Development of Educational Videos Using the Animaker Application with Interactive Quizzes Using the Wordwall Application in Junior High Schools

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Abstract

This research aimsto develop learning videos with interactive quizzes on SKI subjects at MTsN.This research uses the method R&D (Research and Development). The model used is a 4D model. This model consists of four stages, namely: Stage Define(definition), this stage involves needs analysis, learning media analysis, CP, TP and ATP analysis, and material analysis. Design (design), at this stage the steps taken are designing the material and illustrations, makingflowchart, programing and making learning video products. Level Development (development), at this stage, validation is carried out by material, media, and language experts. After that, practicality testing is carried out by educators and students with two small group and large group trials.Analysis resultsshows that the development of learning videos and interactive quizzes has met the criteria of being very valid and very practical so that it is worthy of being developed. Research resultThe results showed that the learning video with interactive quizzes met the criteria for valid, practical, and effective media. Expert validation results indicated that the learning video with interactive quizzes was highly valid in terms of material/content, construction/media, and language, with an overall score of 94.93%. The practicality test results showed that the learning video with interactive quizzes was highly practical, with a score of 95.83. This means that the developed product is very practical for use in the learning process.

INTRODUCTION

Islamic Cultural History (ISH) is an important component of the Islamic school curriculum. According to Ulfah & Achadi (2023), ISH is a subject that deals with events, times, and incidents related to Islamic culture. Rusiadi (2019) states that by studying history, students will gain valuable lessons from the journey of a figure or previous generation. From these stories, students can learn from the positive aspects so they can develop them and abandon the unnecessary aspects.

Therefore, with the ISH subject, students are guided to know, understand, and internalize Islamic history, which then becomes the basis for their outlook on life (way of life) through guidance, teaching, training, role modelling, use of experience and habituation. The characteristics of SKI learning as mentioned in (Decree of the Director General of Islamic Education number 3211, 2022), one of which is the SKI learning which is directed at making past events and figures as role models (Abraham). It can be understood that SKI learning is an important subject as an effort to train the intelligence, attitude, character and personality of students. According to A. Amin & Alimni (2021), the fundamental goal of studying Islamic Cultural History lies in students' ability to explore the values, meanings of axioms, wisdom, propositions, and theories from the facts of Islamic history. This is in line with Anis et al. (2023) who stated that the goal of learning Islamic Cultural History in Madrasahs is to develop students who have knowledge of Islamic history and culture, absorb the values and meanings contained in history, instill a strong appreciation and desire to have noble morals based on existing stories, and equip students to shape their personalities based on the facts of Islamic history.

However, the phenomenon found from the SKI learning objectives is not all achieved because it is considered boring because it contains past history and requires students to read. This was found in Ritonga's (2024) research which stated a lack of understanding of students in understanding SKI material that is considered irrelevant to their daily lives and even considered unimportant because it is a past event and is not useful for the present (Ritonga et al., 2024). Meanwhile, in Putri and Wiza's research, it stated that many students are still bored in learning SKI because there is a lot of material that must be read, memorized, and studied by students. Some of the students are sleepy, noisy with their deskmates and do not pay attention to the teacher when explaining the lesson material (Putri & Wiza, 2022; Engkizar et al., 2023; Rahman et al., 2024).

While one way to learn about SKI is through reading, in addition to visiting historical sites in person, it is unfortunate that the current generation's interest in reading is relatively low. This is evident from a UNESCO survey conducted in January 2020, which found that Indonesia ranked second from the bottom in terms of global literacy. According to UNESCO data, the reading interest of the Indonesian people is a very concerning 0.001%, meaning only 1 in 1,000 people are avid readers (Andita, 2023). According to Habiballah & Susanti (2022), SKI learning, particularly involving history or stories, requires students to read extensively.

Apart from the aforementioned problems, the phenomenon also relates to the teacher's teaching style in delivering learning materials to students, which is still one-way. Unengaging presentations and a lack of teacher creativity also impact student learning outcomes (Lanusi, 2018; Reski, 2021). Teachers who use a good teaching style can be seen through student enthusiasm and active participation in the learning process. A teaching style will be effective if it aligns with the objectives, subject matter, and student interests and needs (Umar & Anuli, 2022).

Seeing the development of the times, currently the generationalphahave a modern learning style. Generationalphais a generation born from 2010-2025, they have had a close relationship with communication technology, media and digitalization since the previous generation.alphawas born (Anwar, 2022). Of course the next generationalpha literate in digital technology and the virtual world. This generation has a strong connectivity to technology that makes it half of their daily lives (Hidayat, 2021).

This is in line with Rosmana et al. (2023) who explained that the generationalpha, who live in the digital era, are starting to become unaccustomed to conventional learning methods such as using a blackboard. This generationalpha prefer interactive and engaging learning approaches, such as digital media,

audiovisual media, and so on.

However, many educators still lack creativity in developing and using learning media, leading to student boredom, making the learning process ineffective. This is in line with Mahesti & Koeswanti (2021), who stated that many educators still lack engaging learning media, resulting in monotonous and boring learning. Educators tend to explain learning materials sparingly and rarely utilize learning media, resulting in students having difficulty understanding the material, leading to unsatisfactory learning outcomes. So, based on the above problems, it is necessary to develop learning videos with interactive quizzes on the subject of Islamic Cultural History at MTsN.

METHODS

This research was conducted using the research and development method. The term research and development is a combination of the meanings of the words *Research* And *Development* (R&D) (Ainin, 2013; Rahman et al., 2025). The development model in this study is the 4D model. The 4D development model was developed by S. Thiagarajan, Dorothy S. Semmel and Melvyn I. Semmel. The 4D developed is *Define* (definition), *Design* (planning), *Develop* (development), and *Disseminate* (distribution). However, in this research it was only carried out up to the stage *development*. The data sources in this study came from expert assessments, educator and student questionnaires. Data collection techniques used in this study included interviews, observations, questionnaires, and documentation. Interviews were conducted to determine students' responses to the developed media. Questionnaires were used to determine the quality of the developed product through validation sheets from two material experts, two media experts, one language expert, and responses from educators and students. Meanwhile, data analysis techniques included data analysis from validation results and practicality. The data analysis technique used was descriptive analysis, both quantitatively and qualitatively. This data was collected through various research instruments from the validity and practicality stages (Aryanti et al., 2022; Efendi et al., 2022; Adel et al., 2025; Dasrizal et al., 2025; Rahman et al., 2025; Engkizar et al., 2025).

Validity analysis was performed on the product based on validation results from a team of experts (validators). These results were analyzed qualitatively and descriptively based on the input provided. Meanwhile, the quantitative data was analyzed quantitatively using the following formula:

$$P \quad 100$$

With the following information:

P	= Percentage or value
x	= Respondent's answer in an item
n	= Max value
1**00%**	= Constant

Table 1. Validity Interpretation Criteria

Interval	Category
81 - 100%	Very Valid
61 – 80%	Valid
41 – 60%	Quite Valid
21 – 40%	Less Valid
0 – 20%	Invalid

Source: Riduwan (2010).

The product quality standards in the form of learning videos with interactive quizzes can be detailed as follows: a) The product developed is declared very valid if the average score is between 81-100. b) The product developed is declared valid if the average score is between 61-80. c) The product developed is declared valid enough if the average score is between 41-60. d) The product developed is declared less valid if the average score is between 21-40. e) The product developed is declared invalid if the average score is between 0-20. In developing this product, namely developing learning videos with interactive quizzes, it is hoped that it will have a validity value in the valid or very valid category.

Practicality Analysis

The practical analysis of the implementation of animated learning media in the learning process by practitioners (educators) and students was analyzed through a questionnaire given with the degree of achievement formula, as follows:

Table 2. Practicality Assessment Categories

Interval	Category
81 - 100%	Very Practical
61 – 80%	Practical
41 – 60%	Quite Practical
21 – 40%	Less practical
0 – 20%	Impractical

Source: Riduwan (2010).

A practicality analysis was conducted to determine its practicality or ease of use. This was due to time constraints. In this case, the product development met the following quality standards: 1) The product developed is declared very practical, if the average score is between 81-100. 2) The product developed is declared practical if the average score is between 61-80. 3) The product developed is declared quite practical, if the average score is between 41-60. 4) The product developed is declared less practical if the average score is between 21-40. 5) The product developed is declared impractical if the average score is between 0-20.

RESULT AND DISCUSSION
The results of the research on the development of learning videos with interactive quizzes using the 4D model are in accordance with the following steps:

Level Define (Definition), at this stage data collection is carried out which will be analyzed to help design the product to be developed. The analysis aims to determine the needs required in the learning process, and is used as a guideline and reference in creating learning media, in order to overcome problems found in the learning process, so that a product development is needed to be developed later. The steps in the analysis stage are as follows: 1) needs analysis, The initial step taken to analyze needs is to conduct interviews. Interviews were conducted with educators and students. It was understood from the results of interviews with educators and students that students found it difficult to understand SKI material in depth because the learning approach was theoretical and did not visualize the historical context clearly. In addition, students have not been able to understand SKI learning material concretely, they tend to remember and memorize the names of figures, years, events without testing their truth in depth.

This is done repeatedly so that learning becomes monotonous and students are less motivated to learn it. 2) media analysis, based on the results of interviews with educators and students at MTsN 3 West Pasaman, it was found that educators

rarely use media in learning due to limited time and quite dense SKI material. However, occasionally teachers use PPT which only contains text and images, and have not used interactive media. 3) analysis of CP, TP and ATP. In this study, the material developed is in Phase D of class VII SKI subjects of the Classical Period (650-1250 AD) material on the development of Islamic civilization during the Umayyad Daulah, with the learning objective being to analyze the development of Islamic civilization during the Umayyad Daulah to foster an optimistic and dynamic attitude. Level Design (Design) The product design stage of this research is a learning video with an interactive quiz on the SKI subject, material on the development of Islamic civilization during the Umayyad era with the help of an application.animation And wordwall. With the following sequence of steps:
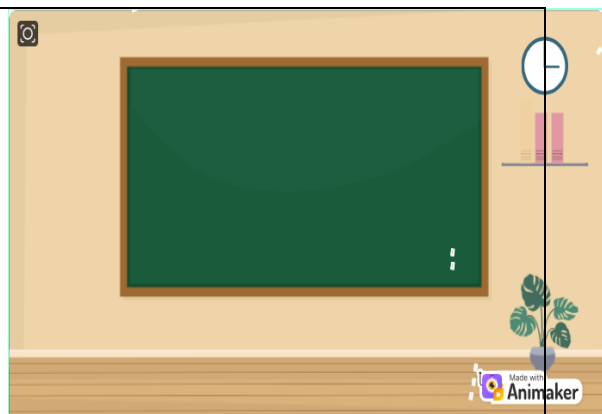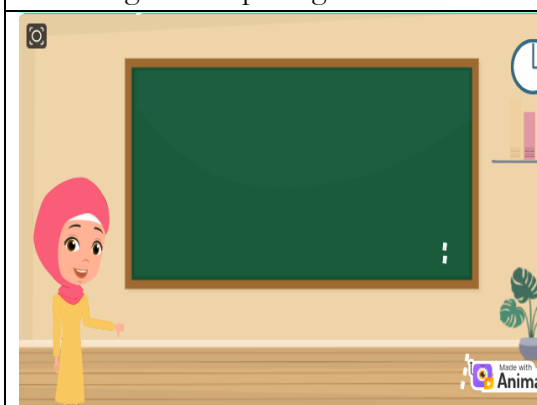

Figure 1. Opening Screen

Figure 2. Background Selection
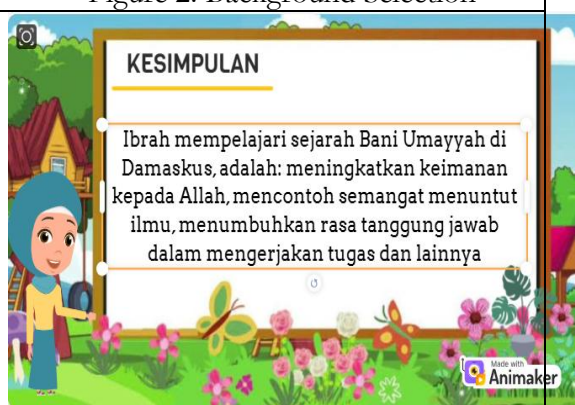

Figure 5. Adding Audio to Video
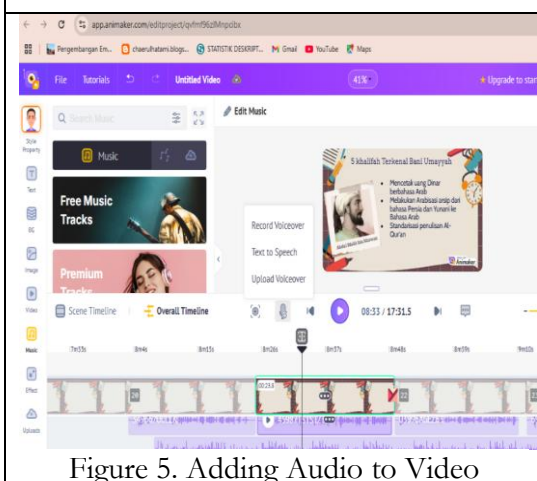

Figure 4. Adding Text to a Video

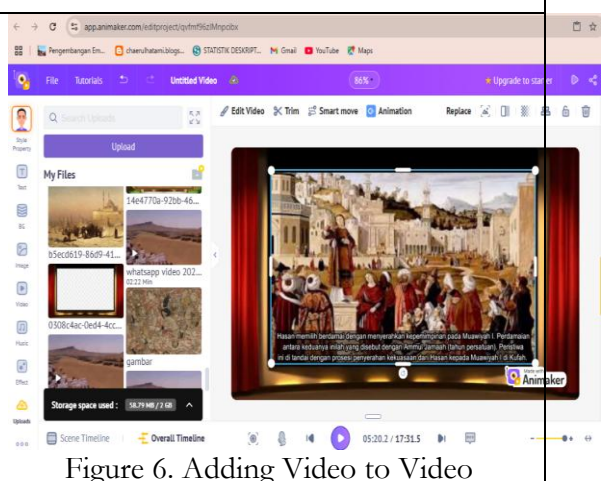Figure 5. Adding Audio to Video
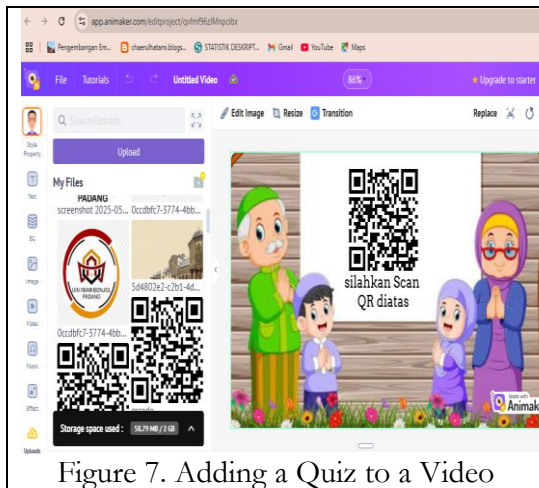

Figure 6. Adding Video to Video

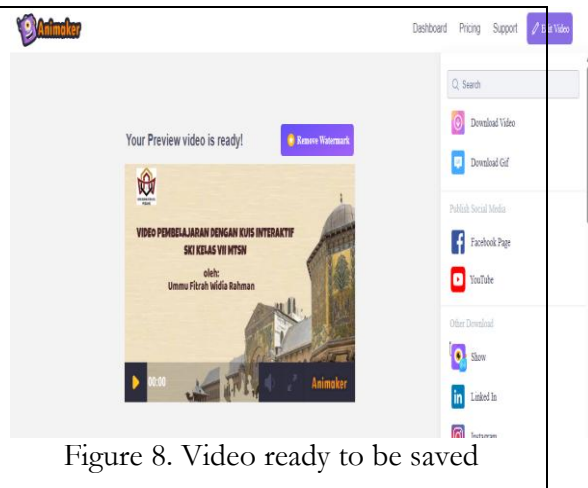Figure 7. Adding a Quiz to a Video

Figure 8. Video ready to be saved

After the video has been designed, the next step is to create an interactive quiz on the wordwall application, with the following steps:
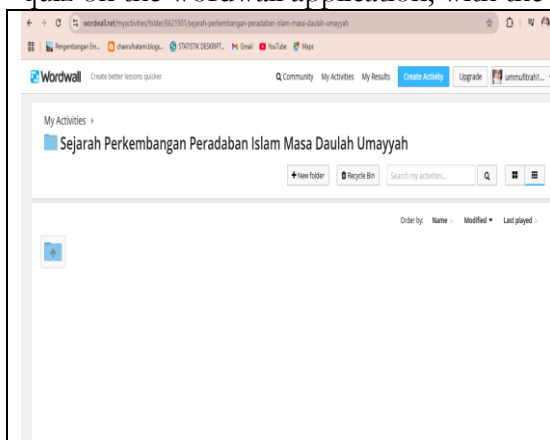

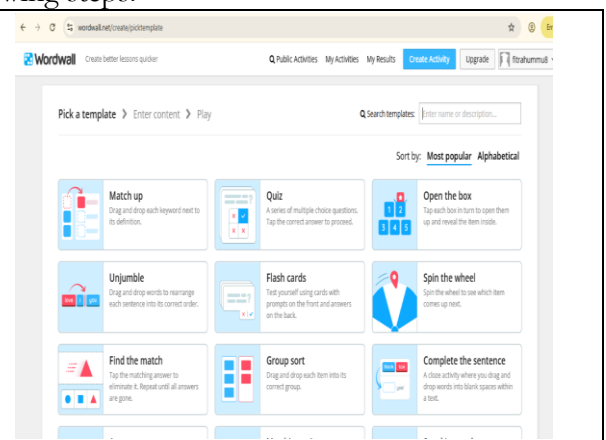Figure 9. Creating a Quiz Title

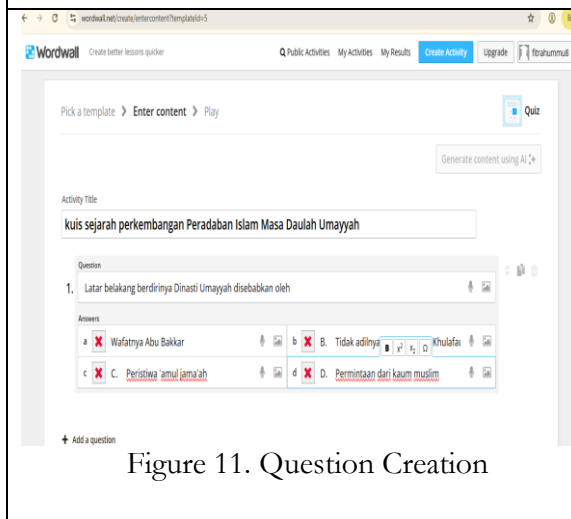Figure 10. Quiz template selection
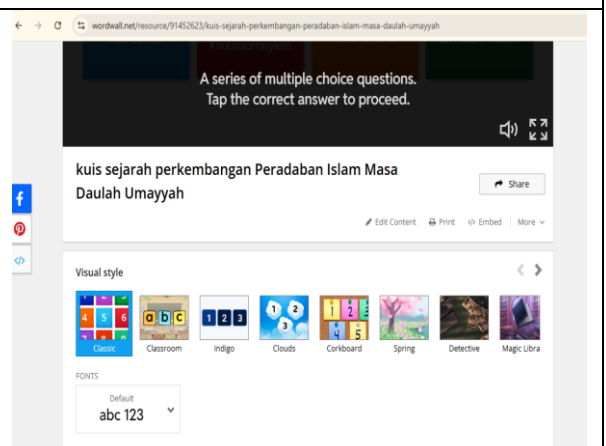

Figure 11. Question Creation
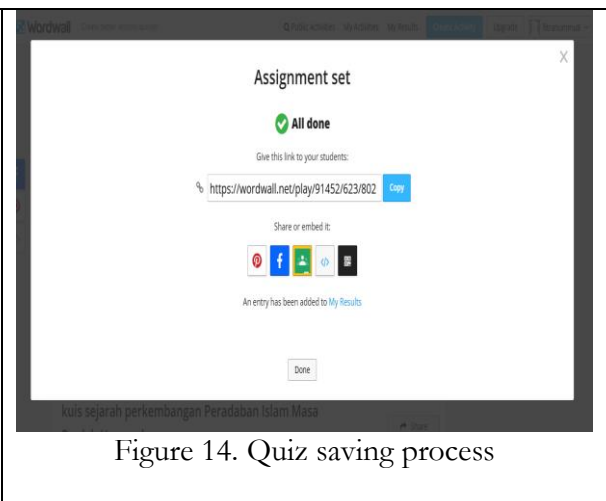

Figure 12. Visual Selection

Figure 13. Visual Form

Figure 14. Quiz saving process

Level *Development* (Development), At the level *development*Validity and practicality tests were conducted on the learning videos with interactive quizzes that had been created. Validity tests were conducted to determine the feasibility and reliability of the questionnaire instrument and the learning videos with interactive quizzes that had been designed in the previous stage. The results of the validity test for the learning videos with interactive quizzes were:

Subject Matter Expert
Assessment of learning video products with interactive quizzes by two material experts, namely Dr. Muhammad Zalnur, M.Ag and Dr. Gusmirawati, M. Pd. The results of the material expert validation are shown in Table 3.

Table 3. Results of validation by material experts

No	Results	Category
Dr. Muhammad Zalnur, M.Ag	95,38 %	Very Valid
Dr. Gusmirawati, M. Pd	96,92 %	Very Valid

Based on the results in Table 3. on the feasibility indicators of learning video materials with interactive quizzes using the application*animation* And *wordwall*In the subject of Islamic Cultural History, the material on the Development of Islamic Civilization during the Umayyad Dynasty shows that the product is very valid and worthy of being developed.

Members of the Media
Assessment of learning video products with interactive quizzes by two media experts, namely Media Validator I, Dr. Zulvia Trinova, M. Ag. and Media Validator II, Dr. Azrul. M.Pd. The results of the media expert validation are shown in Table 4.

Table 4. Media expert validation results

No	Results	Category
Dr. Zulvia Trinova, M. Ag	95,38 %	Very Valid
Dr. Azrul, M.Pd	96,92 %	Very Valid

Based on the results in Table 4. on the feasibility indicators of learning video media with interactive quizzes using the application*animation* And *wordwall*In the subject of Islamic Cultural History, the material on the Development of Islamic Civilization during the Umayyad Dynasty shows that the product is very valid and worthy of being developed.

Linguist

Assessment of learning video products with interactive quizzes by material experts, namely Dr. Yulfira Riza, S.S, M. Hum. The results of the validation by language experts are shown in Table 5.

Table 5. Results of validation by linguists

No	Results	Category
Dr. Yulfira Riza, S.S., M. Hum	92,5 %	Very Valid

Based on the results in Table 5. on the language feasibility indicators of learning videos with interactive quizzes using the application*animation* And *wordwall*In the subject of Islamic Cultural History, the material on the Development of Islamic Civilization during the Umayyad Dynasty shows that the product is very valid and worthy of being developed. After the product has met the valid and practical criteria, the product is ready for testing, namely the product practicality stage. This stage is carried out twice, namely a small group trial and a large group trial. The small group trial is conducted to see whether the developed product is feasible for use on a limited scale before being implemented in a large group. The small group trial was conducted on 10 sixth grade students of MTsN 3 Pasaman Barat, while the large group trial was conducted on 25 sixth grade students of MTsN 3 Pasaman Barat. After conducting a product trial in a small group, a larger group trial was conducted to refine the product testing design, aiming to determine the product's acceptability and implementation on a larger scale. The practicality trial phase was conducted with seventh-grade students and one SKI teacher at MTsN 3 Pasaman Barat. The results of student and teacher responses can be seen in Table 6.

Table 6. Practicality Test Results

Practicality Questionnaire	Results	Category
Small Group Students	96,66 %	Very Practical
Large Group of Students	93,33 %	Very Practical
Educator	97,5 %	Very Practical

Based on Table 6 indicators of the results of practical trials by students and educators on learning videos with interactive quizzes using the application*animation* And *wordwall*obtaining overall value is very practical.

Discussion
Validity of learning videos with interactive quizzes

The validation stage aims to measure the extent to which this learning media is appropriate and relevant in helping students during the learning process of SKI class VII at MTs. Based on the results of expert validation of learning video products with interactive quizzes using the application*animation* And *wordwall* overall obtained a very valid qualification percentage category with the value of 2 material experts 96.15%, 2 media experts 96.15% and language experts 92.5%. Thiagarajan, et al. in Mesra et al., (2023) stated that*expret apparasial is a technique for obtaining suggestion for the improvement of the material.*Expert/practitioner assessments of learning products cover format, language, illustrations, and content. Based on expert input, the designed product will be revised to create a more appropriate, effective, user-friendly, and high-quality product.

Learning videos using the application*animation* with app-assisted quizzes*wordwall*designed as a learning medium used in the learning process so that learning materials can be delivered creatively and effectively. In this case, the product designed is in the form of a learning video containing animation,*background sound,*written explanation of the material and*voiceover*which is equipped with images

that are adapted to the material presented. This learning video is also equipped with a QR barcode, namely an interactive quiz with the help of an application.*wordwall*which contains interactive questions that can be accessed directly via*cellphone*students. Interactive quizzes are added to learning videos, where the learning videos have been created through the application.*animation*added*scanbarcode* QR obtained from the application *wordwall*with the questions that have been completed.

The assessment of the feasibility of learning videos with interactive quizzes designed by Mak requires several validations from several experts.*First*, material validation was carried out with 2 practitioners/material experts, this was done to validate the material that would be presented in the learning video.*Second,*Media validation with 2 material experts, this is done to validate the media in the form of learning videos.*Third*, language validation to 1 language expert, this is done at the final stage to validate the language and writing according to the provisions in the learning video that has been made. Aisyah et al. (2024) explain that validation by material and media experts is prioritized to ensure that the designed product meets eligibility standards. The scores obtained from the experts indicate that the learning media has met the validation process according to regulations, so that the final results demonstrate its suitability for use in learning.

Abas et al. (2023) emphasized that expert validation is a crucial step in the development of learning media. Expert input significantly influences the improvement and feasibility of the product being developed, making validation a crucial part of the learning media development process. In accordance with the categories obtained from each indicator of the learning video with interactive quizzes using the animaker application and*wordwall*Overall, the category was valid. This shows that according to the five validators, the learning video with interactive quizzes using the application*animation* And *wordwall*is valid and suitable for use in the learning process.

Practical learning videos with interactive quizzes

At this stage, the product was tested on seventh-grade students to assess its practicality. Based on the results of the practicality of the learning video with an interactive quiz using the Animaker application and *wordwall* can be seen through the questionnaire that has been filled out by educators and students as users of learning videos with interactive quizzes using the animaker application and *wordwall*The developed video obtained a score of 96.66% in the very practical category from the small group, 93.33% in the very practical category from the large group, and 97.5% in the very practical category from the educator. So, overall, the practicality results of the learning video with interactive quizzes using the application *animation* And *wordwall*obtained a score of 95.83% in the very practical category.

This is in line with research on the development of high school mathematics learning media with applications.*animation*In the vector material conducted by Sidabutar & Reflina (2022), they explained that the results of the small group trial assessment obtained a score of 86%, which falls into the criteria of very positive/practical for use in large group trials. Then, the results of the large group trial obtained a score of 78% with a positive/practical percentage for application or use in the classroom learning process. According to Agustyaningrum & Gusmania (2017), the practicality of a product is measured by how easy and practical it is to present. In general, using learning media using the Animaker application can help students in the learning process because animated media can make it easier for students to understand learning through a series of interestingly summarized histories.

In line with Nieveen in (Plomp & Nieveen, 2013) who explains that learning media is said to be practical if the user considers that the media can be used easily in

a way that is largely in accordance with development desires. This result is in line with research (Dayana et al., 2025) which shows that learning videos with applications*animation*, based on student responses and understanding improvement tests, it can be said to be feasible and practical in improving student understanding of light wave material, and students also provide suggestions or comments overall after filling out the questionnaire where students state that the learning media given to students is very easy to understand, the video quality is also very good and interesting, making students more enthusiastic about learning. Based on the results of filling out the questionnaire by class VII students of MTsN 3 Pasaman Barat and educators, it shows that the very practical category for learning videos with interactive quizzes using the Animaker application and*wordwall*The subject of Islamic Cultural History, material on the Development of Islamic Civilization during the Umayyad Dynasty, has been practically used in the learning process.

CONCLUSION

This study has successfully proven that teacher role models influence the learning etiquette of students at the Darussalam Islamic Boarding School in Kabun, Rokan Hulu, Riau. Indeed, for students, the aspect of teacher role models is crucial, as teachers have a significant responsibility in building civilization and educating the nation's children, because teaching is a noble profession. Teacher role models have a significant influence on the growth and personality of students. Role models have a very important role and function in shaping children's personalities and shaping the character of students so that they have noble morals and noble character. Thus, this study can serve as a foundation and reference for future researchers to examine this problem in different contexts and issues.

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