



STAI TEBINGTINGGI DELI

INOVASI

Jurnal Pengabdian kepada Masyarakat

E-ISSN : XXXX-XXXX

PENERAPAN VIDEO ANIMASI PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SD IT QURROTAQYUN TEBING TINGGI

Herry Syahbanuddin Nst¹, M. Alang Khairunnizar², Siti Khairani³, Suci⁴, Dwika Sari⁵, Surya Nanda⁶, Supangat⁷, Yogi Ramadhan⁸, Lisma Ardini⁹, Eliyanto¹⁰

Sekolah Tinggi Agama Islam Tebingtinggi Deli^{1,3,4,5,6,7,8,9,10}
STIE Bina Karya Tebing Tinggi²

herrysyahbannuddin@staittd.ac.id¹, mhdkhairunnizar@gmail.com², sitikhairani@gmail.com³, suci8766@gmail.com⁴,
dwikasari@gmail.com⁵, suryananda@gmail.com⁶, supangat@gmail.com⁷, yogiaja@gmail.com⁸,
lismaardini@gmail.com⁹, eliyanto@gmail.com¹⁰

ABSTRACT

There are many factors that influence the achievement of learning objectives, one of which is learning media. The aim of implementing Community Service (PkM) is to provide knowledge and skills in creating and using interesting animated learning video applications to teachers at SD IT Qurrotaqyun Tebing Tinggi. The method used in this activity is the direct method, namely the team directly provides training to the participants, and the participants each use their laptop to carry out the steps for using the animated video application taught by the presenter/trainer. Using appropriate learning media can make learning more effective so that teachers can create a new, conducive atmosphere among students and things that cannot be confronted or raised in class can be presented clearly and easily understood by students. This PkM produces animated videos to help teachers convey Al Fatihah and Asmaul Husna (Allah SWT is the One and Allah SWT is the Giver) material to elementary school students so that it can be an alternative learning media at school.

Keywords: *Learning Media, Islamic Religious Education, Learning Process, Animation Video*

INTRODUCTION

The teaching and learning process in the world of education is experiencing big challenges in facing current global competition. Learning in it must be able to show optimal learning outcomes. This involves the role of teachers as the spearhead of implementing learning in schools. Improving concepts and more varied learning methods is very necessary to achieve the learning goals themselves. There are many factors that influence the achievement of learning objectives, one of which is learning media. Using appropriate learning media can make learning more effective so that teachers can create a new, conducive atmosphere among students

and things that cannot be confronted or raised in class can be presented clearly and easily understood by students. In this way, concepts or images that are still unclear will become clearer, easier to understand and understood by students. In its current implementation, teachers can apply various kinds of learning media using various media, including in the form of games, learning applications, puzzles, animated videos, illustrated stories, natural environmental media and others.

However, the learning media currently available and applied is mostly sourced from the internet or other sources which sometimes do not match the learning material needs in schools, are incomplete and paid for, resulting in obstacles to accessing and using them. Teachers have to look for materials themselves that use teaching media apart from teaching in conventional ways, but also sometimes, reference sources on the internet will vary according to existing curriculum needs.

However, the learning media currently available and applied is mostly sourced from the internet or other sources which sometimes do not match the learning material needs in schools, are incomplete and paid for, resulting in obstacles to accessing and using them. Teachers have to look for materials themselves that use teaching media apart from teaching in conventional ways, but also sometimes, reference sources on the internet will vary according to existing curriculum needs.

To build a learning environment using animated video learning media, it will be a solution to the problems of conventional learning systems and make existing learning media in accordance with the needs of the curriculum used in schools. Because using animated

learning videos will create pleasant situations and conditions when learning, increase attention and concentration so that information is easily absorbed by students. Based on these considerations, we intend to carry out community service activities (PkM) in the form of making animated videos of Islamic Religious Education (PAI) learning in elementary schools. The choice of this subject was based on the agreement of the principal of SD IT Qurrotaqyun Tebing Tinggi. This PkM aims to facilitate schools to create learning materials in the form of animated videos as an alternative learning media that currently exists. It is hoped that students will become more active, enthusiastic, the learning atmosphere will become more conducive, so that students will not get bored easily and learning objectives will be achieved effectively and efficiently.

There are two processes for making animated films, including conventional and digital (Witadharma, n.d.). Conventional technique. This technique is also called the celluloid technique (sometimes just called cell) and is a fundamental technique in making classic animated films. After the image becomes a series of movements, the image will be transferred onto a transparent sheet (plastic) that is see-through/cell (cell) and colored by the Ink and Paint Department. After completion, the film will be recorded with a special camera, namely a multiplane camera in an all-black room. Meanwhile, with conventional techniques, every detail error sometimes has to be redone from the beginning.

After the development of computer technology in the 1980s, the process of creating 2-dimensional animation became easier. What is really felt is the ease of the animation creation process. To create simple animations, from model design to voice over/dubbing can be done using a personal computer. Any errors can be corrected quickly and changes can be made quickly. The stages of digital animation development consist of pre-production, production and post-production (Roberts, 2006). The understanding and function of a film screenplay is basic knowledge that must be known by anyone interested in getting involved in screenwriting. This is important because technically, writing film screenplays has many differences from writing short stories and novels (Ilyas, 2015).

IMPLEMENTATION METHOD

Activities for developing learning animation videos include pre-production, production and post-production stages.

1. Pre-Production, at this stage the activities carried out include: Determining the Idea/Concept, Compiling the Script, Brainstorming, Sketching character models, and Drawing storyboards, Take Voice and Background Music.
2. Production, at this stage the activities carried out include: modeling, texturing, lighting, environment effects, animation, rendering.
3. Post-Production, at this stage the activities carried out include: editing animation and voice, compositing and visual effects, adding sound and audio/foley, preview & final, and burn to tape.

RESULTS AND DISCUSSION

In this stage, the results of the implementation of Community Service (PKM) which have been implemented at SD IT Qurrotaqyun Tebing Tinggi are explained as follows:

1. Preparation Stages.

At this stage, the team carried out an initial survey of the location where training activities were carried out on the use of learning media using the Power Point application. After discussions and dialogue with the school principal, it was agreed to carry out media utilization training activities. This learning was carried out on Tuesday, 11 August 2020. Apart from discussing the issue of implementation time, the PkM team also discussed the material that would be trained to teachers at SD IT Qurrotaqyun Tebing Tinggi. Apart from preparing the various things above, the team also prepared a simple module on creating learning media using the animation video application, and prepared participant attendance via Google Forms.

2. Implementation Stage

This PkM activity was carried out on Wednesday, August 12 2020, at SD IT Qurrotaqyun Tebing Tinggi. This activity starts at 08.00 sd. 11.00 WIB, which was attended by teachers at SD IT Qurrotaqyun Tebing Tinggi, totaling 20 participants. Before the event starts, all participants are required to register via the Google Form application provided by the team. This activity was opened by the principal of SD IT Qurrotaqyun Tebing Tinggi, in whose words he welcomed and was enthusiastic about the implementation of this PkM. According to him, "the material for making learning media is very

useful and encourages participants, consisting of teachers at SD IT Qurrotaqyun Tebing Tinggi, to follow it well." In the activity of creating Learning Media using the Animation Video application, in the first session participants were first given material about "the urgency of using learning media in teaching and learning activities". Meanwhile, in the second session, participants were given material about creating learning media using the help of the Vidio Animation application.

This material begins with the following steps,

1. Pre Production

Manuscript of Surah Al Fatihah

- a. Theme (What is the main "point" of the short film?) : "The Joy of Learning Al-Fatihah"
- b. Characters (What will grab your audience's attention? Your film characters can be anything, from a person, an animal, to a squiggly line):
- c. Female elementary school students wear headscarves
- d. Muslim male elementary school students
- e. PAI Teacher Ustad c. Visuals (where does the story in the short film take place? What is the setting, or atmosphere?)
- f. Classroom
- g. Al-Quran and Al-Quran placemats
- h. Whiteboard
- i. Markers
- j. Class tables and chairs
- k. Classroom wall decoration
- l. Classroom walls and windows
- m. Alfatiha reading along with translation by Ustad, female students and male students

Beginning, middle and ending (think about the "action" of your short film before starting it): 1) Act 1 introduces the characters and problem (Opening by Ustad to the children by saying hello then saying that today we are studying Surah Al Fatiha, how it is read along with the translation for the first verse. Female and male elementary school students answered the greetings and responded happily to today's lesson. a) Ustad started by saying Auzubillahiminassyaitonirozim and continued with Bismillah. Ustad wrote verse

1 of Surah Al Fatiha on the blackboard. b) Then teach how to read it. The female student repeated. And the male student continues repeating) 2) Round 2 makes the story/problem even more complicated (The female student raises her hand and asks the Ustad for her translation. The Ustad looks at the female student and smiles then answers the translation by writing it on the blackboard. The female student smiles happily) . 3) Round 3 provides a resolution to these problems (Then the reading is repeated by the ustad, followed by female students and then male students 4 times. a) After finishing the ustad closes the class and says Alhamdulillah and Thank You). b) This action will repeat for the 2nd and 8th verses.

2. Brainstorm

Female Student Characters:

Production 3D animation production process: Lip sync and expression Lip-sync in the context of animation is an abbreviation for lip synchronization, which is a technical term for matching lip movements with the vocals spoken by a character. In making lip-sync animations, the sound is usually recorded first in a form that is not yet smooth to determine the timing and intonation of the vocals. This is done on an animated 3D object in Blender 3D software. To create mouth movements and expressions of 3D objects according to voice recordings and character scenes that you want to convey. Each character design must have a clear identity. The display of traits and character depicted in good and complete facial expressions is very necessary animation object The voice recording to provide the voice for this animation was made by the school team, namely Ustadz and female and male students. Character movement Character Movement or Character Animation. This section is tasked with making movements on the character model which has been given a repetition system. Movements are adjusted to the acting on the story board, as well as adjusting movement positions according to the layout. The animated character movements created apply the Armature technique in 3D Blender software by

rendering the animation results to produce the desired character movements. Background (Background) Background is the location and setting where the animation is located. The background is placed behind the object, and the background acts as a supporting image for the main role of the object image. Create the background or scene environment for each animated story scene. Al Fatihah animated background and Asmaul Husna (Allah SWT, Almighty and Most Giver) animated background.

Special Effects In the next stage, the animation that has been produced using Blender 3D software continues with the editing process to add animation effects so that the resulting animated video is better and more interesting. Camera's function is to record models or animations when production is carried out. Is an object from the View Port. In this view port we can see the project from various angles and can adjust the location and camera and so on. Setting the camera view takes a view of the environment and other objects to get interesting animation results. In this PKM, the camera is set in Blender 3D Lighting software. Lighting is the process of creating and providing light to the model. So you get a realistic visual impression because there is a sense of depth of space and shadowing of objects. Without lighting, 3D objects become unattractive and unrealistic. Lighting is very important to produce quality animation. The lighting in this animation uses lighting techniques in the Blender 3D 3.3 Post Production software. Post Production is editing and arranging clips that have been made at the production stage and of course adding visual effects, images, titles and soundtracks. Image Compositing. The process continues by using video editing software to combine existing animation, effects, sound, etc., editing and rendering it into an animated video in AVI format. The next stage is submitting the results of the animated video to the school. The results of the service consist of quantitative and qualitative results from the activities carried out. If there is a table/chart/image containing a presentation

of the results that is meaningful and easy to understand quickly. Tables/charts/images does not contain raw data that can or should be processed. All tables and figures written in the manuscript must be adjusted to the order of 1 column or the full size of one piece of paper, to make it easier for reviewers to understand the meaning of the figures. Discussion regarding the results of service, linked to the results of previous research/service, analyzed critically and linked to relevant current literature. This example statement shows single author citation (Ombres, 2015). An example of this statement shows citations to articles written by two authors (Alnahhal & Aljidda, 2018). This example statement shows citations of articles written by three or more authors (Rais, et al, 2018)

3. Evaluation Stage

After the material has been delivered, the presenter gives the training participants the opportunity to repeat the steps for creating learning media by using the Power Point application independently (individually). This is done to see the competency achievements of participants in participating in this training. The results of recreating the learning media are used as initial information in evaluating the implementation of this PkM. The standard score which is the criterion for success for participants is a minimum of 70 (seventy five). From the evaluation results, it was found that 90% of participants who took part in the learning media creation training activity were able to create learning media using the Vidio Animation application.

CONCLUSION

Based on the PKM activities that have been carried out, several conclusions have been obtained, including the following: 1. The teaching team involved in making the animated video for SD IT Qurrotaqyun Tebing Tinggi were 3 teachers of Islamic religious education subjects. This program has succeeded in producing animated videos to assist teachers in conveying Al Fatihah and Asmaul Husna (Allah SWT is the One and Allah SWT is the Giver) material to students at SD IT Qurrotaqyun Tebing Tinggi so that it can become an alternative learning medium at school. 3. This activity received a very good response and enthusiasm from the

school and from the students of SD IT Qurrotaqyun Tebing Tinggi.

[Pembuatan-Film-Animasi.Html.
https://www.guruanmasi.com/2020/02/besar-pembuatan-film-anmasi.html](https://www.guruanmasi.com/2020/02/besar-pembuatan-film-anmasi.html)

REFERENCE

- Ilyas, F. (2015). Film Screenplay Manuscript, Definition and Function.
- Nasution, H. S., & Soemitra, A. (2022). MULTI LEVEL MARKETING SHARIA. *JESKaPe: Jurnal Ekonomi Syariah, Akuntansi dan Perbankan*, 6(1), 150-169.
- Nasution, H. S. (2023, February). Negotiation in Business Communication on Entrepreneurship. In *Proceeding Medan International Conference on Economic and Business* (Vol. 1, pp. 2222-2234).
- [Http://Acehdocumentary.Com/Profil/about-Us /](http://Acehdocumentary.Com/Profil/about-Us/)
<http://acehdocumentary.com/profil/about-us/>
- Roberts, S. (2006). (2006). 3D Character Animation. In Elsevier Inc (Singapore).
- Siregar, R. W., Siahaan, A., & Nasution, I. (2023). UPAYA MENINGKATKAN MUTU MANAJEMEN MELALUI MEKANISME PENETAPAN PEMBIAYAAN PENDIDIKAN DI MTS SE KECAMATAN SEI SUKA KABUPATEN BATU BARA. *Research and Development Journal of Education*, 9(1), 73-79.
- Witadharma. (n.d.). Animation Film Making Process.
- Siregar, R. W. (2021). Penerapan Analisis Swot dalam Lembaga Pendidikan Islam. *Al-Ulum: Jurnal Pendidikan Islam*, 2(3), 413-418.
- Nasution, A. A., Siregar, R. W., & Usnur, U. H. (2021). Hubungan Persepsi Siswa Tentang Kepribadian Guru Fiqih Dengan Minat Belajar Siswa Di Madrasah Aliyah Al Washliyah Bandar Rejo Kecamatan Bandar Masilam Kabupaten Simalungun. *ALACRITY: Journal of Education*, 78-89
- Neliwati, N., Siregar, R. W., & Nasution, W. R. (2021). Implementasi Pembelajaran Arah Mata Angin Melalui Metode Snowballing Throwing Pada Siswa Kelas 6 SD Negeri 014716 Simondong Kecamatan Sei Suka Kabupeten Batu Bara. *Maslahah: Jurnal Pengabdian Masyarakat*, 2(1), 17-24
- Siregar, R. W., & Hasanah, U. ANALISIS SWOT DALAM LEMBAGA PENDIDIKAN. *MANAJEMEN MUTU TERPADU PENDIDIKAN*, 23.

<https://www.guruanmasi.com/2020/02/Proses->