Malik, M., Sopian, S., Nurdiyana, N.
Development of Animation Videos to Improve Understanding of Tolerance …
DOI 10.37640/ice.03.1157
In *Proceedings of the 3rd International Conference on Education* (ICE 2024), pages 107-115
e-ISSN 2964-7479
Copyright © 2024 by Mohamad Malik, Sopian & Nurdiyana

# Development of Animation Videos to Improve Understanding of Tolerance and Attitude of Respect for Diversity

Mohamad Malik[1]*, Sopian[2], Nurdiyana[3]
[1]SMP Islam Al Hamidiyah, Depok, Indonesia
[2]Program Magister PPKn STKIP Arrahmaniyah, Depok, Indonesia
[3]Universitas Pamulang, Tangerang, Indonesia
*muhamadmalik1238@gmail.com

**Abstract**

The results of the analysis of teacher and student needs regarding the potential and problems in schools and the researcher's concerns regarding the difficulties of teachers in compiling and developing digital-based learning media. The type of research used is research and development. The development model adapts the Borg and Gall development model. The results of the study showed a significant increase in improving Attitudes of Respect for Diversity, this is evidenced by the following results: 1) The development of animation-based videos using Sparkol Videosribe can be said to be feasible in terms of validity, a percentage score of 92.86% of material experts was categorized as very feasible and 90.00% of media experts were categorized as "very feasible". 2) Practicality obtained the average percentage value for student responses of 72 people obtained a score of 100.00% which is categorized as "very practical", while large-scale student responses, and for teacher responses obtained an average percentage value of 100.00% which is categorized as "very practical". 3) The level of product effectiveness can be seen from the design plan using assessment or evaluation as a measuring tool. The attitude of respecting diversity shows a class average of 85.28.

Keywords: Animation Video, Religious Tolerance, Respecting Diversity

## 1 INTRODUCTION

Harmony between religious communities is an important element that must be maintained in Indonesia, which lives in various tribes, races, sects and religions. For this reason, a good attitude of tolerance is needed in responding to these differences so that harmony between religious communities can be maintained, because national peace can only be achieved if each religious group is good at respecting the identity of other groups (Natsir; 2018). Tolerance is an attitude and action that respects differences in religion, tribe, ethnicity, opinions, attitudes, and actions of others that are different from themselves. In a society based on Pancasila, especially the first principle, being devoted to God according to each person's religion and belief is absolute. All religions respect humans, therefore all religious people must also respect each other. Thus, harmony will be built between different religious people. Tolerance can be said to be a concept of coexistence above religious differences that emphasize more on peace and tranquility in religion. Many people understand that differences are a feeling of discomfort, especially in terms of belief. This can be caused by a lack of analysis and explanation of the concept of Harmony between People of different religions. Harmony between Religious People is currently an important thing for religious life in Indonesia.

Islam recognizes the right to life of other religions, and allows adherents of other religions to practice their own religious teachings, this is the basis of Islamic teachings regarding religious tolerance. However, tolerance is not interpreted as an attitude of

indifference to one's religion (Anis; 2015). The term tolerance is actually not found in Islamic terms, but tolerance is a modern term that was born from the West as a response to history that includes its unique political, social and cultural conditions. Regarding the issue of religion, Islam does not recognize the concept of coercion in religion. Every individual is given complete freedom to embrace a particular religion with their own awareness, without intimidation. Because humans have been equipped with reason and are considered mature enough to determine their own choices. Allah SWT says in QS. Yunus (10): 99 which means: "And if your Lord had willed, all those on the face of the earth would have believed. So do you (want to) force people to become believers all together (Depag; 2004). Religious harmony and tolerance will likely become a never-ending national and even international agenda, this is understandable because the future of a nation depends to some extent on the extent of harmonious relations between religious communities. Failure to realize this agenda will lead a nation to the trauma of being divided as a nation (Shihap; 1988).

Therefore, tolerance is a need that cannot be postponed any longer while providing an explanation of religious teachings that emphasize religious tolerance, so that the spirit of religious tolerance can be fostered among adherents of each religion. A person must be given the freedom to believe in and embrace a religion (have a creed) of their choice and respect the implementation of the teachings they adhere to or believe in (Cassanova; 2008). Talking about high religious harmony, it has long been possessed by the Indonesian nation since long ago. It was even explained in the most popular magazine abroad in the western part of America, the New York Times, saying that Muslims in Indonesian society are impossible to develop towards intolerance (Amin; 2002). Therefore, in the same case, Mohammed Arkoun also explained that the Qur'an has been used by Muslims to legitimize behavior, justify acts of war, underlie various appreciations, maintain various hopes, and strengthen collective identity (Mohammed; 2017). In such circumstances, the interpretation of the Qur'an published by the government is the Thematic Interpretation of the Qur'an which greatly helps us in understanding Inter-Religious Relations, this Inter-Religious Relations is very influential as a supervision and standardization of the interpretation of the Qur'an regarding the interpretation that occurs in Indonesia, whether it is loose or literal, for example, what is done by some intolerant groups.

This understanding of tolerance must also be supported by a broad horizon, an open attitude, establishing communication, freedom of thought and religion. In short, tolerance is equivalent to a positive attitude, and respecting others in order to use basic freedom as a human being. Religious tolerance is an attitude of tolerance that covers various issues of belief in every human being related to the faith or divinity that they believe in. The freedom to believe and embrace a religion (have a faith) that they choose and to respect the implementation of the teachings that they adhere to or believe in is the right of every individual (Adian; 2003). This attitude of religious tolerance is a manifestation of the expression of a religious experience which then becomes a form of a community. The expression of religious experience in the form of this group, according to Joachim Wach, is a human response in religion to the absolute reality that is manifested in a form of social ties between people of the same religion or different religions, to prove that the absolute reality of human diversity in social relations, and this exists in every religion, both those that are still alive and those that have become extinct (Joachim; 1958).

Basically, religious tolerance is an education that reflects the values of humanity, tolerance, and inclusive attitudes in the life of a nation, state, or religion. Thus, multiculturalism or differences in culture, race, and religion are not responded to with fanatical attitudes or exclusive attitudes. In this case, differences and diversity can become positive values from each group to develop the potential possessed by each individual or group in the formation of student character according to the profile of Pancasila Students. The learning process in an educational institution is what can shape a student's character. This student character can be formed if students have a sense of integrity. According to Mc Cain, what is called integrity is an attitude of loyalty to one's conscience and honesty to oneself so that it will bring out a person's character (McCain; 2019). As for religious

tolerance, multiculturalism, diversity and differences become positive values that can develop character values so that they act as potentials possessed by each individual or group. Character or personality can be formed through a long life process. Therefore, there are many factors that can influence the formation of a personality and human character (Maimunah; 2012)

In religious tolerance, the educational process must be designed, planned, and controlled well by all elements of the school. Planning a learning process that can foster a multicultural attitude and the character of students who can realize an attitude of respecting differences, respecting human rights, and upholding justice, is a task that must be carried out in a school institution. Schools are also required to design learning, design a curriculum and student evaluation system, and prepare educators who have attitudes, perceptions, and multiculturalism in student character so that each other can contribute positively to fostering an attitude of religious tolerance in students. The facts about cultural diversity actually, at least according to Nurcholish Madjid or Cak Nur, show two opposing sides. First, cultural diversity can be a wealth for the Indonesian nation to develop a strong culture through cross-culturalism. Each of these cultural entities knows each other, fills, and strengthens each other which then forms a national culture that becomes its Indonesian identity. Therefore, in this context, finding the identity of Indonesian culture in a diverse society is a necessity to emerge as a new nation called "Indonesia" (Nurcholis; 2004).

Second, the cultural diversity can also be a vulnerability for the unification of existing tribes and islands. As explained, the topographical and geographical conditions of Indonesia have encouraged the emergence of differences and characteristics of each tribe and region. Conditions like this certainly have a fairly high vulnerability for the unity of the different Indonesian entities. So it is not surprising that Southeast Asia, including Indonesia, is very vulnerable to occupation or colonization from outside. Pancasila education is an effort to instill and pass on characters in accordance with Pancasila to every citizen, by making Pancasila values as a guide to produce citizens who are able to think and act based on Pancasila as the identity and identity of the nation. The problems encountered in the field today are religious tolerance, with students mocking each other about social status, cultural differences, religious differences, understanding, skin color, and dialect differences. Especially what researchers found in the field, namely the low attitude of respecting diversity in SMP Islam Al Hamidiyah Depok. This cannot be left alone because it is feared that it will become a character that is attached to students when they are adults. Therefore, understanding of religious tolerance and attitudes of respect need to be continuously developed in schools through the learning process in the Pancasila and Citizenship Education subjects in schools.

Efforts to develop behavior that respects diversity can be done through engineering learning activities in the classroom or practical exercises in real life outside the classroom. Students interact with all school residents who have different backgrounds such as: ethnicity, culture, socio-economic level, customs, gender, religion. And all of that is reflected in daily behavior at school, therefore it is also important to develop an attitude of respecting differences among students, and also respecting the fundamental freedoms of other students without degrading themselves or eliminating individual rights from them (Busri; 2011). On the other hand, education also needs to utilize advances in science and technology in order to achieve goals effectively and efficiently. This digital era, adoption and adaptation in the field of technology has changed the way of looking at doing new activities and in newer ways. One of the things that changes the way of looking at things is the emergence of changes and shifts in the paradigm of learning styles, these changes have an impact or impact on aspects of learning, including the development of media that need to be integrated with technology. To increase efficiency and effectiveness in teaching and learning activities, it is necessary to develop various learning media that are more creative and innovative. Learning media has a function and role in regulating effective relationships between teachers and students in a learning process, learning media includes a tool used to convey learning materials to students. Learning media can help in delivering

materials, its existence can help complex materials become easy to understand, and abstract materials can be explained concretely (Fathiyati; 2012).

The media referred to in this case is animated videos. Animated videos are one of the models or learning methods that require creativity and precision from educators (Maria; 2021). Learning through animated videos must be made based on a script that is equipped with important information about a material that will be presented to students. This information is in the form of audio, images, writing, and movement as sources that can transform written words into electronic sounds and images. Animated videos are moving images that come from a collection of various images (humans, animals, plants, buildings) and texts that are arranged so that they move according to a predetermined flow (Rika; 2017). This animated video is a cartoon video that can be filled with learning materials and can be used as a learning medium because of its interesting and funny nature and is suitable for students (Fifi; 2018).

## 2 RESEARCH METHODS

This research is a type of development research or Research and Development (R&D). The research and development method is a method used to produce a product so that its effectiveness can be known through the method (Sugiyono; 2013). Sri Gustiani said that the research and development method is a method used to develop and improve certain products or services. This research is applied with the aim of the teaching or learning process for students in developing and validating educational products (Sri Gustiani; 2019). The steps for this research and development use the Borg & Gall development model adapted by Sugiyono. The reason for choosing this model is based on the similarity of characteristics in the products produced, namely Animation-based learning video media using the Sparkol Videoscribe application. The subjects of the research were students of SMPI Al Hamidiyah Depok. The time of this research was carried out for 4 months starting from July - October 2024. The steps in designing the product include: (1) compiling the appropriate video design material, format, and layout; (2) making a prototype of the material; (3) application in making animated videos. Product validation is carried out by presenting experienced and competent experts to assess the new product so that its weaknesses and strengths are known.

## 3 RESULT AND DISCUSSION

**Product Design**

The design of the animated product in the form of an animated video maker is a combination of several animated films related to Learning Achievements and Learning objectives, especially increasing understanding of state symbols and increasing the attitude of Respecting Diversity. This is intended so that students' understanding and nationalism attitudes can be in line with all actions and behaviors of students who understand state symbols. The final results of the research and development are in the form of new products equipped with specifications. The product design is realized in the form of Animation-Based Learning Videos, so that it can be used as a learning media based on the Problem Based Learning (PBL) learning model to improve students' understanding of Understanding Religious Tolerance and Attitudes of Respecting Diversity and Attitudes of Respecting Diversity at SMP Islam Al Hamidiyah. The learning media is designed according to the Learning Achievements and indicators to be achieved. The steps in designing a product include: (1) compiling appropriate material, format, and layout of material designs; (2) creating a product design; (3) application of animation-based learning video creation software.

The Animation-Based Learning Video Display consists of 4 short film animations related to the implementation of Pancasila values related to understanding the meaning of symbols, as well as several actions that are not in accordance with nationalist attitudes. Based on the results of validation by media experts and material experts, practitioner responses, and student responses. It is stated that the Animation-Based Learning Video learning media based on the Problem Based Learning (PBL) learning model can be used as a learning medium to improve understanding of Religious Tolerance and Attitudes of Respecting Diversity and improve attitudes of Respecting Diversity at SMP Islam Al Hamidiyah, Depok City. Feasibility The level of product feasibility is measured by, Relevant to CP, TP, and Learning Objective References, In accordance with the level of student development, contains material on human interaction with others and the implementation of the meaning of symbols in life and attitudes of nationalism. The development of animation-based videos using Sparkol Videosribe can be said to be feasible if it meets the three aspects consisting of validity, practicality, and effectiveness. In validity, a percentage score of 92.86% of material experts was categorized as very feasible and 90.00% of media experts were categorized as "very feasible".

Practicality obtained an average percentage value for student responses of 72 people obtained a score of 100.00% which was categorized as "very practical", while large-scale student responses, and for teacher responses obtained an average percentage value of 100.00% which was categorized as "very practical" Product Effectiveness The level of product effectiveness can be known from the design design using assessment or assessment as a measuring tool. So it is known that the value of the results of obtaining the student's understanding of Religious Tolerance shows an average of 76.27 while the second variable of the attitude of Respecting Diversity shows a class average of 85.28. And the measure of the effectiveness of learning media can also be measured through the level of validity of the media and material by the validator. This can be said that there is a difference between before and after using animation-based videos using Sparkol Videosribe. So from the score above, it can be concluded that the development of animation-based videos on the material of Comparative Value and Inverse Value for Class VIII students of SMP Islam Al Hamidiyah can be said to be effective in the learning process.

The development of animation-based video learning media began with finding potential and problems through pre-research activities, namely carrying out problem identification using observation techniques, interviews with class VIII teachers and collecting data on learning outcomes of class VIII students of SMP Islam Al Hamidiyah Depok. From the results of the pre-research, problems were found related to the limitations of media in the form of globes, maps, pictures, LCD projectors, laptops, and speakers that had not been utilized according to their functions. The use of projector media, laptops and speakers was only to display material on electronic books which caused students to be less enthusiastic in learning and had an impact on low PKn learning outcomes with a minimum completeness criterion (KKM) of 75, out of 72 students, 39 students (54.17%) had scores below the class average, while 33 other students (45.83%) had scores above the class average.

Based on this, the researcher developed animation-based video learning media for Civics subjects on the subject of Understanding Religious Tolerance and Attitudes of Respecting Diversity. The type of animation-based video learning media chosen by the researcher can be said to be in accordance with the potential and problems that exist in class VIII of SMP Islam Al Hamidiyah Depok because according to Piaget's development theory, it is explained that the age of students entering the concrete operational stage (7-11 years), at this stage students can conclude something in real situations using concrete objects, and can classify something but cannot solve problems abstractly (Suyono; 2014).

Therefore, learning must be adjusted by using concrete objects that can be assisted by the use of learning media. Regarding the concrete-abstract relationship in the use of media, it can be seen from Edgar Dale's opinion that Edgar Dale's cone of experience shows that the experience gained by students in using media from the most concrete (bottom) to the most abstract (top) (Daryanto; 2016). Animated video media is at the 4th stage from the top, namely motion pictures which are included in the iconic part better than verbal

symbols, visual symbols, and recording-radio still pictures. So it can be concluded that animated video media is better used than just displaying images or sound. Animated video media provides students with more experience by using their senses of hearing and sight. Daryanto, explained that video is an effective tool used to help the learning process, both mass, individual and group learning in the form of non-printed teaching materials containing comprehensive information and allowing audio signals to be combined with moving images sequentially. Kang and Es (2018) stated that videos are widely used by education teachers to facilitate pre-teaching teachers from learning practices. Agustien et al. explained that animation is a collection of still images that are changed into images that seem to move according to the characters created according to the design so that the videos displayed have variations with attractive and colorful images to increase the appeal of learning (Agustien; 2018). According to video-based learning media, it can provide unexpected experiences to students. Videoscribe is a software created by Sparkol to create whiteboard animations and involves a new form of digital storytelling that replicates the 'stop-motion capture style'. Users can creatively arrange images, effects, audio, music, and text for their presentations. In addition, videos can be downloaded as mp4, wmw, mov, avi or shared directly via YouTube, Facebook, Sho.co or image sequences (James & Yunus; 2019). So by using animated video media in the form of Videoscribe, namely software that teachers can use to create whiteboard-style animations in learning. The advantages of animation-based video media in learning according to Dariyadi are: a) combining several media elements in one media such as audio, text, or images online; b) providing good stimulus to students; c) students can focus their attention on teaching and learning activities so that messages can be conveyed effectively (Dariyadi; 2018)

Based on these problems, the researcher then conducted a needs analysis of teachers and students. This needs questionnaire was used to determine the needs of teachers and students for media that can overcome existing problems. According to the results of the questionnaire on the needs of teachers and students of class VIII of SMP Islam Al Hamidiyah Depok, it showed that: (1) many students had difficulty understanding the material on Understanding Religious Tolerance and Attitudes of Respecting Diversity; (2) teachers have used media in learning but in its use have not been able to attract attention and motivate students to learn so that students need more interesting learning media even though there are supports for displaying videos; (3) the learning resources used are limited, the learning media available at the school are not sufficient for the needs of PKn material on Understanding Religious Tolerance and Attitudes of Respecting Diversity; (4) teachers need additional learning media to increase students' insight into the material on Understanding Religious Tolerance and Attitudes of Respecting Diversity; (5) many students agree if learning media is displayed via computer with the help of animation-based videos; (6) teachers agree that the PKn learning media for the material Understanding Religious Tolerance and Attitudes of Respecting Diversity is packaged in the form of animation-based videos; (7) animation-based videos make it easier for teachers to deliver the material Understanding Religious Tolerance and Attitudes of Respecting Diversity; (8) learning media in the form of animated videos needs to be developed attractively through the selection of colors in the video and the use of animation in order to motivate and increase students' interest in learning; (9) the material in the animation-based video needs to be packaged attractively by using animated images and bright colors; (10) the type of font used is Arial with a medium size; (11) the use of language must be standard and understandable; (12) animation-based videos also use short, concise, and clear sentences; (13) many students have never encountered animation-based videos that can help the challenging learning process with the help of the sparkol videoscribe application so that students and teachers can learn together so that students agree that modified animation-based video media is used as a learning media to deliver PKn subject material on Understanding Religious Tolerance and Attitudes of Respecting Diversity; (14) The material presented in animation-based videos must have a level of depth so that students can better understand the material; (15) The material presented in animation-based videos must be based on core competencies and basic competencies; (16)

Animation-based videos do not require the inclusion of references because the material is already in the student's book, so this video is a practical media that will make it easier to remember and understand the material without having to read a thick book; (17) Animation-based videos must be easy to use by both teachers and students.

The results of the analysis of teacher and student needs show that in general they agree with the development of animation-based video learning media because teachers need innovative learning media that can increase student learning motivation so that learning becomes more interesting and enjoyable. Gunawan argues that learning media is prepared by and used by teachers where its use is adjusted to the objectives and content of learning so that it can improve the quality of learning and achieve learning competencies (Gunawan; 2016). Media is an important supporting facility and infrastructure in classroom learning (Rahmatika; 2018). In line with this, Fadillah and Bilda, explained that learning media occupies a very important position in learning because basically the learning process is a communication process and every communication requires media, without media learning will not take place optimally. According to Edison, learning using media should be used in all subjects so that the concept of the material can be visualized in real terms so that it can provide a deep learning experience and can understand learning according to learning objectives (Edison; 2017). The development of a media must be adjusted to the needs of teachers and students as data sources in the needs analysis. As stated by Sugiyono (2016) who stated that data and information obtained at the data collection stage are useful as supporting materials for product planning which are expected to overcome the problems that occur. In relation to this, there are several requirements for media development and media selection. Media selection according to Asyhar includes: (1) in accordance with learning objectives; (2) must be relevant to the topic being taught and in accordance with learning objectives; (3) practical, flexible, and durable; (4) must be clear and neat in presentation including layout or arrangement of presentation format, sound, writing, and illustrations; (5) the media used must use clear and communicative language. In addition, the requirements for media development according to Fauzan et al are: (1) Visible or easy to see; (2) Interesting or interesting; (3) Simple or simple; (4) Useful or useful; (5) Accurate or correct; (6) Legitimate or legitimate; (7) Structure or structured (Fauzan & Ribawati; 2019). Based on the analysis of teacher and student needs, the researcher collected materials on Understanding Religious Tolerance and Attitudes of Respecting Diversity from several sources and then began to design an animation-based video design. This animation video was designed with the help of sparkol videoscribe. The supporting applications used were Adobe After Effect to create animation, Adobe Premiere Pro to edit audio, and Coreldraw X7 as an application for creating animated images and designing DVDs. The animation-based video has been completed, then it will go through a validation stage of media feasibility assessment by a team of experts consisting of media experts, material experts and language experts. The validation of the assessment is carried out with stages consisting of design assessment and each media component by each expert. The results of the assessment and input from the experts are then used as a reference in improving the media.

Expert assessments and input from experts on animation-based video learning media became a guideline for researchers to conduct product trials on teachers and 20 students to determine the responses or reactions of teachers and students. Teachers and students were given a questionnaire response to the use of the media after teachers and students observed and used the animation-based video learning media. The results of the analysis of teacher and student responses were then used as a reference for further improvements before conducting a trial of media use. Based on the teacher and student response questionnaires, it was shown that the animation-based video learning media was worthy of being tested. The next step, the researcher conducted a trial of use with the aim of determining the effectiveness of animation-based video learning media in learning to answer the formulation of the research problem. The trial of use was conducted at SMP Islam Al Hamidiyah Depok using the one group pretest posttest design model. From the results of the trial of use, researchers can measure student learning outcomes by

comparing the results of students' pretest and posttest learning so that the effectiveness of animation-based video learning media in PKn learning on the material Understanding Religious Tolerance and Attitudes of Respecting Diversity can be determined. After the trial use, teachers and all students of class VIII of SMP Islam Al Hamidiyah Depok were given a questionnaire response to the use of media after teachers and students used animation-based video learning media in learning which was used to determine the feasibility of animation-based video media after going through a small-scale trial. Based on the teacher and student response questionnaires, it showed that animation-based video learning media was feasible to use in the material Understanding Religious Tolerance and Attitudes of Respecting Diversity.

## 4. CONCLUSION

Based on the research results, it can be concluded that: 1) The development of animation-based video using Sparkol Videoscribe is considered feasible if it meets the three aspects of validity, practicality, and effectiveness. In terms of validity, a percentage score of 92.86% from the material experts was categorized as "very feasible," and 90.00% from media experts was also categorized as "very feasible." 2) For practicality, an average percentage score of 100.00% was obtained from 72 students, categorized as "very practical," and similarly, a score of 100.00% from teacher responses was also categorized as "very practical." 3) The effectiveness level of the product can be assessed using a designed assessment as a measurement tool. The score for students' understanding of religious tolerance showed an average of 76.27, while the second variable, appreciation for diversity, showed a class average of 85.28. Additionally, the effectiveness of the learning media can also be measured through the validity levels of the media and content as assessed by validators.

## 5. REFERENCES

Adian Husaini, *Solusi Damai Islam Kristen di Indonesia Indonesia* (Kuala Lumpur: Pustaka Da'I, 2003), hal. 64.

Agustien, Umamah, & Sumarno. 2018. Pengembangan Media Pembengan Video Animasi Dua Dimensi Situs Pekauman di Bondowoso Dengan Model Addie Mata Pelajaran Sejarah Kelas X IPS. *Jurnal Edukasi*. V(1):19-23.

*Al-Qur'an dan Terjemahnya Juz 1- Juz 30* (Departemen Agama RI, 2004), hlm. 295

Amin Abdullah, *Studi Agama: Normativitas dan Historisitas* Yogyakarta: Pustaka Pelajar, 2002, hal. 92.

Anis Malik Thoha, *Tren Pluralisme Agama* (Jakarta:Gema Insani Press, 2015), hlm.212.

Busri Endang, *Mengembangk an Toleransi Dan Kebersamaan Di kalangan Siswa*, Jurnal Visi Ilmu Pendidikan, 2011, 2, 5.

Dariyadi. 2018. Penggunaan Software *"Sparkol Videoscribe"* Sebagai Media Pembelajaran Bahasa Arab Berbasis ICT. *Jurnal Sastra Arab Fakultas Sastra Universitas Negeri Malang.* 4(0):272-282.

Daryanto. 2016. *Media Pembelajaran*. Yogyakarta : Penerbit Gava Media.h.12

Edison. 2017. Peningkatan Hasil Belajar Mahasiswa PGMI Pada Mata Kuliah Matematika SD/MI Melalui Penggunaan Media Pembelajaran.h. 60

Fathiyati, R., & Utami, R. P. (2012). *Pengembangan Media Pembelajaran Biologi Berbasis Macromedia Flash Sebagai Sumber Belajar Bagi Siswa SMA/MA Kelas XI Semester 2 Materi Pokok Sistem Reproduksi Manusia*. *In Prosiding Seminar Biologi* (Vol. 9, No. 1)

Fauzan, Yawati, dan Ribawati.2019.Pengembangan Media *Flash Flipbook Digital* dalam Pembelajaran Sejarah SMA Materi Sejarah Lokal Geger Cilegon, 36

Fifi Nurdiana (2018),"*Pengembangan Media Video Animasi Tentang Siklus Hidup Hewan Dengan Metamorphosis Bagi Siswa Kelas IV Sekolah Dasar".* Jurnal *Mahasiswa Teknologi Pendidikan*.

Gunawan, Rudy. 2016. *Pendidikan IPS Filosofi, Konsep, dan Aplikasi.* Bandung:Penerbit Alfabeta.h.75

J. Cassanova, *Public Religions In The Modern World* Chicago: Chicago University Press, 2008,.hal 87

James, Yong, & Yunus. 2019. *Hear Me Out! Digital Storytelling to Enhance Speaking Skills. International Journal of Academia Research in Business and Social Sciences.* 9(2):190-202.

Joachim Wach, *The Comparative Study of Religion* New York: Colombia University Press, 1958), hal. 121- 132

Kang & Es. 2018. *Articulating Design Principles for Productive Use of Video in Preservice Education. Journal of Teacher Education.* 00(0):1-14.

M. Natsir, *Islam dan Kristen di Indonesia* (Jakarta: Media Dakwah, 2018), hlm. 209.

M. Quraish Shihab, *Atas Nama Agama: Wacana Agama Dalam Dialog Bebas Konflik* (Bandung: Pustaka Hidayah, 1988), hlm.133.

Maimunah Hasan, *Membentuk Pribadi Muslim*, Yogyakarta: Pustaka Nasional, 2012, hal. 14.

Maria Advensia Bribin, *"Pengembangan Media Video Animasi Berbasis Animaker Pada Materi Ciri-ciri Dan Klasifikasi Makhluk Hidup Kelas VII"* (Skripsi, Universitas Sanata Dharma, 2021): 18, http://repository.usd.ac.id/id/eprint/40724

McCain, John & Mark Salter. Karakter-Karakter yang Menggugah Dunia. Terj. T. Hermaya, Jakarta: Gramedia Pustaka Utama, 2019,hal.50-53.

Mohammed Arkoun, *Berbagai Pembacaan Al-Qur'an* terj. Machasin Jakarta: INIS, 2017, hal. 9.

Nurcholish. Madjid, *Indonesia Kita*, Jakarta: Gramedia, 2004.h.8-9

Rahmatika, dan Ratnasari. 2018. Media Pembelajaran Matematika *Bilingual* Berbasis *Sparkol Videoscribe. Jurnal Matematika.* 1(3):385-393.

Rahmatika, dan Ratnasari. 2018. Media Pembelajaran Matematika *Bilingual* Berbasis *Sparkol Videoscribe. Jurnal Matematika.* 1(3):385-393.

Rika Wahyuni Arifin, "*Media Pembelajaran Berbasis Video Animasi Pada Mata Kuliah Logika Dan Algoritma 1"*, Jurnal *Bina Insani Ict*. Vol 4 No 1 Juni 2017 Hal 83-94

Sri Gustiani, *"Research And Development ( R & D ) Method as a Model Design in Educational Research and Its Alternative," Holistics Journal 11, no. 2* (2019): 12–22, https://jurnal.polsri.ac.id/index.php/holistic/article/view/ 1849/892.

Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2013).

Sugiyono. 2016. *Metode Penelitian Pendidikan.* Bandung: Penerbit Alfabeta.

Suyono, dan Hariyanto. 2014. *Belajar dan Pembelajaran Teori dan Konsep Dasar.* Bandung :PT Remaja Rosdakarya.h.44