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## Training on Creating Animated Videos for Islamic History Learning for Junior High School Teachers Tanjung Medan Subdistrict Rokan Hilir Regency

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### Abstract

*This community service program was designed to enhance the professional competence of junior high school teachers in Tanjung Medan Subdistrict, Rokan Hilir Regency, particularly in the development of animated instructional videos for Islamic History learning. Responding to the growing demand for digitally mediated instruction, the program emphasized the improvement of teachers' digital literacy and pedagogical creativity in designing interactive learning media. The program was implemented using a systematic training framework comprising three stages: preparation, implementation, and evaluation, and adopted a participatory approach aligned with teachers' instructional needs. Training activities included theoretical presentations, demonstrations, guided hands-on practice, and continuous mentoring in the use of free and user-friendly animation applications, namely Canva and Plotagon Story. The findings indicate a significant improvement in teachers' knowledge, skills, and confidence in producing animated learning videos, as evidenced by their active engagement and high level of participation throughout the training sessions. Despite encountering challenges such as limited availability of technological devices and heterogeneous levels of digital competence among participants, the program was positively received and achieved its primary objectives. Overall, the results suggest that sustained professional development initiatives focusing on digital media production are essential for strengthening teachers' digital competence and enhancing the quality of Islamic History instruction in junior high schools.*

**Keywords:** *Animated Video, Islamic History, Teacher Training, Digital Learning.*

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## INTRODUCTION

In the digital era, educational environments are increasingly expected to integrate technology to enhance learning quality and relevance. Digital learning media, especially animated educational videos, have been shown to improve student engagement and facilitate deeper understanding of subject matter by combining visual and auditory elements (Putra et al., 2024). However, many teachers continue to rely on traditional lecture methods and conventional teaching resources that fail to leverage the benefits of technology in the classroom. This challenge is particularly acute in junior high schools, where subjects like Tarikh (History) often involve abstract and complex conceptual material that students find difficult to grasp through text-centric instruction alone (Artayasa et al., 2022).

Recent studies on teacher professional development reveal that many educators lack the necessary skills to design and produce instructional multimedia, including animated videos, due to limited training opportunities and low digital competence (Nurjannah et al., 2024).. These limitations tend to reduce the effectiveness of technology integration in learning, resulting in reduced student motivation, passive classroom participation, and lower achievement outcomes (Putra et al). In addition, research indicates that teachers often face significant barriers in implementing technology-enhanced learning due to inadequate preparation, insufficient instructional material design experience, and lack of institutional

support (Research indicates limited teacher preparation for technology-enhanced instruction, 2025).

Furthermore, the integration of information and communication technologies (ICT) into social science subjects such as history remains a global challenge, particularly in regions where schools have limited access to digital infrastructure and professional development (Multi-dimensional challenges in Indonesian social science learning, 2025). This situation creates a gap between the potential of modern multimedia media and its actual implementation in daily teaching practice. Teachers may recognize the value of digital media but still feel unprepared to use software and tools required for creating animated learning resources, leading to underutilization of technology in pedagogy (Teachers' challenges in using digital media, 2025).

Given these challenges, a structured training program aimed at equipping junior high school teachers with skills to develop animated video content is essential. Such professional development can strengthen teachers' pedagogical practices, enhance digital competence, and support the design of more engaging and meaningful learning experiences in Tarikh classes (Putra et al., 2024; Nurjannah et al., 2024). By empowering teachers with these competencies, schools in Ujung Batu can contribute to broader educational innovation and better prepare students to meet the demands of the 21st-century learning environment.

The development of technology has become an important factor in addressing educational challenges. Technology offers ease of access to information and effective delivery of learning materials, thereby facilitating the learning process for students. With its distinctive features, interactive nature, and continuous advancement, technology serves as an active, appropriate, and efficient solution that can be utilized to support learning activities in schools today. However, in current teaching and learning practices, many teachers have not yet maximized the use of instructional media and technology in the classroom (Wijaya & Ferdinandus, 2020). As a result, learning activities often remain dominated by conventional methods, while students in the digital tend to show low enthusiasm when engaging in classical teaching approaches that rely heavily on lectures and textbooks.

This study aims to address the challenges faced by junior high school teachers in integrating animated video media into Tarikh learning. Specifically, the study seeks to identify the main challenges encountered by SMP teachers in Tanjung Medan Subdistrict, Rokan Hilir Regency in developing and utilizing animated videos for instructional purposes. In addition, this study examines the level of teachers' digital competence and their readiness to create animated instructional media that aligns with pedagogical objectives. Furthermore, the study analyzes the effectiveness of training programs in improving teachers' skills in producing animated videos for Islamic History instruction.

## RESEARCH METHODS

The research method employed in this study was a community-based participatory approach, which emphasizes collaboration between researchers and participants in addressing practical educational needs (Creswell & Poth, 2018; McIntyre, 2008). This approach is considered effective for professional development programs as it allows activities to be designed based on real conditions and participants' actual needs. The implementation method was structured into three main stages: preparation, implementation, and evaluation, following

the systematic model of training program development proposed by Sugiyono (2019) and Kirkpatrick and Kirkpatrick (2006).

The preparation stage involved coordination with school authorities to obtain institutional support and ensure the relevance of the program to school needs. This stage was followed by a problem identification process conducted through surveys administered in selected junior high schools identified as potential targets for the community service program. The surveys aimed to collect empirical data on teachers' levels of knowledge, experience, and readiness in utilizing digital technology for instructional purposes. Additionally, this stage sought to assess the urgency of the training, gauge teachers' interest in participating, and identify priority topics that could be developed into relevant training materials. The implementation stage was carried out through the delivery of material presentations and hands-on training for participating teachers, focusing on the topic of creating animated videos for Tarikh learning. During the training sessions, the facilitators explained key concepts, techniques, and steps involved in developing animated video media for instructional purposes in Tarikh (Islamic history) classes. The evaluation stage was conducted by the community service team to obtain feedback from participants regarding the training that had been implemented. Through this evaluation, the team was able to assess whether the training successfully improved participants' knowledge and skills compared to their prior condition. Furthermore, the evaluation provided valuable information regarding topics that are considered necessary and important to be addressed in future training programs.

## RESULTS AND DISCUSSION

This community service activity was conducted in the form of a training program aimed at improving teachers' competencies, particularly those working in coastal areas, in developing animated video learning media. The program specifically focused on guiding teachers in creating animated videos for Tarikh learning to support and enhance teaching and learning activities in schools. The training was implemented using a combination of instructional methods, including lectures to deliver conceptual knowledge, demonstrations of animation tools, hands on practice sessions, continuous mentoring during the media development process, and question and answer sessions to address participants' difficulties. Teachers who had registered for the training were required to complete a re registration process prior to the activity to enable the organizing team to identify and document teachers who actively participated in the community service program.

### **Stage 1: Planning and Concept Development (Pre Training).**

At this stage, the activity focused on planning and conceptualizing the training program. The community service team determined the main objectives of the training, which included enhancing teachers' creativity in developing instructional media, supporting students' understanding of Tarikh (History Islam) learning materials, and facilitating the implementation of Deep Learning.

To further enhance the effectiveness of the training, the team incorporated hands-on practice sessions where teachers could directly apply the concepts learned by creating sample animated videos. For example, teachers were guided to transform a lesson on Tarikh (Islamic History) into a short animated story using Canva, allowing them to experiment with text, images, and simple animations. This practical approach not only reinforced the theoretical

concepts but also increased teachers' confidence in using digital tools for instructional purposes, ensuring that they could implement similar strategies in their own classrooms.

The benefits of this planning and concept development stage for teaching include enhancing the effectiveness of learning through the use of engaging and interactive animated media. This training enables teachers to be more creative in presenting Tarikh (Islamic History) materials, making it easier for students to understand complex concepts. In addition, the use of accessible and free applications allows teachers to develop instructional media independently without technical or financial barriers. This approach also supports the implementation of Deep Learning, as students are not only passive recipients of information but are actively engaged in a deeper learning process through visualization and simulations created by the teachers.

### **Stage 2 Training Implementation.**

The implementation stage began with an introductory session that explained the importance and benefits of using animated media in the learning process, followed by an introduction to the selected applications. The training continued with guided hands on practice conducted step by step. Teachers were trained to develop storylines and simple scripts based on their instructional content, select and organize visual assets such as characters, backgrounds, and text within the application, and design and arrange learning slides with appropriate transitions. Participants were also guided in animating objects and text to create engaging motion effects, as well as adding audio elements such as narration or background music when supported by the application. After the guided practice, teachers were given time for independent and collaborative practice to develop animated videos based on their own teaching materials, encouraging peer learning through discussion and knowledge sharing. The stage concluded with a question and answer session to address technical and pedagogical challenges encountered during the training.



The IAI Rokan Community Service Team provided direction to the teachers



Classroom training on animation creation

### **Stage 3 Closing and Follow Up.**

The closing stage involved the presentation of participants' animated video products as a form of reflection and reinforcement of learning outcomes. The community service team provided constructive feedback and evaluation regarding the design quality, content accuracy, and alignment of the media with instructional objectives. Furthermore, participants were given follow up recommendations in the form of additional learning resources and motivation to continue experimenting with animated instructional media independently. To ensure the effectiveness of the training, the activity emphasized simplicity by focusing on basic application features, relevance by directly linking the media to teachers' instructional content, and interactivity through discussions and short activities to maintain participants' engagement.

The findings obtained during the training process indicate that not all teachers were able to utilize animated video creation for learning purposes. One of the main challenges was the limited availability of technological devices, as not all teachers owned or had access to laptops. Teachers who were already familiar with computer operations tended to use technology more effectively, while the majority still relied on conventional teaching techniques such as verbal explanations and textbook based instruction in the classroom. These conditions became a significant barrier to the optimal implementation of animated video based learning during the training activities.

### **Challenges Encountered**

Despite these challenges, the overall objectives of the community service activity were successfully achieved, as reflected in the positive responses from the school and participating teachers. Several teachers even suggested that similar community service programs should be conducted on a continuous basis, indicating the perceived value and impact of the training. This outcome aligns with the findings of Yahya et al. (2020), which reported that mentoring programs received positive feedback from participants and contributed to enhancing their creativity.

In addition, participants demonstrated high enthusiasm throughout the activity, as shown by their active involvement and constructive responses during the training sessions. This observation supports the results of Syafruddin (2020), who highlighted that teachers' engagement and motivation are key indicators of the effectiveness of community service-based training programs. The combination of positive feedback and active participation underscores the success of the program in achieving its intended goals.

### **Supporting Factors**

Several factors supported the successful implementation of the training program. Strong support from school management, such as providing time for teachers to attend the sessions and allocating necessary resources, created a conducive environment for learning. Positive collaboration between the community service team and participating schools also facilitated smooth coordination, for example, in scheduling training sessions and sharing relevant teaching materials.

The high motivation and enthusiasm of teachers to improve their instructional skills contributed significantly to active participation during the training. For instance, some teachers voluntarily stayed after the sessions to practice creating animated videos or to discuss ways of integrating the media into their Tarikh (Islamic History) lessons. This proactive attitude ensured that participants not only learned the concepts but also applied them immediately in practical tasks.

In addition, the use of user-friendly and freely accessible animation applications, such as Canva and Plotagon Story, enabled participants to follow the training easily, even those with

limited technological experience. Continuous guidance and mentoring provided by the facilitators, for example through step-by-step demonstrations and personalized feedback, further supported teachers in understanding the material and completing their animated video projects effectively.

## CONCLUSION

This community service activity in the form of animated video creation training for Tarikh learning has been successfully implemented and has achieved its main objectives. The training provided teachers with fundamental knowledge and practical skills in developing animated learning media, enabling them to better integrate technology into the teaching and learning process. Through a structured approach that combined theoretical explanation, guided practice, and mentoring, teachers gained new insights into the potential of animated videos as an effective instructional tool to enhance student engagement and understanding.

Despite several inhibiting factors, such as limited access to technological devices and varying levels of digital literacy among teachers, the overall implementation of the program showed positive outcomes. The strong support from school authorities, high enthusiasm of participants, and the use of user friendly animation applications contributed significantly to the success of the activity. These supporting factors helped minimize the impact of existing constraints and allowed teachers to actively participate in the training process and complete the assigned learning media tasks.

Based on the positive responses and feedback from participants, this community service activity demonstrates the importance of continuous professional development programs focused on technology based learning media. Future training programs are recommended to be conducted on a sustained basis with longer practice sessions, improved access to technological facilities, and follow up mentoring to further strengthen teachers' competencies. By continuing such initiatives, schools can foster innovative teaching practices and support more engaging and meaningful Tarikh learning experiences for students.

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