

The Implementation of Animated Video Media to Improve Analytical Skills in Islamic Religious Education

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ABSTRACT

Islamic Religious Education (PAI) is essential for responding to moral crises through the character building of the younger generation. However, the success of this process highly depends on the students' analytical skills, thus necessitating adequate learning innovations. This research utilizes a qualitative approach with a literature study method to examine the implementation of animated video media in improving students' analytical skills regarding PAI learning materials. The study shows that animated videos can present materials in a more engaging, interactive, and contextual manner. The use of this audio-visual media is proven to increase students' attention, motivation, and participation, thereby helping them analyze Islamic values more deeply. The implementation of animated videos serves as an effective pedagogical alternative in supporting the construction of students' knowledge. This improvement in analytical skills has become a crucial foundation for building strong character. Thus, animated videos function not only as a means of delivering material but also as an educative instrument for more meaningful PAI learning.

Keywords: Animated video media, Islamic religious education, management analysis.

Introduction

Analytical ability is one of the higher-order thinking skills that is essential in Islamic Religious Education (PAI). From an Islamic educational perspective, this aligns with the Qur'anic injunction that encourages people to constantly reflect (tafakkur) and contemplate

(*tadabbur*) in order to understand the signs of Allah's greatness (Tafsir, 2010). Islamic Religious Education (PAI) requires students not merely to memorize religious texts, but to be able to critically examine, interpret, and apply Islamic values in addressing the complexities of contemporary social and moral issues. Analytical skills serve as a vital bridge between the conceptual understanding of Islamic teachings and their application in real life.

Conceptually, analytical skills involve breaking down material into smaller parts to identify the relationships between those parts and the overall structure (Winarti, 2015). In line with this, Novita (2014) emphasizes that this competency focuses on the ability to parse relevant information and combine its elements into a unified understanding. Through this skill, students are trained to identify cause-and-effect relationships, distinguish between facts and opinions, evaluate phenomena, and discover the meaning behind Islamic teachings (Anderson & Krathwohl, 2011).

Although analytical skills are a crucial goal in the cognitive domain, empirical evidence shows that students' higher-order thinking skills remain relatively low (Henri Nelista et al., 2015). The learning process in schools is often still oriented toward passive knowledge transfer, so students are not accustomed to solving problems that require in-depth investigation. Therefore, educators need to implement pedagogical innovations to foster analytical skills holistically, one of which is through the use of interactive and contextual learning media.

Animated video media offers a strategic alternative with great potential for stimulating students' analytical skills. According to the Cognitive Theory of Multimedia Learning, students learn more effectively through the integration of verbal and visual information (Mayer, 2009). The combination of moving images, text, narration, and illustrations can transform abstract Islamic Education concepts into more concrete mental representations (Munir, 2013). The use of this medium has been proven to clarify messages, increase attention and motivation, and create meaningful learning experiences (Arsyad, 2019).

In practice, animated videos serve not only as a means of conveying information but also as a tool to stimulate critical thinking. Students are

encouraged to observe events, analyze the impact of a socio-religious phenomenon, and relate it to verses from the Qur'an and hadiths. This process not only stimulates cognitive development but also helps students internalize moral and spiritual values to build strong character. Based on this rationale and the urgency of the issue, this study aims to conduct an in-depth examination of "The Implementation of Animated Video Media to Enhance Analytical Skills in Islamic Religious Education Curriculum Content."

Methods

This study was conducted using a qualitative approach, a methodological approach that is ideal for exploring, understanding, and describing educational phenomena in depth, holistically, and comprehensively. In its application, the research design adopted was the literature review method, or *library research*. Through this method, data collection was not conducted through direct field observations but rather by gathering, analyzing, and synthesizing various written sources. The sources reviewed included scientific journal articles, textbooks, conference proceedings, and other relevant academic documents of high credibility.

Specifically, the primary focus of this study is to critically examine how the use of animated video media can be optimized to enhance students' analytical skills, particularly in the subject of Islamic Religious Education (IRE). Given that IRE curriculum often involves abstract theological and moral concepts that require in-depth reasoning, the use of visual media in the form of animated videos is considered essential. Therefore, through this systematic literature review, the researcher seeks to elucidate the mechanisms, effectiveness, and pedagogical impact of using this technology. The goal is to establish a strong theoretical foundation demonstrating that this media innovation is effective in stimulating students' thinking skills. This approach is expected to make a meaningful contribution to the development of PAI learning strategies in the digital age.

Results and Discussion

Animated Video Media

Etymologically, the term *media* comes from Latin; it is the plural form of the word *medium*, which means an intermediary or link between the source of a message and the recipient of the message Munir (2013). In the context of communication, media serve as a means of conveying information from the communicator to the recipient. Various forms of media such as film, television, computers, print media, diagrams, and other learning resources serve as tools that enable the effective transmission of messages (Ministry of National Education, 2008).

In the field of education, media are understood as tools and materials used to support the learning process so that educational messages can be received by students more effectively. Instructional media are, in essence, tools that help teachers deliver content while also serving as a bridge between learning resources and students. (Hamzah, 2013).

Agung, L., & Suryani (2012) explains that instructional media serve as both teaching aids and vehicles for conveying information that facilitate the learning process. Meanwhile, Djamarah, S. B., & Zain (2013)) emphasizes that instructional media is one of the learning resources that can enrich students' knowledge, and its use must be tailored to learning objectives, the characteristics of the material, and the competencies of teachers as facilitators of the educational process.

In practice, learning does not always involve concrete, easily observable objects or phenomena. Many concepts are abstract, complex, and even lie beyond the scope of students' direct experience. In such circumstances, instructional media play a strategic role in bridging these limitations. Media can visualize abstract concepts, clarify complex information, and make hard-to-grasp realities easier to understand. In other words, media serve as pedagogical tools that help students develop a deeper and more meaningful understanding.

More than just a technical tool, instructional media is an integral part of the educational process that contributes to creating an effective, engaging, and learner-centered learning experience. However, the effectiveness of media is largely determined by its alignment with the established learning objectives. Media used without considering

instructional objectives has the potential to hinder the learning process and reduce the effectiveness of achieving the expected competencies. Therefore, the selection and use of media must always be oriented toward students' learning needs and the educational goals to be achieved. (Sanjaya, 2008).

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Instructional media is a strategic component of the educational process that serves as a bridge for conveying messages, information, and learning experiences from teachers to students. The presence of media in learning is not merely a supplement or an additional element, but rather an integral part that helps determine the effectiveness of achieving educational goals. From a pedagogical perspective, media serves as a tool that helps create a more conducive, interactive, and meaningful learning environment so that students can understand the material more easily and deeply.

According to Sudjana (2013), instructional media play a very important role in the learning process. First, media serve as tools that support the creation of effective learning situations. Second, media are an integral part of the overall learning system; therefore, their use must be systematically planned and developed by teachers. Third, media are not intended merely as a form of entertainment or a means to capture students' attention, but rather as pedagogical tools that support the achievement of learning objectives. Fourth, media serves to accelerate the learning process by helping students understand the concepts presented by the teacher more clearly. Fifth, the use of media is aimed at

improving the quality of learning so that the learning process becomes more effective and efficient.

That view is reinforced by Susilana, R., & Riyana (2008) which emphasizes that instructional media are an integral part of the learning process that must be aligned with the competencies to be achieved and the characteristics of the material being taught. The appropriate use of media not only enhances the quality of learning interactions but also accelerates students' understanding of the material being studied. Furthermore, media helps create concrete learning experiences so that students are not limited to purely verbal learning. Thus, media plays a crucial role in connecting abstract concepts to reality in a way that is easier to understand through visual, auditory, and audiovisual experiences.

In the context of modern learning, the role of media is not limited to conveying information but also serves as a tool that encourages students' active engagement in the process of knowledge construction. Through media, students could observe, analyze, explore, and reflect on learning materials in greater depth. Therefore, educational media make a significant contribution to fostering a student-centered learning experience (*student-centered learning*).

In line with these functions, the use of educational media also offers various benefits that support the success of the educational process. Arsyad (2019) explains that instructional media can lay the foundation for concrete thinking, thereby reducing the tendency toward verbalism in learning. Media can also increase students' attention and motivation to learn because the material is presented in a more engaging and easily understandable way. In addition, media helps reinforce conceptual understanding, making learning more solid and meaningful.

Another equally important benefit is the media's ability to provide a real-world learning experience. Such experiences encourage students to learn actively, develop independence, and cultivate systematic and sustainable thinking. With images, animations, videos, and simulations, students can gain experiences that are difficult to obtain through lecture-based methods alone. At the same time, media also helps develop language skills, enriches the learning experience, and improves learning

efficiency by presenting information in a more varied and easily understandable way.

From a more reflective perspective, the benefits of instructional media lie not only in their ability to convey information, but also in their ability to construct meaning. Media help learners connect the knowledge they acquire with real-life situations, so that the learning process does not stop at the cognitive level but develops into a deeper and more practical understanding. Thus, media serve as a means of transforming both knowledge and the learning experience.

In practice, instructional media come in various forms and have different characteristics, ranging from simple media to complex digital media. Generally, media can be classified based on type, reach, and materials used in their production.

Based on their type, learning media are categorized into auditory media, visual media, and audiovisual media. Auditory media rely on sound as the primary channel for conveying information, such as radio or audio recordings. Visual media rely on the sense of sight through images, photos, graphics, posters, illustrations, and various other visual forms. Meanwhile, audiovisual media integrates sound and images simultaneously, thereby providing a richer and more comprehensive learning experience. This type of media is considered more effective because it engages more of the learners' senses in the learning process.

According to Djamarah, S. B., & Zain (2013) Learning media can also be classified based on their reach. First, media that have a wide reach and can be used simultaneously to reach many students. Second, media whose use is limited to a specific time and place. Third, media designed for individual learning needs, allowing students to learn independently at their own pace and according to their individual needs.

In addition, instructional media can be categorized based on the materials used and the level of complexity involved in their creation. Simple media generally use materials that are readily available, inexpensive, and relatively easy to create and use. In contrast, complex media require more equipment, technology, and resources, as well as specialized skills in their design and use. Nevertheless, both simple and

complex media have equally important pedagogical value when used appropriately in accordance with learning objectives.

Ultimately, the success of educational media is not determined by the sophistication of the technology it employs, but rather by its alignment with learning objectives, learner characteristics, and the competencies to be achieved. Effective media are those that help learners understand the material more easily, increase their engagement in the learning process, and foster meaningful learning experiences. Therefore, educational media should be viewed as pedagogical tools that enhance the quality of the educational process and support effective, humanistic learning that is oriented toward the holistic development of learners' potential.

Advances in educational technology have given rise to various innovations in learning media that can enhance the quality of the teaching and learning process. One type of media that is increasingly used in modern education is animation. As a form of digital technology-based learning media, animation not only fulfills the basic function of media as a means of conveying educational messages but also offers visual advantages that can create a more engaging, interactive, and meaningful learning experience for students.

Animated media has a distinctive characteristic compared to other instructional media: its ability to present objects, events, and concepts in the form of dynamic, moving visuals. This characteristic allows learners to gain a clearer understanding of the material being studied, particularly concepts that are abstract, complex, or difficult to observe directly. Therefore, animated media not only serves as a tool for conveying information but also as a means of facilitating the process of knowledge construction among learners more effectively. (Mayer, 2014).

Mayer, R. E., & Moreno (2002) explains that animation is one of the most engaging forms of visual presentation because it can display simulations of moving images that depict changes, shifts, or movements of an object over time. This capability makes animation an effective medium for explaining processes, cause-and-effect relationships, and phenomena that are difficult to understand when presented solely through text or static images. Thus, animation can help students build a deeper

conceptual understanding through the simultaneous integration of visual and verbal information.

From a learning perspective, the use of animated media contributes to improving the effectiveness and efficiency of the educational process. The presentation of engaging and communicative material can reduce learning fatigue, increase students' attention, and encourage their active participation throughout the learning process. These factors ultimately lead to improved comprehension, better information retention, and higher learning outcomes for students. Therefore, animation serves not only as a medium that enhances the visual appeal of learning but also as a pedagogical tool that supports the optimal achievement of learning objectives.

Furthermore, Burke (1998) explains that animations serve various important functions in the learning process. First, animations can direct learners' attention to key aspects of the material being studied, thereby making their focus more targeted. Second, animations are highly effective for explaining procedural knowledge that is, knowledge related to specific steps, sequences, or processes that require the visualization of movement. Third, animations serve as cognitive aids that help students understand, organize, and process information more systematically.

From a cognitive psychology perspective, animated media offer different benefits depending on the characteristics of the learners. For learners with low prior knowledge, animations serve as a visualization tool that helps them understand concepts that are difficult to mentally visualize. This group of learners generally has difficulty performing *mental simulation* using only text or still images, so animation serves as a bridge connecting abstract information with more concrete visual representations. Meanwhile, for learners who already possess a higher level of prior knowledge, animation still provides benefits as a medium that enriches the learning experience, boosts motivation, and sustains attention on the material being studied.

In the context of 21st-century learning, animated media is becoming increasingly relevant because it aligns with the characteristics of the digital generation, which has grown up in a visual and technology-rich environment. Today's students tend to be more responsive to information

presented in an interactive, multimodal, and visually based manner compared to presentations that are purely verbal. Therefore, the integration of animated media into learning is not only a methodological choice but also a pedagogical necessity for creating learning experiences that are adaptive to the changing times.

In Islamic Religious Education, animated media have tremendous potential to help students understand Islamic values in a more contextual and meaningful way. Conceptual, historical, and moral material can be visualized through animation, making it easier for students to understand, analyze, and internalize. Through engaging and communicative presentations, animation can help connect the aspects of knowledge, understanding, appreciation, and practice of Islamic values in daily life.

Thus, animated media can be viewed as an educational innovation that not only enhances students' interest and motivation to learn but also strengthens the cognitive processes underlying the development of deep understanding. Its visual appeal, interactivity, and ability to present abstract concepts make animated media one of the most effective learning tools for fostering a high-quality, meaningful educational process that is oriented toward the holistic development of students' potential.

Islamic Religious Education

Islamic Religious Education (PAI) is a field of study with unique characteristics that distinguish it from other subjects. These unique characteristics lie not only in its source of values and epistemological foundation which are derived from the Qur'an and the Sunnah but also in its objectives, content, and educational orientation, which emphasize holistic human development. Islamic Religious Education is not merely oriented toward the mastery of religious knowledge; rather, it is also directed toward the formation of faith, spiritual appreciation, the development of noble character, and the practice of Islamic values in daily life. (Akrim, 2020).

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In essence, Islamic Religious Education (IRE) curriculum has characteristics that are normative, theological, humanistic, and practical. Its normative character is reflected in the teachings that serve as guidelines for the lives of Muslims, whether related to faith, worship, ethics, or social interactions. Islamic Religious Education (IRE) curriculum contains a set of values, principles, and guidelines that serve as standards of behavior for students as they navigate life as individuals and members of society. In this regard, the learning process aims not only to explain what is right and wrong according to Islamic teachings but also to guide students in understanding the wisdom and meaning behind each of these teachings. (Ramayulis, 2005).

The theological character is evident in the orientation of the curriculum, which guides students to recognize, understand, and have faith in Allah SWT as the center of their beliefs in life. The aspect of faith serves as the primary foundation that shapes students' perspectives on themselves, the universe, and life. Through the akidah curriculum, students are encouraged to develop a spiritual awareness that all life activities are, in essence, part of their devotion to Allah SWT. Therefore, PAI instruction not only emphasizes rationality but also cultivates a transcendental dimension that connects human beings with their Creator. (Interpretation, 2010).

In addition, Islamic Religious Education (PAI) has a humanistic character because it is oriented toward the holistic development of students' human potential. Islam views human beings as creatures with physical, intellectual, emotional, and spiritual dimensions that must develop in a balanced manner. Therefore, Islamic Religious Education (IRE) curriculum not only teaches the relationship between humans and God (*hablum minallah*), but also the relationship between humans and

their fellow human beings (*hablum minannas*) and the relationship between humans and the environment (*hablum minal 'alam*). These characteristics make Islamic Religious Education a means of shaping individuals who are faithful, knowledgeable, virtuous, and possess social and ecological awareness.(Abdullah, 2018).

Another prominent characteristic is the practical and contextual nature of Islamic Religious Education (IRE) curriculum. Islamic teachings are not merely a collection of theoretical concepts to be understood textually, but rather a guide to life that must be embodied in concrete actions. Therefore, Islamic Religious Education (IRE) instruction is required to connect the material to the students' real-life experiences so that Islamic values can be understood contextually and remain relevant to the challenges of the times. Mulyasa (2018)emphasizes that religious education must be directed toward developing students' ability to understand, internalize, and apply religious teachings in their daily lives. Thus, the success of religious education is measured not only by mastery of the subject matter, but also by changes in students' attitudes and behavior.

More specifically, the scope of Islamic Religious Education covers five main aspects: the Qur'an and Hadith, Aqidah, Akhlak, Fiqh, and the History and Culture of Islam. These five aspects are interrelated and form a cohesive whole. The Qur'an and Hadith serve as the primary sources of Islamic teachings, providing a normative foundation for all aspects of life. The Aqidah curriculum instills correct beliefs regarding Allah SWT and the pillars of faith. The Akhlak curriculum guides students toward character development and virtuous behavior. The Fiqh curriculum provides an understanding of the procedures for worship and the rules of life in accordance with Islamic law. As for the History and Culture of Islam curriculum, it serves to provide examples of virtue through the historical journey of the Muslim community and the figures who have contributed to Islamic civilization. (Muhaimin, 2012).

The characteristics of Islamic Education (PAI) are also marked by the integration of the aspects of knowledge (*knowing*), appreciation (*feeling*), and practice (*doing*). It is not enough for students to simply know the teachings of Islam; they must also be able to internalize the

values contained within them and implement them in real life. This perspective is in line with the view Lickona (1991) which identifies *moral knowing*, *moral feeling*, and *moral action* as the three main components in character development. In the context of Islamic Religious Education, these three components are integrated into the learning process, which aims to develop individuals who are faithful, God-fearing, and of noble character.

In the digital age, the nature of Islamic Religious Education materials also calls for a more innovative and adaptive learning approach. Many religious concepts are abstract in nature such as faith, sincerity, piety, and moral values and require learning strategies that can make these concepts concrete so that students can easily understand them. Therefore, the use of learning media, including animated videos, is essential to help students understand, analyze, and internalize Islamic values more deeply. Learning that utilizes visual media and digital technology allows Islamic Religious Education (IRE) content to be presented in a more engaging, contextual, and age-appropriate manner for today's digital generation. (Mayer, 2014).

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Analytical Skills

Analytical ability is one of the higher-order thinking skills (higher order thinking skills) that plays a strategic role in the learning process. Conceptually, the term "analytical ability" consists of two words: "ability" and "analysis." "Ability" refers to an individual's capacity to

perform a specific action or activity, while "analysis" is an intellectual process aimed at breaking down an object, concept, event, or piece of information into smaller parts to gain a deeper understanding of its structure, relationships, and meaning. (Anderson, L. W., & Krathwohl, 2011).

In the Kamus Besar Bahasa Indonesia (Great Dictionary of the Indonesian Language), "analysis" is defined as an investigation of a specific event, action, or phenomenon to determine the actual circumstances, including cause and effect, background, and the relationships among its elements. In line with this definition, Retnoningsih, A (2005) explains that analysis is the process of breaking down a subject into its constituent parts, which are then examined in depth to gain a complete understanding of the entire object under study. Thus, analysis is not merely the act of breaking a problem down into smaller parts, but also an effort to understand the interrelationships among those parts, thereby forming a comprehensive understanding of a phenomenon.

From a scientific perspective, analysis can be understood as a systematic thought process used to uncover meaning, patterns, relationships, and the underlying principles of a subject of study. The act of analysis requires one to conduct a critical investigation, evaluate the available information, and identify the key elements that form a cohesive whole. Therefore, analytical skills serve as a crucial foundation for decision-making, problem-solving, and the development of deeper knowledge.

As one of the cognitive abilities, analysis falls within the cognitive domain, which relates to a person's mental processes in acquiring, understanding, processing, and applying knowledge. According to Hamzah (2013), the cognitive domain encompasses various levels of thinking skills arranged hierarchically, ranging from the simplest to the most complex. These levels include knowledge (*knowledge*), comprehension (*comprehension*), application (*application*), analysis (*analysis*), synthesis (*synthesis*), and evaluation (*evaluation*).

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The position of analytical skills within the cognitive hierarchy indicates that these skills cannot develop optimally without first mastering knowledge, understanding, and application. However, analytical skills are also an important prerequisite for the development of higher-order thinking skills, such as evaluation and creation. Therefore, analytical skills are often viewed as a bridge connecting conceptual understanding with critical and creative thinking.

According to Sudjana (2013), analysis is the ability to break down a whole into smaller parts so that the relationships, structures, and patterns that make up the whole can be understood more clearly. Through analytical skills, a person not only understands a concept at a superficial level but is also able to examine the underlying processes, mechanisms, and principles. In the context of learning, this ability enables students to understand material in a more in-depth, critical, and reflective manner.

That view is reinforced by Hamdani (2010) which states that analytical skills are the ability to identify, distinguish, categorize, and examine the various components of a fact, concept, opinion, assumption, hypothesis, or conclusion. Through these skills, students can analyze the relationships between elements and identify potential contradictions, weaknesses, or strengths in the information they are studying.

Furthermore, Kuswana (2013) explains that analytical skills focus on the process of breaking down material into key components and identifying the systematically organized relationships among those components. This skill enables students to understand how a concept is constructed, how its elements are interconnected, and how the overall structure functions to create meaning. When analytical skills are well-developed, students will be able to creatively apply their knowledge in various new situations they encounter.

In Bloom's revised taxonomy, analytical skills encompass three main cognitive processes: differentiating (*differentiating*), organizing (*organizing*), and attributing (*attributing*). These three processes serve as key indicators in assessing students' analytical skills. The process of differentiating involves the ability to identify relevant and irrelevant information, determine what is important and what is not, and focus attention on the components that contribute significantly to understanding an issue. This skill helps students sort through the various pieces of information they receive so that they can use them appropriately in their thinking and decision-making processes.(Anderson, L. W., & Krathwohl, 2011).

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Meanwhile, the process of making connections is the ability to identify the underlying intent, perspective, values, or principles behind a piece of information or a message. In this process, students strive to understand the deeper meaning of a subject by examining the relationship between the apparent information and its purpose or context. The ability to make connections enables students to think critically, reflectively, and interpretively about the various phenomena they encounter.

Based on these various perspectives, analytical skills can be understood as higher-order thinking skills that enable a person to break down information, concepts, or problems into their constituent parts, identify the relationships between those parts, and comprehensively understand the overall structure and meaning. These skills serve as an

important foundation for the development of students' critical thinking, problem-solving, decision-making, and creativity skills.

In the context of 21st-century education, analytical skills are no longer viewed as an additional competency, but rather as an essential requirement that every student must possess. The increasingly complex flow of information demands that students not merely accept information, but also be able to examine, critique, connect, and interpret it rationally. Therefore, effective learning must be able to develop analytical skills as a means of shaping students who are not only intelligent in acquiring knowledge, but also wise in understanding and applying that knowledge in real life.

Conclusion

Based on the results of the study, it can be concluded that animated video media is an effective learning innovation that supports the improvement of students' analytical skills in Islamic Religious Education. The characteristics of this medium which combines visual, audio, motion, and narrative elements help students understand abstract Islamic concepts in a more concrete, contextual, and accessible way. Through engaging and interactive presentation of the material, students are not only encouraged to pay attention to and understand the material but are also able to identify, connect, organize, and interpret information more deeply.

The use of animated video media in Islamic Religious Education provides greater opportunities for the development of higher-order thinking skills, particularly analytical skills. Students no longer act as passive recipients of information but become active participants in the learning process, examining, understanding, and interpreting the Islamic values they are studying. Thus, the use of animated video media not only contributes to improved cognitive learning outcomes but also supports the development of a more reflective, critical, and meaningful understanding of religion.

Animated video media have strong potential to enhance students' analytical skills in Islamic Religious Education. Through the presentation of visual, interactive, and contextual material, students can more easily understand, connect, and interpret Islamic values in depth.

Therefore, animated video media can serve as an effective learning alternative to develop higher-order thinking skills while strengthening students' understanding and internalization of Islamic values in their daily lives.

Ultimately, the use of animated video media in Islamic Religious Education has become a relevant strategy for addressing the educational needs of the 21st century namely, developing students who not only possess a solid foundation in religious knowledge but also analytical thinking skills, moral awareness, and the ability to apply Islamic values in their daily lives.

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