have many benefits in learning activities, including improving the quality of learning and enabling students to solve various problems from the material being taught.¹⁶ Previous researchers have also widely utilized animated video media to increase student motivation and interest in learning, as well as improve learning outcomes.¹⁷ stated that the use of animated video media in learning has a significant influence on student learning interest, encouraging them to pay more attention to the material in the video, be active in class, and ultimately have an impact on improving their grades.

¹⁰ Muhammad Hasan et al., *Learning Media*, in Tahta Media Group (2021).

¹¹ Ani Nur Aeni et al., "Development of Learning Video Based on Ai 'Laras' in Surah Al-Kausar in Islamic Religious Education Learning for Grade 2 Elementary School," *As-SABIQUN Journal of Early Childhood Islamic Education* 6, no. 4 (2024): 569–83, <https://doi.org/10.36088/assabiqun.v6i4.4802>.

¹² Setia Nelyan Zehanara et al., "Development of INSAN Videos to Improve Students' Islamic Religious Education Learning Motivation in Elementary Schools," *Mitra PGMI: Jurnal Kependidikan MI* 7, no. 2 (2021): 121–27, <https://doi.org/10.46963/mpgmi.v10i2.1792>.

¹³ Desi Marlani Rahmania et al., "Use of Capcut-Based Animated Video Media as a Media for Da'wah in Islamic Religious Education Learning in Elementary Schools," *Journal on Education* 5, no. 4 (2023): 17336–44.

¹⁴ Ani Nur Aeni et al., "Utilization of Renderforest Application-Based Animation Media in Forming Islamic Personality for Grade 4 Elementary School Students," *Indonesian Journal of Education and Technology* 2, no. 6 (2022): 279–87, <https://doi.org/10.52436/1.jpti.183>.

¹⁵ Lia Kurnia Asih Lia, Cucu Atikah, and Lukman Nulhakim, "Development of Animaker-Based Animated Video Learning Media to Improve Elementary School Students' Learning Outcomes," *Citra Bakti Scientific Journal of Education* 10, no. 2 (2023): 386–400, <https://doi.org/10.38048/jipcb.v10i2.1634>.

¹⁶ Nurani Ani Andrasari, "Kinemaster-Based Animated Video Learning Media for Elementary School Teachers," *Journal of Elementary Education Studies* 7, no. 1 (2022): 36–44.

¹⁷ Mayang Ayu Sunami and Aslam, "Basicedu Journal," *Basicedu Journal* 5, no. 4 (2021): 1940–45, <https://doi.org/10.31004/basicedu.v5i4.1129>.

Based on this explanation, the researcher designed the animated video Damaikan (Peace with Forgiveness) as a PAI learning tool for 6th grade elementary school students. The animated video was made with interesting visual elements and adapted to the theme of the PAI material being discussed. In the video, a story is told about the importance of living peacefully by forgiving each other. The content in the animated video was developed based on the Learning Outcomes (CP) and Learning Objectives (TP) of Islamic Religious Education which must be mastered by grade 6 elementary school students. It is hoped that this research will be useful in helping students understand material about living peacefully by forgiving each other and being able to apply it in everyday life.

RESEARCH METHODS

This research uses the Design & Development (D&D) method. Design & Development (DnD) is a research method that focuses on product development, both existing and new, with the aim of improving the learning process and having a basis that can be accounted for¹⁸. This research also uses the ADDIE development model, a development model consisting of five stages, namely analysis, design, development, implementation, and evaluation. The ADDIE model was chosen because it is systematic and flexible in the development and evaluation of learning products.

This research was conducted at SDN Cinanggerang II, located in Cinanggerang Hamlet, Pamulihan District, Sumedang Regency, West Java Province, on Thursday, March 13, 2025, with the study population consisting of sixth-grade elementary school students. The next data source was the Islamic Religious Education teacher, who served as a resource person to assess the product the researchers proposed for the development of animated videos.

The instruments used in this study were validation sheets, used to measure and process data on the validity and practicality of the experts regarding the development of the animated video "Damaikan" (Peace by Forgiving), teacher and student response sheets, used to provide responses to the developed learning media products. Data were analyzed using qualitative methods, by reviewing comments, criticisms and suggestions from material experts and media experts, collected to improve the Canva and Capcut-based animated video products. Data collected using validation sheet instruments and teacher and student response questionnaires will be analyzed descriptively quantitatively to determine their validity and practicality.

Data analysis techniques used in study This is approach descriptive quantitative approach This aim For describe the results data study based on the numbers obtained from respondents , then interpreted in a way systematically so that it can give clear picture about condition or the phenomenon being studied . For count the amount of data obtained , used formula percentage that is :

$$P = \frac{S}{N} \times 100\%$$

with Description : Ps is percentage score , S is amount the score obtained is , and N is amount ideal score . Calculation results use formula the furthermore interpreted to in a number of category assessment , namely 0%–20% including category *Very Poor (SK)* , 21%–40%

¹⁸ Suci Trisia Maharani, *Development of an Interactive Website Containing Local Wisdom: Prospective Continuing Education, Indonesian University of Education | Respository.Upi.Edu | Perpustakaan.Upi.Edu* , 2023, 30–64.

category *Less (K)* , 41%–60% category *Sufficient (C)* , 61%–80% category *Good (B)* , and 81%–100% category *Very Good (SB)* .

In addition , to measure level agreement respondents to statements in instrument research , used Likert scale . This scale functioning For know to what extent respondents agree or No agree to something statements provided in form choice tiered . Calculation Likert scale using formula :

$$I = \frac{T}{P}$$

with Description : T is the total number respondents who chose , Pn is choice number Likert score , and I is range distance . Next , to calculate intervals or index percentage used formula : Total Skor/Y × 100, where Y is score highest possible obtained . Based on results calculation said , interpretation score differentiated into five criteria , namely : score 5 with level achievement of 80%–100% is categorized *Strongly Agree* , score 4 (60%–79.9%) *Agree* , score 3 (40%–59.9%) *Neutral* , score 2 (20%–39.9%) *Disagree* , and score 1 (0 % –19.9%) *Strongly Disagree* . Through technique analysis this , any quantitative data obtained can processed and interpreted in a way objective For describe level achievements and tendencies respondents to variables research that has been set .

RESULTS AND DISCUSSION

Based on research regarding the development of animated videos as learning videos in Islamic Religious Education subjects in elementary schools, it produces three things. First, the research succeeded in designing an animated video containing material about Living in Peace by Forgiving One Another for grade 6 elementary school with the aim of presenting a learning video that can help students understand about expressing regret. Second, the animated video “Damaikan” (Peace with Forgiveness) has been successfully tested involving a laptop and projector to use it. Third, the results of feasibility tests or validation from experts as well as student responses show that the animated video " Peace" can be used as a learning medium for the material Living in Peace by Forgiving Each Other Well.

This research developed an animated video based on Canva and CapCut. As explained above, this study used the D&D research method using the *ADDIE research model* , which has several stages, including *Analysis* , *Design* , *Development* , *Implementation* , and *Evaluation* .

Analysis Stage

The analysis stage is the process of identifying factors that cause problems to arise in the learning process and carrying out initial planning related to the selection of subjects or courses to be taught.¹⁹ At this stage, researchers also conducted a needs analysis tailored to student characteristics and referenced learning outcomes and objectives as guidelines for designing and developing animated video media. Broadly speaking, the analysis stages in this phase include the following main steps:

1. Researchers examined the problem by examining the availability of learning media used by students to support the learning process. This step aimed to determine the type of animated video that would be designed and developed as a supporting tool for students during learning activities.

¹⁹ Fitria Hidayat and Muhamad Nizar, “Addie Model (Analysis, Design, Development, Implementation and Evaluation) in Islamic Religious Education Learning,” *Journal of Islamic Religious Education Innovation (JIPAI)* 1, no. 1 (2021): 28–38, <https://doi.org/10.15575/jipai.v1i1.11042>.

2. Researchers examined student needs by examining their characteristics, knowledge levels, skills, and developmental stages. The results of this analysis served as a reference for designing animated videos that were relevant and suited to their needs.
3. Researchers analyzed learning outcomes and learning objectives related to the learning theme, namely Ethics/Morals/Ethics from an Islamic Perspective. At this stage, researchers were directed to examine Phase C in grade VI, focusing on material on Living Peacefully Through Mutual Forgiveness.

Design Stage

At this stage, the researcher began designing the initial product based on the results of the previous material analysis. The researcher structured the animated video creation process to be more systematic, starting with the preparation of the material, writing the text, and formulating the learning objectives. In the process of creating this animated video learning media, the researcher utilized the Canva and Capcut applications. Canva is a web-based platform that offers a variety of editing tools to make it easier for users to create various types of visual designs, such as posters, pamphlets, infographics, banners, invitation cards, presentations, Instagram feeds, covers, and more.²⁰ Meanwhile, CapCut is an interesting video editing application, and users can use various available features and effects.²¹ When planning learning media, it must be aligned with learning objectives. Therefore, appropriate learning design is needed so that the media used supports the learning process effectively and does not make students feel bored²². To improve the quality and appeal of learning media, various additional elements are inserted. For example, the use of background music to create a more lively and interesting atmosphere, the selection of animations relevant to the content and learning objectives, and the addition of visual effects to enrich the learning experience for students. All of these elements are designed to make learning media more interesting and enjoyable, thereby increasing student interest and motivation in understanding the material. The steps in creating animations are as follows.



Figure 1. Font Selection in Canva

²⁰ Ayun Permata Syahrir, Sadira Putri Zahirah, and Ummi Salamah, "Utilization of the Canva Graphic Design Application in Multimedia Learning at SMA Negeri 1 Taman," *Proceedings of the National Seminar*, no. 1 (2023): 732–42.

²¹ H., Handoko, D., Sabil, A., and Devania, R. Aldiyanto, "Basic Capcut Editing for Social Media for Junior High School Students (Smpit Aulady)," *Proceedings of the 1st National Seminar of LPPM UMJ*, no. 1 (2023): 20–25.

²² Feri Hidayatullah Firmansyah, Sekar Nurul Fajriyah Aldriani, and Elsyia Roziana Dewi, "Development of Interactive Learning Multimedia for Mathematics Subjects for Grade 5 Elementary School," *Edsence: Journal of Multimedia Education* 2, no. 2 (2020): 101–10, <https://doi.org/10.17509/edsence.v2i2.29783>.

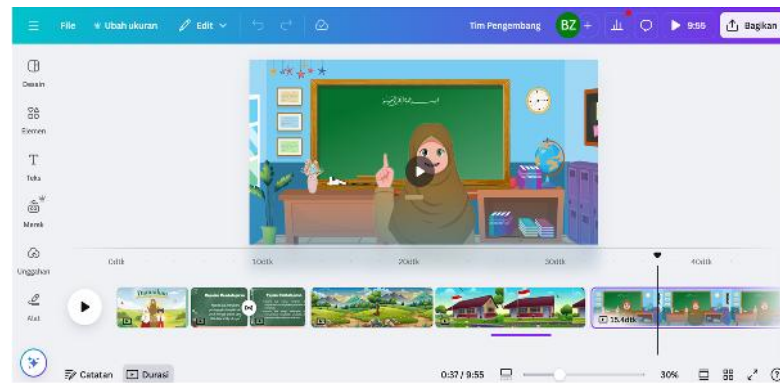


Figure 2. Element Selection in Canva

The first step in designing this product was creating an animated video using the Canva application, adapting it to the previously designed and conceptualized storyline, as shown in Figures 1 and 2, by incorporating supporting elements into the animated video. After selecting visual elements such as illustrations of schoolchildren, teachers, and classroom backgrounds that fit the storyline, the researchers also added text to the animated video. This text addition serves to display the title at the beginning of the video, thus providing a clear introduction to the material to be presented. After the text was entered, the next step was to choose a font that aligns with the theme and visual elements that have been designed, to produce an aesthetic and harmonious appearance. The font type was selected by considering several important aspects, such as readability, clarity, and suitability with the style and nuances desired in the animated video. The selected font is expected to strengthen the message conveyed and add to the visual appeal of the entire video. Thus, the use of text in animated videos not only functions as a medium for conveying information, but also as part of a design element that helps enhance the aesthetic quality and overall impression of this learning medium.

Next, adjust the animation transition so that the video does not look monotonous, this can be done in image 3 as follows.



Figure 3. Animation Transition Selection

The use of transitions, as shown in Figure 3, serves to provide movement and variation to animated elements. The selection of these transitions is tailored to the needs of the animation, ensuring a more balanced and structured appearance. By selecting appropriate transitions, the transitions between visual elements in an animated video can be smooth and engaging, providing a more dynamic visual experience for the viewer. The transitions used must remain

aligned with the storyline and be able to convey the desired message, thereby increasing the appeal and effectiveness of the material conveyed through the animated video. Therefore, determining the right transition is a crucial aspect in creating high-quality and engaging animation.

Development Stage

The development stage involves developing and validating learning resources, as well as developing the necessary supporting materials and strategies²³. In this study, data collection was conducted using questionnaires. The questionnaires used included an expert validation questionnaire and a student response questionnaire. The purpose of these two questionnaires was to assess the quality and feasibility of the developed learning media.

After the design phase was completed, the product was refined by adding audio elements in the form of a conversation between the teacher and students to the animated video. This audio addition process was continued using the Capcut application. At this stage, audio was added directly to the video using original sound recordings produced by the researcher. The addition of dialogue between the teacher and students is expected to make it easier for viewers to understand and absorb the message conveyed in the animated video. In addition, the presence of audio also provides a more lively feel to the animation, creating a more realistic and engaging learning atmosphere for viewers. Thus, adding audio elements is an important step in improving the quality and learning experience through this animated video-based learning media. The process of adding audio to the animated video can be seen in Figure 4 below .



Figure 4. Process of Adding Audio to Animated Videos Using the Capcut Application

After designing the animated video flow using Canva, the next step was to add audio elements in the form of dialogue between the teacher and students. This audio addition was done using the CapCut app. To create a supportive atmosphere in the video, *background music* was also added to make the result more engaging and interactive. *The background music* used was obtained from YouTube and downloaded from the *savefrom.nate* website .

Implementation Stage

²³ Hidayat and Nizar, "Addie Model (Analysis, Design, Development, Implementation and Evaluation) in Islamic Religious Education Learning."

The implementation stage is the step of implementing the developed product. At this stage, the product is tested to determine its effectiveness and feasibility in the learning process. This stage includes preparing the learning environment and implementing the learning process with active student participation ²⁴. The implementation process is carried out through three trial stages: validation by material experts, validation tests by media experts, and distribution of student response questionnaires. This trial involved 33 students in grade 6 of Cinanggerang II Public Elementary School, Sumedang. The implementation stage plays a crucial role in the product development process, as this is when the product that has been designed and developed will be introduced to the actual learning environment. In the context of developing animated videos for Islamic Religious Education learning, implementation is carried out carefully and structured to ensure that the animated videos can be used effectively in the educational environment.

The first step in the implementation process is carried out using a validation test by a content expert. The content expert is tasked with evaluating the suitability of the animated video content to the established learning materials, specifically regarding the accuracy of the content, the accuracy of the information, and the relevance of the material to the learning objectives. Furthermore, the content expert also assesses how the material is presented, whether it is easy for students to understand and whether it is appropriate for their level of cognitive development. Input from the content expert is crucial to ensure that the animated video content is not only visually appealing but also accurate and effective in supporting students' learning process.

Table 3. Validity of the “Peace” Animation Video by Material Experts

No	Assessment Descriptors	Score	Ideal Score	%
1.	Compliance material with achievements learning	3	4	75
2.	Compliance material with objective learning	4	4	100
3.	Compliance material with characteristics student	3	4	75
4.	Suitability material with main topics taught in class	3	4	75
5.	Suitability material with phase / class	4	4	100
6.	Serving material easy understood	3	4	75
7.	Language used in content material easy understood	3	4	75
8.	Content the material presented clear readable	3	4	75
9.	Content the material presented clear its meaning	3	4	75
10.	Content material enough (not too Lots or too A little)	3	4	75
11.	Writing text of the Quran/ Hadith No There is error	2	4	50
12.	Writing text material No there is error typo	2	4	50
13.	Content material accompanied by source references	3	4	75

²⁴ Hidayat and Nizar, “Addie Model (Analysis, Design, Development, Implementation and Evaluation) in Islamic Religious Education Learning.”

14.	Writing text material notice provision use letter capital	3	4	75
15.	Writing text notice provision use sign read	3	4	75
16.	Contain encouraging material student For morals Karim	3	4	75
17.	Contain encouraging material student For diligent Study	3	4	75
18.	Contain material that stimulates curiosity know student	3	4	75
19.	Contain encouraging material empathy student	3	4	75
20.	Contain encouraging material student do habit Good	4	4	100
Amount		63	80	78.7

Source: Primary Data

Based on the table above, it can be concluded that the material experts gave a positive response, giving an average rating of 78.7% for the animated video product "Peace." This result indicates that the animated video is suitable for use in Islamic Religious Education learning in elementary schools with a "good" category.

After testing by the content experts, the next step is testing by the media experts. At this stage, the media experts evaluate the technical quality of the animated videos, such as visual quality, design relevance to the learning theme, and storyline continuity. The feedback provided by the media experts serves as a valuable reference for refining and perfecting the technical aspects of the animated videos before their wider use in learning.

Table 4. Validity of the "Peace" Animation Video by Media Experts

No	Assessment Descriptors	Score	Ideal Score	%
1.	Product design according to student characteristics	4	4	100
2.	The colors used are in accordance with the content of the material	4	4	100
3.	The characters/images used are appropriate to the content of the material	4	4	100
4.	Appropriate font size (not too big and not too small)	3	4	75
5.	The font type is appropriate for the age of the students in that phase/class.	4	4	100
6.	Attractive product design	4	4	100
7.	The image is clearly visible	4	4	100
8.	Attractive color composition	4	4	100
9.	The sound/audio is clear	4	4	100
10.	The product is equipped with instructions for use.	0	4	0
11.	Easy to use product	4	4	100
12.	The buttons on the product are functional	4	4	100
13.	There are various menus that can be accessed by users	3	4	75
14.	The product can be used anywhere	4	4	100

15.	Child-friendly products	4	4	100
16.	Product design can motivate students to do good	4	4	100
17.	Product design can motivate students to study diligently	4	4	100
18.	Product design can motivate students to care about others/the environment	4	4	100
19.	Product design can motivate students to improve the quality of worship	4	4	100
20.	Product design can motivate students to increase the intensity of worship	4	4	100
Amount		74	80	92.5

Source: Primary Data

Based on the table above, it can be concluded that media experts gave a positive response, giving an average rating of 92.5% for the animated video product "Peace." This result indicates that the animated video is suitable for use in Islamic Religious Education (PAI) learning in elementary schools, with a rating of "very good."

Evaluation Stage

The next step is the evaluation stage, which involves assessing the quality of the product and the learning process²⁵. At this stage, researchers collect direct responses from students through the distribution of response questionnaires. This questionnaire aims to determine the extent to which the developed animated video media is accepted and understood by students. Several aspects assessed in the questionnaire include the level of student interest in the video display, the clarity of the material presented, the ease of understanding the learning content, and the extent to which the animated video is able to increase students' learning motivation. Data obtained from these student responses serve as important evaluation materials to measure the effectiveness of the learning media directly from the perspective of the main users, namely students. Feedback from students helps researchers in refining the content and display of the animated video to better suit the needs and characteristics of students before it is used more widely in learning activities.

Table 5. Results of Student Responses to the Animated Video "Peace"

No.	Statement	Score Frequency				
		SS	S	N	TS	STS
1	The material in this learning product is in accordance with what is taught in class.	60	72	6	0	0
2	The content of this learning product helps me understand the subject matter.	95	52	0	0	0
3	The language used is easy to understand.	90	48	6	0	0
4	The layout, colors, and images in this product are attractive.	30	12	42	0	0
5	The presentation of the material in this product is well structured.	55	16	15	0	0

²⁵ Hidayat and Nizar, "Addie Model (Analysis, Design, Development, Implementation and Evaluation) in Islamic Religious Education Learning."

6	This product makes me more interested in learning.	85	60	0	0	0
7	I find it easier to understand the material with this product compared to other methods.	65	60	12	0	0
8	I would like to use this product again in future lessons.	70	56	12	0	0
Total scores obtained		1,019				
Maximum Score		1,280				
Percentage		79.6%				

Source: Primary Data

Based on the table above, it can be concluded that the students' responses were quite positive, with an average rating of 79.6% in the "Agree" category for the animated video product " DAMAIKAN". The majority of students responded Strongly Agree and Agree to all statements, indicating that they felt helped in understanding the material, were interested in the learning product, and wanted to use it again in future learning. Thus, this animated video is effective as an interesting and easy-to-understand learning medium.

CONCLUSION

This study shows that the use of the DAMAIKAN animated video as a learning medium in Islamic Religious Education (PAI) is effective in improving the understanding and application of forgiveness in 6th grade elementary school students. This is evidenced by the validation results which showed a score of 92.5% (very good) from media experts and 78.7% (good) from material experts, as well as a positive response from students with an average score of 79.6% indicating that the majority of students were more interested in the learning process, more easily understood the material presented, and had a desire to continue using this media in subsequent learning. Based on these findings, it is recommended that the application of animated videos can be expanded to other schools as part of the PAI curriculum to improve the quality of learning more broadly. In addition, support in the form of training for teachers is needed so that they are able to integrate animated videos effectively with other learning methods. Thus, the benefits of using this media are not only felt by students in certain schools, but can also have a broader positive impact on PAI learning at various levels of elementary education.

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