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# THE EFFECT OF EXPLAINER VIDEO LEARNING MEDIA ON STUDENTS' LEARNING OUTCOMES IN AQIDAH AKHLAK SUBJECT

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### Abstract

The Aqidah Akhlak subject plays an important role in shaping students' character through strengthening faith and fostering the habituation of noble morals in daily life. However, many students experience difficulties in understanding Aqidah concepts and applying moral values, resulting in learning outcomes that have not yet met the Minimum Mastery Criteria (MMC). This condition is influenced by instructional practices that tend to be theoretical and are not sufficiently supported by engaging and interactive learning media. Therefore, this study aims to examine the effect of using Explainer video as an interactive learning medium on students' learning outcomes in the Aqidah Akhlak subject for eighth-grade students at MTs Negeri 4 Madiun, East Java, in the 2025–2026 academic year. This study employed a quantitative approach using a quasi-experimental method with a Nonequivalent Control Group Design. The population consisted of all eighth-grade students, with a sample of 50 students selected through purposive sampling. Data were collected through learning outcome tests supported by interviews and documentation. Data analysis included tests of validity, reliability, normality, and homogeneity, as well as hypothesis testing using an independent samples t-test with the assistance of SPSS version 25. The results showed a significant difference between the experimental and control classes, with a Sig. (2-tailed) value of 0.000 ( $< 0.05$ ). The mean post-test score of the experimental class was  $96.08 \pm 2.857$ , while that of the control class was  $81.12 \pm 3.206$ . The improvement in the experimental class was also evident from the increase in the mean score from 58.56 in the pre-test to 91.24 in the post-test, while the control class improved from 65.24 to 81.12. These findings indicate that the use of Explainer video as a learning medium has a positive and significant effect on students' learning outcomes in the Aqidah Akhlak subject.

**Keywords:** Aqidah Akhlak, Explainer Video, Learning Media, Learning Outcomes

**Abstrak.** Mata pelajaran Aqidah Akhlak berperan penting dalam membentuk karakter peserta didik melalui penguatan iman dan pembiasaan akhlak mulia dalam kehidupan sehari-hari. Namun, banyak peserta didik mengalami kesulitan dalam memahami konsep Aqidah dan menerapkan nilai-nilai akhlak, sehingga hasil belajar belum memenuhi Kriteria Ketuntasan Minimal (KKM). Kondisi ini dipengaruhi oleh praktik pembelajaran yang cenderung bersifat teoritis dan kurang didukung oleh media pembelajaran yang menarik dan interaktif. Oleh karena itu, penelitian ini bertujuan untuk mengkaji pengaruh penggunaan media pembelajaran *Explainer video* sebagai media pembelajaran interaktif terhadap hasil belajar peserta didik pada mata pelajaran Aqidah Akhlak kelas VIII di MTs Negeri 4 Madiun, Jawa Timur, tahun ajaran 2025–2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi eksperimen dan desain Nonequivalent Control Group Design. Populasi penelitian adalah seluruh peserta didik kelas VIII, dengan sampel sebanyak 50 peserta didik yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui tes hasil belajar yang didukung dengan wawancara dan dokumentasi. Analisis data meliputi uji validitas, reliabilitas, normalitas, homogenitas, serta uji hipotesis menggunakan uji-t sampel independen dengan bantuan program SPSS versi 25. Hasil penelitian menunjukkan adanya perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol dengan nilai Sig. (2-tailed) sebesar 0,000 ( $< 0,05$ ). Rata-rata nilai post-test kelas eksperimen adalah  $96,08 \pm 2,857$ , sedangkan kelas kontrol sebesar  $81,12 \pm 3,206$ . Peningkatan nilai pada kelas eksperimen juga terlihat dari rata-rata pre-test sebesar 58,56 menjadi 96,08 pada post-test, sementara kelas kontrol meningkat dari 65,24 menjadi 81,12. Temuan ini menunjukkan bahwa penggunaan media *Explainer video* berpengaruh positif dan signifikan terhadap hasil belajar peserta didik pada mata pelajaran Aqidah Akhlak.

**Kata-kata Kunci:** Aqidah Akhlak, Explainer Video, Hasil Belajar, Media Pembelajaran

## Introduction

The progress of a nation is highly dependent on the quality of its education system. Based on Law No. 20 of 2003, education is a conscious and planned process aimed at developing students' potential to possess religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. Improving the quality of education is a primary objective in national development in the field of education and constitutes an integral part of efforts to enhance the overall quality of Indonesian society (Friskilia & Winata, 2018)

Amid the rapid development of science and technology, the education sector faces challenges in maintaining a balance between technological advancement and the strengthening of students' moral and spiritual values (Sari, 2023). The development of digital technology provides easy access to interactive and innovative learning media; however, at the same time, it has the potential to encourage the degradation of moral and spiritual values among students (Syapitri & Arifin, 2024). The phenomenon of exposure to negative content, pornography, and cyberbullying behavior has become a serious challenge for Islamic education, particularly for Islamic Religious Education teachers, in internalizing the values of faith and morality so that they are not only understood cognitively but also internalized and practiced in daily life (Aprijal et al., 2020).

The results of observations indicate that Aqidah Akhlak learning at MTs Negeri 4 Madiun is still dominated by conventional methods with limited visual media and minimal instructional innovation. This condition causes the learning interaction to be relatively passive

and student participation to be low. Students experience difficulties in understanding abstract concepts of moral values due to the unavailability of engaging, easily comprehensible, and independently accessible visual media.

Table 1. Mid-Semester Examination Results for Aqidah Akhlak Grade VIII

No	Class	Number of Student	Passed	Not Passed
1	8 C	27	10	17
2	8 E	26	15	11

The data from the Mid-Semester Examination (UTS) in classes VIII C and VIII E show that out of 52 students, only 25 students achieved the Minimum Mastery Criteria ( $KKM \geq 80$ ), while the remaining 27 students did not achieve mastery. These findings indicate the need for innovation in learning media capable of effectively integrating visual, audio, and narrative elements. One potential alternative learning medium is the Explainer Video. This medium is a form of interactive multimedia capable of presenting material concisely, systematically, and attractively through a combination of visuals, audio, and a clear storyline.

An effective learning process does not only emphasize cognitive understanding but also the internalization of values through role modeling, habituation, and character reinforcement demonstrated by educators (Rochmat et al., 2025). In the context of 21st-century education, such demands necessitate instructional innovation that is relevant to students' characteristics, particularly through the use of contextual and meaningful learning media. As stated by Mayer in Lestari, the use of visual media such as images, animations, and videos can enhance students' understanding of abstract material (Lestari et al., 2023).

This is in line with Edgar Dale's Cone of Experience theory, which states that learning retention can increase when the learning process simultaneously involves sight and hearing (Dale, 1969). Therefore, visual media plays a strategic role as a learning aid that can influence students' learning outcomes, motivation, and learning environment.

In research conducted by Zaki Mubarak, the use of explainer video media was shown to improve students' cognitive learning outcomes in the subject of fiqh (Mubarak, 2024). A similar study conducted by Schorn analyzed the role of explainer videos as learning media and persuasive communication tools to strengthen understanding and influence the attitudes and behaviors of the audience (Schorn, 2022). Another study conducted by Anisa also explained that the effectiveness of using learning videos can enhance understanding of Islamic Religious Education in the digitalization era and improve students' comprehension of Islamic Religious Education (Anisa & Ihsan, 2025)

Previous studies indicate that Explainer Video is not only effective as a learning medium but also functions as a persuasive communication tool that can influence students' understanding, attitudes, and behavior. The advantages of Explainer Video lie in its short

duration, focus on the main message, engaging visuals, and its ability to build students' emotional engagement so that information is more easily understood and remembered (Rizki Athala Merlinva Putri et al., 2023).

Based on the above explanation, this study focuses on the effect of using Explainer Video learning media on students' learning outcomes in the Aqidah Akhlak subject for Grade VIII at MTs Negeri 4 Madiun. This study aims to present an innovative interactive learning medium that can be used flexibly in both face-to-face and online learning and is expected to increase active participation and improve the quality of students' learning outcomes in Aqidah Akhlak learning.

## Metode

This study employed a quantitative approach with a quasi-experimental type using a Nonequivalent Control Group Design. Quantitative research is an approach that focuses on objective measurement and numerical data analysis to determine the extent to which a treatment affects certain variables (Sugiyono, 2020). This design was selected because the research groups had been naturally formed, yet it still allowed for effective testing of the treatment's effect on learning outcomes using Explainer Video media.

Table 2. Research Design for Aqidah Akhlak Grade VIII

Group	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	Learning using Explainer Video learning media	O <sub>2</sub>
Control	O <sub>3</sub>	Conventional learning (without Explainer Video learning media)	O <sub>4</sub>

Based on the table above, the experimental class was given treatment (X) after the initial test (O<sub>1</sub>), followed by a final test (O<sub>2</sub>). Meanwhile, the control class was not given treatment (X), but was still measured through a pre-test (O<sub>3</sub>) and a post-test (O<sub>4</sub>). The research design involved two groups: the experimental group, which received treatment using Explainer Video media, and the control group, which used conventional learning methods.

The research population consisted of all Grade VIII students at MTs Negeri 4 Madiun, totaling 225 students divided into nine classes. The sample was determined using purposive sampling based on similar academic characteristics. Two classes were selected as samples, namely VIII PC and VIII E, each consisting of 25 students. The instruments used were learning outcome tests (pre-test and post-test) and class score documentation. The tests were administered twice, before and after the treatment, to measure the improvement in students' learning outcomes. In addition, documentation was used as supporting data to determine the initial conditions and the distribution of research groups.

Based on the results of the validity test using the Pearson Product Moment correlation coefficient on 20 test items, it was found that 13 items were valid, with Sig. (2-tailed) values  $< 0.05$  and  $r\text{-count} > r\text{-table}$  (0.444). The remaining 7 items were declared invalid because their Sig. (2-tailed) values were  $> 0.05$ . The reliability coefficient value was 0.776 for the 13 items. This value indicates that the research instrument has a high level of reliability, as it exceeds the minimum acceptable threshold of 0.70.

Based on internal and external validity testing of the research instrument, an analysis of the pre-test results was conducted to ensure that the instrument was able to objectively measure students' initial abilities in both the control and experimental classes. The data processing results using the SPSS program showed that the average pre-test score in the experimental class was 58.56, while in the control class it was 65.24.

## Result and Discussion

### Result

The researcher presents a descriptive analysis to describe the data from the pre-test and post-test in the experimental class. The analysis was conducted using IBM SPSS Version 25. The obtained data are presented as follows:

Table 3. *Pre-Treatment Results (Pre-test)*

Keterangan	Kelas Eksperimen	Kelas Kontrol
Nilai Tertinggi	83	83
Nilai Terendah	33	38
Rata-rata	58,56	65,24
Modus	61	72
Median	61,00	68,00
Standar Deviasi	11,972	11,573

Based on the descriptive statistics of the pre-test, the highest score in both classes was the same, namely 83, while the lowest score in the experimental class (33) was lower than that of the control class (38). The mean, median, and mode of the control class were higher than those of the experimental class, indicating that descriptively the initial ability of the control class was better. However, the standard deviations of both classes were relatively similar (11.972 and 11.573), indicating that the level of data dispersion in both groups was balanced.

The researcher conducted a descriptive analysis to explain the post-test results in the class that used Explainer Video learning media and the class that did not use the media. This analysis includes information on the minimum score (lowest), maximum score (highest), mean score, and standard deviation. All data analysis processes were carried out using SPSS version 25. The data are presented in Table 4.

Table 4. Post-treatment Results (Post-test)

Description	Experimental Class	Control Class
Highest Score	100	87
Lowest Score	90	75
Total Score	2402	2028
Mean	96,08	81,12
Standard Deviation	2,857	3,206

The post-test results show that the class using Explainer Video learning media obtained a highest score of 100 and a lowest score of 90, with a total score of 2402, a mean of 96.08, and a standard deviation of 2.857. Meanwhile, the class that did not use Explainer Video learning media obtained a highest score of 87 and a lowest score of 75, with a total score of 2028, a mean of 81.12, and a standard deviation of 3.206.

Before conducting the hypothesis test, prerequisite tests were performed, namely normality and homogeneity tests, as assumptions that the data were normally distributed and homogeneous.

Table 5. Results of the Shapiro-Wilk Normality Test

Class	Shapiro-Wilk Statistic	df	Sig.
Post-Test Control	0,980	25	0,893
Post-Test Experimental	0,954	25	0,304

Based on the data above, the experimental class (post-test) obtained a significance value of 0.304, which is greater than 0.05; therefore, the data are normally distributed. Meanwhile, the control class (post-test) obtained a significance value of 0.893, which is also greater than 0.05, indicating that the data are normally distributed.

Table 6. Results of the Homogeneity Test

Basis	Levene Statistic	df1	df2	Sig.
Based on Mean	0,345	1	48	0,560
Based on Median	0,337	1	48	0,564
Based on Median and with adjusted df	0,337	1	47,332	0,564
Based on Trimmed Mean	0,336	1	48	0,565

Based on the homogeneity test results above, the significance value obtained was 0.560, which is greater than 0.05; therefore, the data are considered to have homogeneous variance. Thus, it can be concluded that the data in this study are homogeneous.

Table 7. Results of the Independent Samples t-Test

Description	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	-17,420	48	0,000	-14,960
Equal variances not assumed	-17,420	47,376	0,000	-14,960

Based on the results of the Independent Samples t-Test between the control class and the experimental class on the post-test results, the significance value Sig. (2-tailed) was

0.000. Since this value is less than 0.05, it can be concluded that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This indicates that there is a significant difference between the learning outcomes of students in the control class and the experimental class after receiving different instructional treatments. The mean difference value of 14.960 indicates that the average learning outcome of students in the experimental class is higher than that of students in the control class.

Thus, it can be concluded that the use of Explainer Videos as a learning medium has a significant effect on improving students' learning outcomes, particularly in the Aqidah Akhlak subject. In contrast, the control class that used conventional learning methods showed lower learning outcomes.

## Discussion

Explainer Video learning media is a short-duration video that combines animation, graphic illustrations, and narration to convey messages clearly and effectively, generally lasting between one and three minutes (Akib & Syatriana, 2019). The advantage of this explanatory video lies in its ability to help students understand complex concepts in an engaging manner, using simple language and delivering information efficiently within a short time.

The results of hypothesis testing using the Independent Samples T-Test showed a significance value of Sig. (2-tailed) of 0.000, which is smaller than 0.05. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, indicating that there is an effect of using Explainer Video learning media on students' learning outcomes. Therefore, it can be concluded that this learning media has a positive and significant effect on improving students' academic achievement. Mayer, as cited in Lestari, through the Cognitive Theory of Multimedia Learning, explains that learning becomes more effective when information is presented through a structured combination of text, images, and audio, as this helps the brain process information more optimally (Lestari et al., 2023).

There is a significant difference between the learning outcomes of students in the experimental class and those in the control class. Students who learned using Explainer Video learning media achieved higher score improvements compared to those who participated in conventional learning methods. The improvement in learning outcomes in the experimental class indicates that Explainer Video is effective in helping students understand Aqidah Akhlak concepts more concretely. Through a systematic combination of visuals, audio, and narration, students are better able to relate faith and moral materials to real-life contexts (Inda Assaidah et al., 2023). This facilitates the process of value internalization and strengthens students' understanding of the material studied.

The average learning outcomes of students who used Explainer Video learning media were proven to be higher than those of students who learned without the media, particularly on the topic of behavior toward parents and teachers. The significant mean difference indicates that the integration of audiovisual media functions not merely as a supplement, but as an instructional factor that directly contributes to improving conceptual understanding (Zidni & Nafi', 2025). Theoretically, the use of explanatory videos enables dual coding (visual and auditory), which strengthens information retention and facilitates students' cognitive elaboration processes (Siregar & Arlina, 2025).

Research conducted by Ekayana (Ekayana, 2023) shows that the use of explainer videos can create more interactive and effective learning and is considered highly feasible and practical in helping students understand concepts and increase learning motivation. These results reinforce the findings of this study, particularly in terms of improving cognitive achievement. Similarly, research conducted by Zaki Mubarak indicates that the use of explainer videos improves students' cognitive learning outcomes (Mubarak, 2024). This suggests that explainer video media is effective in strengthening conceptual understanding through systematic, visual, and contextual material presentation. Analytically, this improvement indicates that audiovisual-based material delivery can minimize irrelevant cognitive load (extraneous cognitive load) while optimizing essential information processing.

Overall, the results of this study indicate that Explainer Video learning media is highly effective in improving students' learning outcomes, particularly in the Aqidah Akhlak subject. This media provides a more engaging and meaningful learning experience through the integration of visual elements, audio, and communicative narration. Beyond serving merely as a material delivery tool, explanatory videos also enhance educational interaction between teachers and students. In addition, the implementation of this media aligns with 21st-century learning principles that require students to possess creative thinking skills, collaboration abilities, and digital literacy competencies to face the dynamics of modern education.

Although this study demonstrates that the use of Explainer Video has a significant effect on improving students' learning outcomes, there are limitations. This study was conducted within a relatively limited scope, namely in one educational institution and one learning topic (behavior toward parents and teachers), so the generalization of the findings to different subjects, educational levels, or student characteristics should be approached with caution. Therefore, further research is recommended to involve a broader sample in order to obtain a more comprehensive understanding of the effectiveness of Explainer Video in Islamic Religious Education learning, particularly in the cognitive, affective, and psychomotor domains.

## Conclusion

This study concludes that the use of Explainer Video learning media in the Aqidah Akhlak subject for Grade VIII at MTs Negeri 4 Madiun has a significant effect on students' learning outcomes. Based on data analysis and hypothesis testing, which showed a significance value of  $0.000 \leq 0.05$ , the experimental group obtained a higher average post-test score compared to the control group. Thus, the alternative hypothesis is accepted and the null hypothesis is rejected, indicating that the use of Explainer Video is effective in improving learning outcomes. This study contributes to the development of technology-based instructional strategies and encourages the integration of digital and creative elements in the learning process, particularly in the teaching of the Aqidah Akhlak subject.

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