

# Servation of Bengkulu Local Wisdom-The Application of Syarafal Anam in Preventing Student Radicalism

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## The Effectiveness of Animation Video Media on Learning Outcomes of Fiqh Lessons for Mdrsah Ibtidaiyah Students in the New Normal Time

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### Abstrak

Riset ini bertujuan mengetahui keefektifan media video animasi terhadap hasil belajar siswa dalam menghafal bacaan sholat wajib pada mata pelajaran Fiqh di MIN 2 Bengkulu. Jenis penelitian yang digunakan adalah kuantitatif dengan pendekatan eksperimen. Hasil survey menunjukkan bahwa terdapat keefektifan antara penggunaan media video animasi dengan tanpa media video animasi. Hal ini dapat dibuktikan dari hasil uji "t". Sedangkan t hitung = 2,673, maka t tabel dengan df 38 pada taraf signifikansi 5% adalah 2,024. Dengan demikian t hitung > t tabel (2,673 > 2,024) artinya hipotesis kerja (Ho) penelitian ini diterima. Dengan kata lain, terdapat perbedaan antara penggunaan media video animasi dengan tanpa media video animasi terhadap hasil belajar fiqh siswa kelas II MIN 2 kota Bengkulu. Hal ini membuktikan bahwa penggunaan media video animasi telah meningkatkan hasil belajar siswa. Oleh karena itu, rata-rata hasil post-test pelatihan Fiqh Kelas II A lebih tinggi dari Kelas II B. Artinya, 80,45 setelah pengujian > 75,45 setelah pengujian. Oleh karena itu peneliti menyarankan kepada pendidik untuk menerapkan media video animasi untuk meningkatkan hasil belajar siswa khususnya pada mata pelajaran hukum Islam (fiqh).

### Abstract

The purpose of this study is to see how animated video media affects student learning outcomes in memorizing the reading of the obligatory prayers in Fiqh subjects at MIN 2 Bengkulu. The type of research used is quantitative with an experimental approach. Based on the survey results, it can be concluded that there is effectiveness between the use of animated video media and without animated video media. This can be proven from the results of the "t" test. While t count = 2.673, then t table with df 38 at a significance level of 5% is 2.024. Thus, t arithmetic > t table (2.673 > 2.024) means that the working hypothesis (Ho) of this study is accepted. In other words, there are difference between the use of animated video media and without lively video media on the fiqh learning outcomes of second-grade students of MIN 2 Bengkulu city. This proves that the use of animated video media has improved student learning outcomes. Therefore, the average post-test result of Class II-A Fiqh training is higher than Class II B. That is, 80.45 after testing > 75.45 after testing. Accordingly, researchers suggest educators to apply animated video media to improve student learning outcomes, especially in Islamic law (fiqh) subjects.

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## A. Introduction

All efforts to foster and develop human beings from the mental and physical aspects that must be carried out gradually are the meaning of education (Muhammad Haris, 2015). One of the efforts to develop it is through formal education (school). Schools are educational institutions that can help students increase their potential through the process of education and learning, and facilities, infrastructure, methods, media, resources and education personnel have an important role in achieving goals and succeeding in education.<sup>1</sup> One of the efforts to develop it is through formal education (school). Schools are educational institutions that can help students increase their potential through the process of education and learning, and facilities, infrastructure, methods, media, resources and education personnel have an important role in achieving goals and succeeding in education.<sup>2</sup>

As per the above law if there are Muslim students in the institution, they are eligible for Islamic teachings and are taught by Islamic teachers. Islam, as Allah says, clearly obliges its people to carry out education in verses 3-5 of Surah al-Alaq. The verse explains that if humans do not go through the learning process, then they cannot recognize whatever they want for their survival in this world and the hereafter. Human knowledge can grow and develop if it is obtained through a learning process that begins with writing and reading skills in a broad sense, namely not only by reading writing but reading all that is in Allah's creation.<sup>3</sup> Education is very meaningful for survival in this world and in the hereafter. It is education that can increase human knowledge. On the other hand, religious education is meant as an activity that has the purpose of making people religious by practicing the beliefs of faith, amaliah and character or praiseworthy nature in order to form people who are pious to Allah SWT.<sup>4</sup>

Fiqh lessons basically equip students to have adequate knowledge of Islamic law and be able to apply it in the form of worship to Allah. Therefore, students can perform all worship according to Islamic teachings and in accordance with the worship exemplified and taught by the prophet Muhammad SAW.<sup>5</sup> The skills contained in this Basic Ability component are a description of the general basic abilities that need to be achieved. Efforts to develop students' abilities and interest in learning are to apply

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<sup>1</sup> Amin, A. (2018). Sinergisitas Pendidikan Keluarga, Sekolah dan Masyarakat; Analisis Tripusat Pendidikan. *At-Ta'lim : Media Informasi Pendidikan Islam*, 16(1), 106-125.

[http://ejournal.iainbengkulu.ac.id/index.php/ attalim/article/ view/824](http://ejournal.iainbengkulu.ac.id/index.php/attalim/article/view/824)

<sup>2</sup> Soedibyo. (2003). Sistem Pendidikan Nasional. In *Teknik bendungan*.  
<https://www.google.com/search?q=uu+nomor+20+tahun+2003+tentang+sistem+pendidikan+nasional&oq=UU+nomor+20+tahun+2003&aqs=chrome.2.69i57j0i51219.5261j0j4&sourceid=chrome&ie=UTF-8>

<sup>3</sup> Saputro, E. (2015). Penanaman Nilai-Nilai Pendidikan Agama Islam melalui Kegiatan Cinta Alam. *MUDARRISA: Journal of Islamic Education*, 7(1), 117. <https://doi.org/10.18326/mdr.v7i1.751>

<sup>4</sup> Wahid, A. (2015). Konsep Dan Tujuan Pendidikan Islam ( Concept and Objectives of Islamic Education ). *Istiqra'*, III(1), 18-23.

<sup>5</sup> Zafi, A. A. (2020). Pemahaman dan Penghayatan Peserta Didik tentang Ibadah dalam Pembelajaran Fiqih di MI Manafiu Ulum Gebog Kudus. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 6(1), 47. <https://doi.org/10.32332/elementary.v6i1.1692>

interesting learning media, for example through animated video media. Animated videos are videos that are the result of advances in science and technology. Computers/PCs play an important role in the use of animated video media. The animation itself is generated via 3D or 2D graphics. There are many advantages to using computer/pc-aided animation as a learning medium. The positive impact is to increase the sense of realism and encourage students to react with colors and graphics.<sup>6</sup>

With regard to learning outcomes as a result of the learning process, there is a change in attitude or the development of an understanding of knowledge and experience. Learning is a process of gaining knowledge and experience in the form of changes in attitudes and abilities to react which are relatively permanent due to individual interactions with their environment.<sup>7</sup> So it can be concluded that learning outcomes are the result of the entire process of gaining knowledge, training, and attitude change processes that can be measured either through behavioral, cognitive, or psychomotor tests.

Based on the observations of researchers on the subject of Fiqh, the sub-theme of the provision of fardlu prayer at MIN 2 Bengkulu City, there are several facts that students have not been able to memorize the reading of prayers in the learning process smoothly and precisely. One of the factors is the learning media used by the teacher is not optimal. So this causes low student learning outcomes in memorizing prayer readings. This can be seen from the daily life of students who do not pray because they do not memorize the prayer readings. Utilization of learning media during the new normal is not optimal because teachers do not use various media and tend to use traditional methods. The existence of teachers who have not taken advantage of animated video media seems to be due to the teacher's doubts about the effectiveness in improving learning outcomes. Because it is known the advantages of animated video media<sup>8</sup> is to facilitate teachers in learning; 2) Motivating students in learning; 3) Have not less than one audio-visual media; 4) Interactive; 5) Independent.

The low creativity of teachers in the use of media has an impact on the low learning motivation of students in participating in learning this is caused by the lack of interaction between students and students as well as students and teachers during learning. Based on the results of the evaluation conducted by the teacher, the students' ability to memorize prayer readings is still low. As a result, the results of studying Fiqh, whether it is the mid-semester exam or the final exam of 40 students, there are 31 grade II students whose scores are still below the KKM standard value (2013 Curriculum) which is 70 (data from documents). Based on the description, as a solution to solving the problem is to conduct research with the title "The Effectiveness of Video Animation

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<sup>6</sup> Ponza, P. J. R., Jampel, I. N., & Sudarma, I. K. (2018). Pengembangan Media Video Animasi Pada Pembelajaran Siswa Kelas Iv Di Sekolah Dasar. *Jurnal EDUTECH Universitas Pendidikan Ganesha*, 6(1), 9-19.

<sup>7</sup> Herawati, H. (2018). Memahami proses belajar anak. *Jurnal UIN Ar-Raniry Banda Aceh*, IV, 27-48.

<sup>8</sup> Ponza, P. J. R., Jampel, I. N., & Sudarma, I. K. (2018). Pengembangan Media Video Animasi Pada Pembelajaran Siswa Kelas Iv Di Sekolah Dasar. *Jurnal EDUTECH Universitas Pendidikan Ganesha*, 6(1), 9-19.

Media in the New Normal Period on Student Learning Outcomes in Class II Fiqh Subjects MIN 2 Bengkulu City". While a more specific research question is "how is the effectiveness of animated video media on student learning outcomes in memorizing the reading of the obligatory prayers in Fiqh subjects at MIN 2 Bengkulu. Although this research is related to several previous studies, there are some interesting differences to bring up this topic again, including data obtained during the new normal, and different situations from previous research, as well as the conditions causing it. Learning is currently using online rather than offline so that it is more effectively used by teachers / teaching staff in providing material with animated video media.

## B. Methods

This research belongs to the category of quantitative reset type with an experimental approach. Experimental approach means a research used to find out the effectiveness of a particular treatment against other treatments under strictly controlled conditions. This research aims to see the effectiveness of the influence of animation media in improving student learning outcomes. The implementation of this research was carried out in two classes, where the first class or experimental class was given treatment using animated video media and for the second class or learning control it was carried out as usual or without using animated videos, so the design used was quasi-experimental. Sugiyono further added, Pseudo-experimentation is a type of experiment that has a control group but cannot function perfectly to control external variables which makes it effective for conducting experiments.<sup>9</sup>

A quasi-experiment is an experiment that includes treatment and effect measurement (outcome measurement), and experimental units (experimental units) but does not use random placement.

**Table 1. Group Table**

Group	Treatment	Post-test
Eksperimen	X1	Y
Control	X0	Y

X1: Assuming learning using animated video media

X0: Not given learning using animated video media

The population of this study were all students of MIN 2 Bengkulu City. The samples in this research were 40 students in grade II, then divided into an experimental class of 20 people and a control class of 20 people. Data collection methods: observation, questionnaires, and documentation. The data analysis technique is using a comparison test (t-test). Before the data is analyzed using t-test, it is necessary to test the data for prerequisites. Prerequisite tests carried out are normality test and homogeneity test.

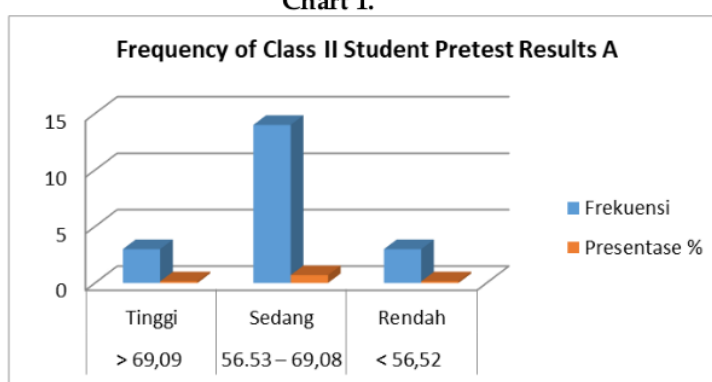
<sup>9</sup> Hasanah, N., Suryana, Y., & Nugraha, A. (2018). Pengaruh Metode Eksperimen terhadap Pemahaman Siswa tentang Gaya dapat Mengubah Gerak suatu Benda. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(1), 127-139. <https://ejournal.upi.edu/index.php/pedadidaktika/article/view/7257>

### C. Research Result

#### 1. Result

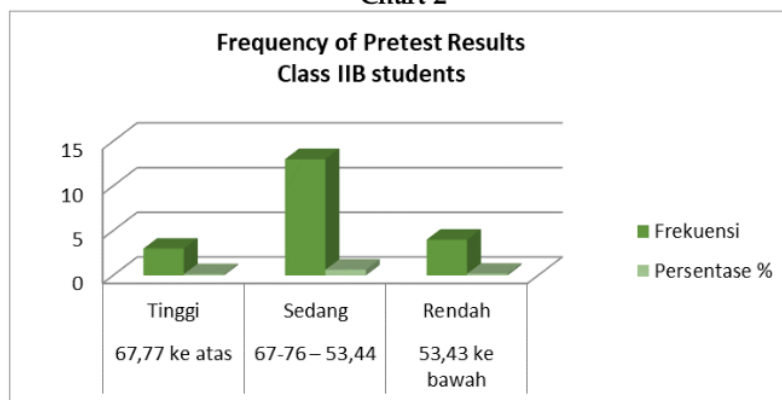
The researchers in this study divided two classes to see the effectiveness of animated videos in improving student learning outcomes in the Piqih Madrasah Ibtidaiyah subjects in the New Normal Period. Furthermore, the researchers conducted a pre-test, the pre-test test was given to students before learning began, while the post-test was given to students after learning was completed, for the experimental class, of course, learning was carried out using treatment, namely using animated videos as learning media. The following are the results of the pre-test on Fiqh learning outcomes as follows:

Chart 1.



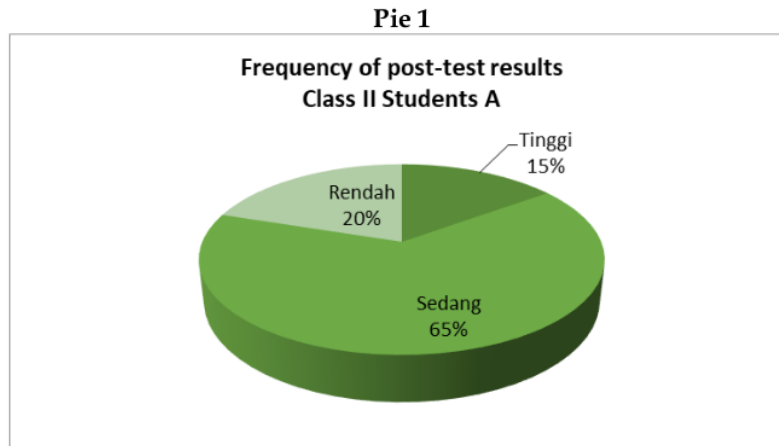
Based on the results above, it can be seen that the pre-test scores for Class II A are as follows: 3 students in the upper category (15%), 14 students in the medium category (70%), and the lower category (15%).

Chart 2



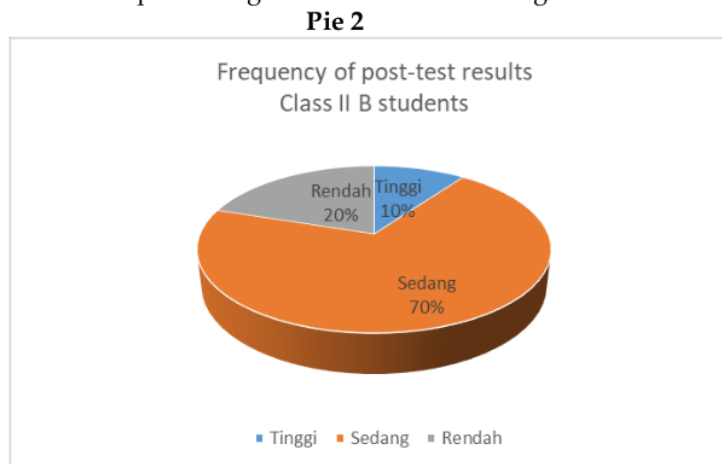
Based on the results above, it can be seen that the pre-test scores for Class II B are as follows: 3 students in the upper/high category (15%), 13 students in the middle or

middle category (65%), and 4 students in the lower or low category (20%). Furthermore, the post-test results on Fiqh learning outcomes after applying animated video media are as follows:



<sup>3</sup> Based on the results above, it can be seen that the post-test scores for Class II A are as follows: There are 3 students (15%) in the upper/top category, 13 students (65%) in the medium or medium category, and 4 students in the lowest category. Or low category (20%).

Class II B students' fiqh learning outcomes without using animated videos:



<sup>3</sup> Based on the results above, it can be seen that the post-test scores for Class II B are as follows: 2 students in the high/upper category (10%), 14 students in the middle/moderate category (70%), and 4 students in the lower/low category (20%).

Based on the research data that has been analyzed, the researcher found that the researcher played a direct role as a class II Islamic Shari'a teacher in the sub-theme of faldor prayer. Class A students as many as 20 students, where the learning system is

treated using animated video media and Class II B as many as 20 students, where the learning system is carried out without being treated with animated video media. Before being given treatment, a pre-test was conducted to determine the students' initial ability to the material to be tested. When doing this pre-test, students usually only ask questions according to their limited ability. This is because the material to be tested (pre-test) is not taught. Achievements obtained by students in the form of an average pretest grade II A of 62.8 and II B of 60.6 for the upper, middle, and lower categories. Then the students were taken based on non-random sampling to determine the class, so that one learning was carried out using animated video media and the other without using animated video media. After that, the pre-test was carried out, from the results obtained the average pretest of the two classes there was no significant difference (same). Test of variance (homogeneity) was conducted to prove that the performance of the two groups was uniform. The results obtained from the uniformity test (Test "F") are  $F_{count} < F_{table}$  (1.20 < 4.38). In this case the variance of the pretest data is uniform (same), so the ability of the two classes is the same and can be used as a research sample based on the normality test.

Setelah pre-test, peneliti menjalani proses pembelajaran. Proses pembelajaran dilakukan dalam empat kali pertemuan. Dua kali di Kelas II A dan dua kali di Kelas II B. Hasil tes kemampuan di Kelas IIA menggunakan media video animasi rata-rata keterampilan shalat siswa 80,45. Ditinjau dari frekuensi keterampilan sholat siswa terdapat 3 siswa dalam kategori atas/tinggi (15%), 13 siswa pada kategori sedang/menengah (65%), dan 4 siswa pada kategori bawah/rendah (20%).

While Class II B the average student learning outcome is 75.45 in terms of student learning outcomes, but 2 students (10%) are in the top/top category, 14 students are in the medium/middle category 70%), and 4 students are in the lower category. /low (20%). To prove the comparison, a "t" test was carried out based on the results of the "t" test that had been carried out, it was obtained  $t_{count} = 2,673$  while  $t_{table}$  with df 38 at a significant level of 5%, namely 2,024, thus  $t_{count} > t_{table}$  ( $2,673 > 2.024$ ) which means the hypothesis The workload ( $H_a$ ) in this study was accepted, namely there was a difference between the use of animated video media with no animated video media on the learning outcomes of fiqh students of class II MIN 2 Bengkulu City. Based on the comparison above, this shows that animated video media has effectiveness in improving student learning outcomes.

## 2. Discussion

The word media (medius) is Latin which literally means intermediary, middle, or introduction. According to AECT (Association of Education and Communication Technology) media is a transmission system that exists to provide certain messages to



users. <sup>10</sup> Media is a tool used to convey messages from a communicator to an audience. <sup>10</sup> Media is a transmitter of information sources so that it can provide information to recipients of information. <sup>11</sup>

Learning media is always increasing in every era, along with the increase in technology. Some experts classify various educational media from different thoughts. Bretz argues that there are 3 kinds of media, namely: what can be heard (audio), seen (video), and media that can move. Visual media are classified into 3, namely photos (visuals), lines (graphics), and verbal symbols. In addition to classifying media into three types, Bretz also classifies media into transmission media and recording media. <sup>12</sup>

Media based on technological improvement, namely media using traditional technology and media using the latest technology. The media uses traditional technology, namely (a) projected silent visuals, namely opaque projections (translucent kindergarten), overhead projections, slides, filmstrips; (b) non-projected visuals in the form of pictures, posters, charts, graphs, diagrams, exhibitions, information boards; (c) audio includes disc recordings as well as cassette tapes; (d) multimedia presentation is divided into slides plus sound and multi-image; (e) projected dynamic visuals including film, video television; (f) print media such as textbooks, modules, programmed texts, workbooks, scientific magazines, periodicals and handouts; (g) games including puzzles, simulations, board games; (h) reality is a model, specimen (examples), manipulative (maps, miniatures, dolls). <sup>13</sup>

Gratification theory provides a psychological perspective with a focus on students' emotions to better understand the reasons why students prefer media (Karman, 2013). This theory identifies motivation, cognitive, emotional, and functional needs, as well as student behavior. Educators have observed how the learning process using media can improve their students' cognitive and social competence towards the acquisition and improvement of literacy skills. <sup>14</sup>

Television media can also have positive and negative impacts depending on the parents. Even though parents have a lot of free time, the time is used to rest or relax so

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<sup>10</sup> Veseli-Kurtishi, T. (2018). Social Media as a Tool for the Sustainability of Small and Medium Businesses in Macedonia. *European Journal of Sustainable Development*, 7(4), 262–268. <https://doi.org/10.14207/ejsd.2018.v7n4p262>

<sup>11</sup> Ahmad Zaki, Diyan Yusri. (2020). Penggunaan Media Pembelajaran untuk Meningkatkan Prestasi Belajar Siswa pada Pelajaran PKN SMA Swasta Darussa'adah Kec. Pangkalan Susu. *Al-Ikhtibar: Jurnal Ilmu Pendidikan*, 7(2), 809–820. <https://doi.org/10.32505/ikhtibar.v7i2.618>

<sup>12</sup> Sutirman. (2013). Pembelajaran Inovatif Media Dan Model-Model Pembelajaran Inofatif. In *Yogyakarta: Graha Ilmu*. [http://staffnew.uny.ac.id/upload/132310864/penelitian/Media dan Model-Model Pembelajaran Inovatif.pdf](http://staffnew.uny.ac.id/upload/132310864/penelitian/Media%20dan%20Model-Model%20Pembelajaran%20Inovatif.pdf)

<sup>13</sup> Sutirman. (2013). Pembelajaran Inovatif Media Dan Model-Model Pembelajaran Inofatif. In *Yogyakarta: Graha Ilmu*. [http://staffnew.uny.ac.id/upload/132310864/penelitian/Media dan Model-Model Pembelajaran Inovatif.pdf](http://staffnew.uny.ac.id/upload/132310864/penelitian/Media%20dan%20Model-Model%20Pembelajaran%20Inovatif.pdf)

<sup>14</sup> Lestari, N. G. A. M. Y. (2013). Peningkatan Kemampuan Baca-tulis Permulaan Melalui Penggunaan Media Wayang Abjad Kontekstual. *Jurnal Pendidikan Usia Dini*, 7(2), 201–220. <https://www.neliti.com/id/publications/117376/peningkatan-kemampuan-baca-tulis-permulaan-melalui-penggunaan-media-wayang-abjad>

that children are left to watch TV. If they are not supervised, it can cause negative impacts on the contrary if they are given an educational spectacle it will have a positive impact on children's development. Therefore, it is not surprising that parents are very enthusiastic in supporting the use of media in helping their children grow and develop.

Along with the development of media created for children, several studies link knowledge to media pedagogy and children's emotional learning. Examines four third graders in the program exploring the process of social intervention in which they gain control over access, content, and form of intervention generated by the positive behavior of animated videos.<sup>15</sup> Animated video media is classified as a type of audiovisual media based on the motion of images and sounds. Audiovisual learning is the creation and use of materials related to visual and auditory learning that do not necessarily rely solely on an understanding of symbols and similar words.<sup>16</sup>

Animated video media is media that contains several images that have been processed to display motion with audio to make it look alive and convey learning messages. Animated media can be used as a learning tool that can be manipulated at any time to provide a subject. Learning animation media can be used as teaching tools that are ready to be used at any time to deliver subject matter.

Animation is a moving visual which is the impact of the development of science and technology. Therefore, the use of animation does not escape the role of the computer/pc. Animation can be obtained through 3D or 2D graphics. As a learning medium, the use of animation using a computer/pc has many benefits. One of them can increase the impression of realism and trigger students to understand learning with the help of colors and graphics. Have started to consider the potential of animated videos due to their attractiveness and ease with which they can be modified.<sup>17</sup>

In the explanation and explanation above, it is understood that animation can improve students' memory in the learning process, these images can clarify learning materials that have not been understood by students. However, students' attention will be diverted from the substance of the material to be conveyed to animative decoration which is not even important if the use of animation is not suitable. This animated video media is presented using a computer/pc.

Learning is a process effort carried out by a person in order to get a complete change in attitude which is the result of one's own experience to interact with the

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<sup>15</sup> Friesem, Y., & Ph, D. (2020). *Teaching Media Production Online During a Pandemic October 2020* (Issue October). [https://mediaeducationlab.com/sites/default/files/Friesem%20Y.%202020%29.Teaching media production online during a pandemic.pdf](https://mediaeducationlab.com/sites/default/files/Friesem%20Y.%202020%29.Teaching%20media%20production%20online%20during%20a%20pandemic.pdf)

<sup>16</sup> Lestari, N. G. A. M. Y. (2013). Peningkatan Kemampuan Baca-tulis Permulaan Melalui Penggunaan Media Wayang Abjad Kontekstual. *Jurnal Pendidikan Usia Dini*, 7(2), 201-220. <https://www.neliti.com/id/publications/117376/peningkatan-kemampuan-baca-tulis-permulaan-melalui-penggunaan-media-wayang-abjad>

<sup>17</sup> Hamka, A. (2015). Efek Video Tutorial Online Dalam Kegiatan Ekstrakurikuler Animasi Di SMKN 7 Samarinda. *Jurnal Ilmu Komunikasi*, ISSN, 3(3), 628-638. [https://ejournal.ilkom.fisip-unmul.ac.id/site/wp-content/uploads/2015/09/Jurnal Arif Hamka 0902055152 \(09-18-15-07-30-27\).pdf](https://ejournal.ilkom.fisip-unmul.ac.id/site/wp-content/uploads/2015/09/Jurnal%20Arif%20Hamka%200902055152%20(09-18-15-07-30-27).pdf)

environment.<sup>18</sup> Learning is a change from the activity process, not a result/goal. Learning is more general than just remembering, but the result of learning is not the result of practice, but a change in behavior.<sup>19</sup>

Learning outcomes are abilities that children get after experiencing learning activities.<sup>20</sup> Learning outcomes can also be said as real changes in student behavior after the education and learning process is carried out in line with educational goals. Basically the result of learning is a change in behavior. From an educator's point of view, the teaching process ends with an assessment of student learning outcomes.<sup>21</sup>

Understanding of learning outcomes put forward by experts, it can be concluded that learning outcomes are abilities possessed by students after receiving a learning experience. Based on the concepts above, it can be concluded that learning outcomes are changes in new behavior, new experiences, post-learning abilities of children, and the process of assessing learning outcomes.

Fiqh subjects are part of Islamic religious education that studies the Fiqh of worship, especially those related to the introduction and understanding of how to carry out the pillars of Islam, starting with the rules and procedures for performing Taharah, prayer, fasting and zakat to provisions regarding the implementation of Hajj and eating procedures. drinking, circumcision, sacrifice, as well as buying and selling and borrowing. Fiqh has various implications. Fiqh experts have different definitions but have the same goal. While linguistic fiqh in terms is a study of Sharia-Amaliah law, which comes from an in-depth discussion. While other scholars claim that fiqh is the science of sharia law obtained through ijtihad.<sup>22</sup>

The understanding put forward by the experts above, it can be concluded that fiqh is a study that confirms the shari'a method associated with all human behavior in the form of words and behavior. Fiqh learning is an Islamic law for students in detail and thoroughly. Fiqh learning in Madrasas is currently oriented to the curriculum that has been set by the government, namely the curriculum of the Regulation of the Minister of Religion of the Republic of Indonesia. It is also mentioned that the operational curriculum is prepared and implemented by each educational unit. Thus, the curriculum varies. The development of this varied curriculum is based on the standard of ability of graduates of Islamic religious education and Arabic and the lowest level of

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<sup>18</sup> Nidawati. (2013). Belajar Dalam Perspektif Psikologi Dan Agama. *Pionir*.

<sup>19</sup> Hanafy, M. S. (2014). Konsep Belajar Dan Pembelajaran. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 17(1), 66–79. <https://doi.org/10.24252/lp.2014v17n1a5>

<sup>20</sup> Sulastri, & Dkk. (2014). Meningkatkan hasil belajar siswa melalui strategi pembelajaran berbasis masalah pada mata pelajaran IPS di. *Jurnal Kreatif Online*, 3(1), 90–103. <https://media.neliti.com/media/publications/113571-ID-meningkatkan-hasil-belajar-siswa-melalui.pdf>

<sup>21</sup> Hanafy, M. S. (2014). Konsep Belajar Dan Pembelajaran. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 17(1), 66–79. <https://doi.org/10.24252/lp.2014v17n1a5>

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ability in achieving a graduation level that is in accordance with the objectives and functions of fiqh learning.<sup>23</sup>

#### D. Conclusion

Based on the results of research at MIN 2 Bengkulu City, it can be said that there is product effectiveness on student learning outcomes between classes whose learning process uses animated video media and classes that do not use animated video media. As is known from the results of the "t" test,  $t_{count} = 2.673$ , while the  $t_{table}$  using  $t_{38}$  at a significance level of 5% is 2.024. Thus,  $t_{arithmetic} > t_{table}$  ( $2.673 > 2.024$ ) means that the working hypothesis (Ho) of this study is accepted. In other words, there are differences in Fiqh learning outcomes for class II students with and without animated video media. The use of animated video media shows that student learning outcomes have increased and are enthusiastic in participating in learning. This is evidenced by the average post-test Fiqh learning outcomes Class IIA is higher than Class II B, namely  $80.45_{post-test} > 75.45_{post-test}$ .

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