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KHALIFATOON: INTERACTIVE ISLAMIC RELIGIOUS EDUCATION LEARNING MEDIA TO INCREASE STUDENTS' ENTHUSIASM AND UNDERSTANDING

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Article Info

Author(s):
Dela Anita Hikmah[1]*
Hayatun Khaira[2]
Sarah Mulkiyati Dzikro[3]
Ani Nur Aeni[4]
M. Holil[4]

* *Author's Email Correspondence:*
delaanitahikmah1605@upi.edu

Affiliation:
[1-4]IPendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia, Jawa Barat, 40154, Indonesia.
[5]Pendidikan Agama Islam, Universitas Ibrahimy, Jawa Timur, 68374, Indonesia.

Abstract

In the digital era, the utilization of technology in learning is an essential need to improve the educational quality. This study aims to develop and evaluate the effectiveness of the s.id website-based animated learning video "KhalifaToon" in supporting students' understanding of caliph material in learning Islamic Religious Education (PAI) grade V in elementary school. The research method used is ADDIE, contains Analysis, Design, Development, Implementation, and Evaluation. Data were collected through media and material expert validation tests, as well as trials to students as users. The results showed that the animation learning video developed met the quality standards of interactive learning media with a high level of validity based on expert assessments and positive responses from students. The implementation of this media is proven to increase student involvement in learning and help concept understanding more effectively than conventional methods. Thus, the use of website-based interactive animation-based media in PAI learning is recommended as an innovative strategy to improve learning effectiveness.

Keywords: *KhalifaToon, Interactive Learning, Media, ADDIE Model*

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INTRODUCTION

Education in the 21st century has undergone a major transformation, one of which is through the use of digital technology in the learning process. Learning media innovation is an important part of answering modern educational challenges that demand 21st century skills, including technological literacy, creativity, and critical thinking skills. In this context, animation-based learning media such as KhalifaToon s.id be a strategic solution that not only presents content visually and interactively, but also provides a fun and contextual learning experience according to the needs of elementary school students.

Research shows that the use of animated videos in learning has been proven to improve students' understanding of the material, encourage active participation, and strengthen the learning motivation of elementary school students (Aeni et al., 2022, 979). In addition, interactive and digital learning media provide a more engaging learning experience, especially for students who are already doing so, especially for students who are more familiar with technology than conventional methods (Banarsari et al., 2023, p. 459).

KhalifaToon s.id is a form of web-based media development that integrates with animated videos and interactive quizzes. This is in line with the trend of using digital technology in primary education, where the need for media that is easily accessible and can increase learning effectiveness is very relevant (Aeni et al., 2024, p. 95). Unfortunately, in many elementary schools, the learning process still relies on textbooks and teacher lectures, which makes students less enthusiastic in understanding the material, as shown by research results of Magdalena et al. (2021: p. 312).

One of the grade V students at SDN Cirengganis, Haurngombong Village, Pamulihan District, Sumedang Regency, said that textbooks are often the only learning resource used in schools, making students less motivated to follow learning. The students stated that they felt more enthusiastic if learning was delivered through audio-visual media. Based on these findings, the researcher developed a learning media in the form of a web-based animation video s.id 'KhalifaToon' to examine the extent of the effectiveness of this media in improving the understanding of the concept of Islamic leadership in PAI lessons at the elementary level. This research also aims to answer the need for learning resources that are contextual, interesting, and in accordance with the learning characteristics of elementary school-age children (Gifari, 2024, p. 90-102).

RESEARCH METHODS

This research uses the research dan development method. This research aims to produce educational products and at the same time evaluate the development process systematically. This method is used to design and develop KhalifaToon s.id learning media that suits the characteristics of elementary school students and the learning needs of the 21st century (Richey & Klein, 2007, p. 81). The development model used is ADDIE, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, the researcher identifies student needs and challenges in PAI learning. The Design Stage is carried out by compiling a website-based interactive animation media design (Branch, 2009, p. 90).

In the Development stage, the media is compiled using Canva and Wordwall and validated by experts. Then, implementation was carried out at SDN Cirengganis by involving 5th grade students as test subjects. The Evaluation Stage is carried out by measuring the effectiveness of the media through questionnaires and post-tests. This method was chosen because it is effective in producing innovative and technology-based learning solutions, according to basic educational needs (Branch, 2009, p. 90).

FINDING AND DISCUSSION

The implementation of KhalifaToon learning media at SDN Cirengganis in grade 5 students showed an increase in students' understanding and interest in leadership materials. KhalifaToon's effectiveness is evident in the enthusiasm of students from the beginning of the interactive quiz session, where students are highly engaged. Direct observation shows that students appear motivated and eager to answer the questions given in the form of interactive quizzes.

Classroom observations show how students display high excitement and enthusiasm when watching animation-based material. The students' facial expressions and body language depict full involvement as the animated characters explain the concept of the caliph. Students were seen focusing on observing the visual details and narrative presented, with some students spontaneously commenting on the animation elements they liked. This indicates the effectiveness of the visual format in attracting and retaining students' attention to the learning material.

The willingness of one of the students to recite verse 30 of surah Al-Baqarah in front of his friends showed an increase in their confidence. Students voluntarily read and explain the verse after the animation media reinforced their understanding of the idea of the caliph. It shows a deeper understanding of the context of the verse and its relationship to the idea of leadership in Islam.

Overall, the research findings show that KhalifaToon successfully improves students' conceptual understanding of the caliph's PAI material and fosters students' interest, active engagement, and confidence in the learning process. This is evidenced by the level of enthusiasm of students when taking interactive quizzes and watching animations, the courage of students to recite verses of the Qur'an in front of the class and their ability to reflect on their understanding through post-test evaluations all help SDN Cirengganis grade 5 students internalize Islamic leadership values that are more relevant and contextual.

Media Expert Validation

Media expert validation is divided into 4 (four) assessment groups which include product suitability, product appearance, ease of access and good impact. Each group has 5 (five) question items. The results of the validation of media experts carried out by UPI lecturers at the Sumedang Campus are as follows:

Table 1. Media Expert Validation Results

Indicators	Scale (1-4)	Total Per-Item	Percentage	Interpretation
Suitability	4, 4, 4, 4, 4	20	100%	Excellent
Appearance	4, 4, 4, 3, 4	19	95%	Excellent
Flexibility	4, 4, 4, 4, 4	20	100%	Excellent
Immpact	4, 4, 4, 4, 4	20	100%	Excellent
Total		99	395%	Excellent
Average		24,75	98,75%	Excellent

Table 2. Score Description

Skor Rata-rata	Kategori
0%-20%	Very Less
21%-40%	Less
41%-60%	Enough
61%-80%	Good
81%-100%	Excellent

Based on the table above, KhalifaToon products have a high level of media validation (98.75%) from lecturers at UPI Sumedang Campus. This figure falls into the "excellent" category.

Subject Matter Expert Validation

The validation of material experts is divided into 4 (four) assessment groups which include material suitability, material presentation, material writing and the good impact of the material on students. Each group has 5 (five) question items. The results of the validation of PAI elementary school teacher materials are as follows:

Table 3. Material Expert Validation Result

Indicators	Scale	Total Per-Item	Percentage	Interpretation
Material Suitability	4, 3, 4, 4, 3	18	90%	Excellent
Material Presentation	4, 4, 3, 4, 4	19	95%	Excellent
Writing	3, 3, 4, 4, 4	18	90%	Excellent
Impact	4, 3, 4, 3, 3	17	85%	Excellent
Total		72	360%	Excellent
Average		18	90%	Excellent

Table 4. Score Description

Skor Rata-rata	Kategori
0%-20%	Very Less
21%-40%	Less
41%-60%	Enough
61%-80%	Good
81%-100%	Excellent

After the trial process in the classroom is completed, validation is carried out by a material expert. As can be seen from the table above, KhalifaToon's products have a high level of material validation, which is 90% of PAI teachers. This figure falls into the "excellent" category.

Assessment by Learners

The results of the study showed students' perception of the effectiveness of KhalifaToon video animation learning media in PAI learning grade 5 of SDN Cirengganis. The percentage of students who agree or disagree that this medium is helpful in improving their understanding of the subject matter is shown in the following table. The purpose of this analysis is to determine to the extent to which KhalifaToon media improves the educational process for students.

Table 5. Assessment by Learners

No	Indicators	Totally Agree	Agree	Disagree	Totally Disagree
1.	KhalifaToon has an attractive appearance.	63,2%	36,8%	0	0
2.	KhalifaToon is easy to use.	47,4%	52,6%	0	0
3.	KhalifaToon contains easy-to-do practice questions.	21,1%	63,2%	5,3%	10,5%
4.	KhalifaToon can helps to understand lessons more deeply.	57,9%	31,6%	10,5%	0

Based on the findings of the study, the understanding of 5th grade students of SDN Cirengganis towards PAI increased when KhalifaToon animation video learning materials were used. This is in line with Mayer's multimedia learning theory, which states that students' understanding can be enhanced by combining visual and aural components in learning, as opposed to traditional approaches that only use text or lectures (Booth, 2006, p. 71-94).

The majority of students stated that KhalifaToon's appearance is attractive and easy to use, which shows that the interface design aspect plays an important role in attracting students' attention. In addition, the practice questions available in KhalifaToon get more diverse responses. Although most students find practice questions easy to do, there are a small number of students who find it difficult. This can be caused by the difference in the level of understanding and learning speed of each student. According to Vygotsky's theory of constructivism, each student has a

different zone of proximal development, so it is important to provide a variety of difficulty levels in order to accommodate all students.

Although some students still have problems, the majority of students feel that KhalifaToon is very helpful in improving their understanding of the subject matter, according to the results of the study. This suggests that while animation-based learning materials can be a useful substitute, they should still be used in conjunction with other strategies, such as class discussions or direct instruction from the teacher, to guarantee that each student fully understands the subject matter.

The findings of this study also have consequences for the education sector, especially related to the advancement of digital learning resources. KhalifaToon is a learning tool that educators can use in the classroom and as self-study materials at home. To better meet the diverse needs of students, learning media developers can also modify the features and difficulty levels of the questions.

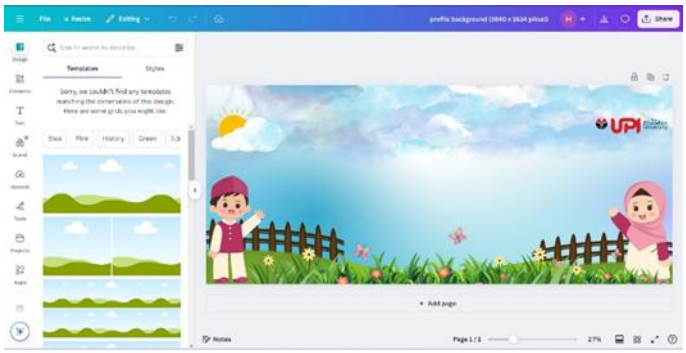
Overall, this study supports the use of animated learning materials as a useful way to improve student understanding. To find out the long-term effects of using KhalifaToon and how KhalifaToon can be combined with other teaching strategies to further maximize student learning outcomes, more research should be conducted.

Khalifatoon Product Design

As a first step, the researcher first maps the material relevant to the learning theme and the Competency Achievement (CP) that has been determined. This process begins with a comprehensive exploration of references to ensure the relevance of the substance of the material to the topic to be developed. After various sources have been studied and collected, the researcher then determines a title that is innovative and able to attract attention, in the hope of arousing interest in learning and deepening students' understanding of the content of the material. In the context of this research, the focus is directed to making animation-based learning videos through the s.id website platform, with the title "KhalifaToon". This video was developed to explain the concept of caliph in Islamic Religious Education (PAI) learning, which is aimed at 5th grade elementary school students.

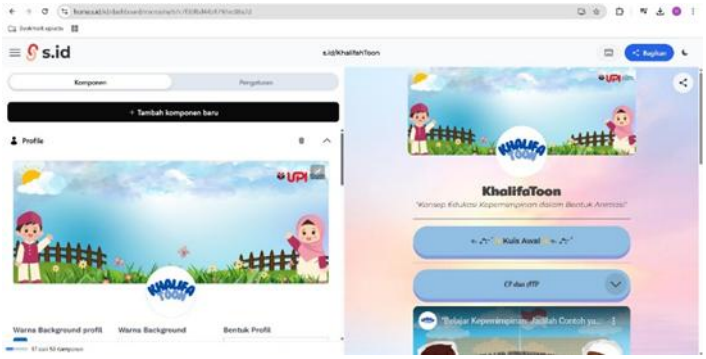
Once the material was determined, researchers began developing KhalifaToon products. In the process of creating it, the researcher utilizes a graphic design application that is easily accessible and offers various features to support the creation of attractive visual content, namely Canva. The use of this application aims to increase creativity and make learning more interactive and fun. The researcher designed the main display as well as the graphic elements of KhalifaToon

to fit the material and learning objectives, taking into account that 5th grade elementary school students are more interested in attractive and dynamic visual design.



Picture 1. Cover KhalifaToon S.id.

In the next stage, the researcher conducts the login process into the s.id platform by utilizing a pre-registered account. After successfully accessing the system, the researcher proceeded with the preparation of the initial design framework. One of the main focuses at this stage is designing an attractive cover display for the main page of "KhalifaToon", with the aim of creating a visual appeal that can enhance the overall user experience. After that, the researchers developed a navigation framework by adding clickable selection buttons to make it easier to access various features within the platform. These navigation buttons include: Initial Quiz, Learning Outcomes (CP) and Learning Objective Flow (ATP), Learning Video 1: "Learning Leadership", Learning Video 2: "We Are All Caliphs!", Post Test, and other features that support the learning process. With a clear and interactive navigation structure, it is hoped that users can easily access the available materials and obtain a more enjoyable and effective learning experience.



Picture 2. The Structure of KhalifaToon S.id.

To measure students' initial understanding, researchers also created interactive quizzes using Wordwall. This quiz is designed with the aim of testing the extent to which students

understand the basic concepts of the caliph in Islam before getting the learning material in more depth. This quiz instrument includes ten multiple-choice questions, which are structured with the aim of comprehensively reflecting the level of understanding of students. All of the questions in this quiz are prepared based on the main foundation of the concept of the caliphate from an Islamic perspective, including aspects such as the definition of the caliphate, the role and obligations of humans as leaders on earth, and the representation of the application of leadership values in accordance with Islamic teachings. Using a multiple-choice format, students are given multiple answer options, of which only one is correct. This not only sharpens students' memory, but also trains them in critical thinking to choose the most appropriate answer.

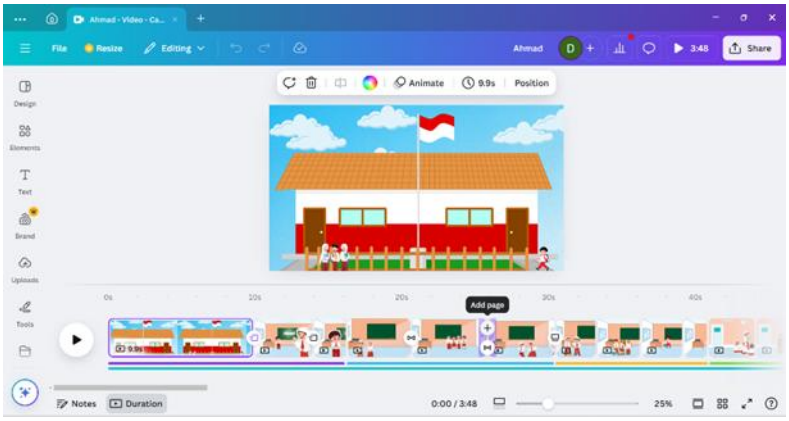
Using Wordwall as an interactive quiz platform provides its own advantages. The presentation of quizzes with attractive visuals and the support of interactive features can increase student motivation, thereby encouraging their active participation in participating in these evaluative activities. Additionally, quiz results can be obtained directly after students have completed all questions, allowing teachers or researchers to analyze students' understanding more quickly and accurately. The data obtained from this quiz can later be used as a reference to determine a more effective learning strategy in conveying material about the concept of caliphate in Islam. In general, these interactive quizzes do not solely serve as an initial evaluation instrument, but also serve as an affective learning tool in encouraging students' active participation during the learning process. With a more fun and technology-based approach, it is hoped that students' understanding of the concept of caliphate in Islam can be more profound and applicable in daily life.



Picture 3. Wordwall Quiz View

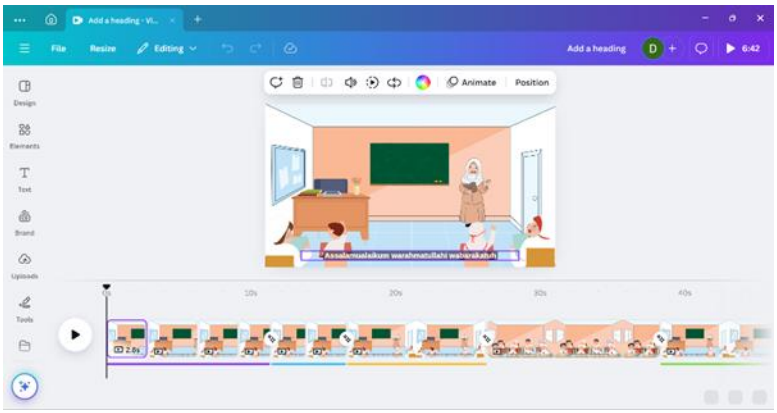
Next, the researchers created two animated videos using Canva Video as an interactive learning medium. The first video is titled "Learning Leadership: Be a Good Example!" This video features an illustration of the lives of well-behaved elementary school children as an example of

the caliph in daily life. The values shown in this video include honesty, discipline, concern for the environment, and a helpful-to-help attitude. Students will be invited to understand that being a caliph means being responsible for oneself and the surrounding environment with good and commendable behavior. To make it more interesting and easier to understand, the researcher uses animated characters that are appropriate for the age of the students. Additional text is used to support the explanation of each scene shown. In addition, voice narration is inserted to clarify the concepts conveyed in the video. Through attractive visual presentations accompanied by the use of easy-to-understand language, students can more easily absorb and appreciate the concept of leadership, thus encouraging its application in the context of daily life.



Picture 4. Animated Video "*Belajar Kepemimpinan: Jadilah Contoh yang Baik!*"

The second video is titled "We are all Khalifahs! Let's Learn Our Duty on Earth." This video explains the concept of the caliph in more depth by relating it to the duties of man on earth. In this video, students will learn that every individual has a responsibility to protect nature, spread kindness, and play an active role in protecting the surrounding environment. Through an interesting illustration, this video shows the learning atmosphere in the classroom, where a teacher explains the concept of the caliph to students in an interactive way. Using a combination of animation, voice narration, and supporting text, the video aims to enhance students' appeal and understanding of their role as caliphs on earth.



Picture 5. Animated Videos *"Kita Semua Khalifah! Yuk, Pelajari Tugas Kita di Bumi"*

As a final evaluation, the researcher created a post-test based on Google Form. The questions in this post-test are designed to measure students' understanding after watching both learning videos. With an interactive format, students can work on the questions independently, and the results can be analyzed to see how well the material has been understood and which parts need further reinforcement.



Picture 6. Posttest

After KhalifaToon content is compiled, the researcher will upload the video design results from Canva to YouTube, then add the YouTube link to the s.id website. This process aims to integrate all learning materials, including animated videos, quizzes, and post-tests, into one platform that is easily accessible to students. Using s.id, students can practically access and read materials, watch learning videos, and take interactive quizzes in one link provided. This approach will improve the quality of the learning experience, making it more engaging, efficient, and organized. With a clear and interactive navigation structure, it is hoped that users can access the material easily, as well as achieve a more enjoyable and effective learning experience.



Picture 7. Performane of KhalfaToon S.id

The results of this study indicate that the web-based interactive animated learning video developed meets the quality standards of instructional media, as evidenced by its high level of validity based on expert evaluations and positive responses from students. This finding is consistent with previous studies highlighting that animation-based instructional media enhance learning quality through visually rich, engaging, and easily comprehensible content (Hapsari & Hanif, 2019, p. 1245).

Several prior studies have also demonstrated that the use of animation in learning significantly contributes to increased student engagement, both cognitively and affectively. Rashid et al. (2024, p. 133) emphasized that animation as an instructional tool enhances students' attention, retention, and learning motivation compared to conventional teaching methods. This evidence reinforces the findings of the present study, which show that students become more active and engaged in the learning process when interactive animated media are integrated into Islamic Religious Education instruction.

Furthermore, interactivity embedded in web-based learning media plays a crucial role in improving instructional effectiveness. Haerawan et al. (2024, p.244) reported that interactive learning videos significantly increase student engagement through participatory features such as self-paced navigation and immediate feedback. This aligns with the results of this study, in which interactive animated media function not merely as content delivery tools but also as pedagogical instruments that actively involve students in the learning process.

Within the context of Islamic Religious Education, the use of web-based interactive animated media is particularly relevant for facilitating students' understanding of normative and abstract concepts. Subhan (2025, p. 105) found that animated learning videos effectively improve students' learning outcomes by simplifying instructional content and presenting it in a more contextualized manner. Accordingly, the findings of this study strengthen existing empirical

evidence that web-based interactive animated media represent an innovative and effective strategy for enhancing the quality and effectiveness of PAI learning.

CONCLUSION

Based on the results of the research, the s.id "Khalifatoon" website-based animation learning video has been proven to be effective in increasing the understanding of 5th grade elementary school students about the concept of caliph in PAI subjects, creating high enthusiasm for learning at SDN Cirengganis, and obtaining a positive response from the educational community through the presentation of animation-based interactive content that facilitates a comprehensive understanding of the concept of Islamic leadership; However, the limited scope of implementation requires more extensive studies to evaluate its effectiveness in more diverse learning contexts, while the development of additional features such as gamification elements and integration with other digital learning platforms, as well as the exploration of adaptation potential at different levels of education and hybrid learning models, can be innovative strategies to optimize student engagement. With continuous research in artificial intelligence technology and virtual reality has the potential to increase KhalifaToon's capabilities as an adaptive learning medium, so that this research not only contributes to the advancement of interactive digital learning media, but also opens up opportunities for further research in the field of educational technology that focuses on improving the quality of learning in the digital era.

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