

The Effect of Animated Video Media on Learning Motivation in Islamic Religious Education Among Grade VIII Students of MTs Rabithatul Ulum Pekanbaru

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ABSTRACT

Learning motivation plays an important role in supporting the success of Islamic Religious Education (IRE) learning. However, initial observations at MTs Rabithatul Ulum Pekanbaru revealed that students' learning motivation was still low, characterized by a lack of activity, enthusiasm, and focus during learning. Therefore, this study aims to determine the effect of using animated video media on the learning motivation of Grade VIII students at MTs Rabithatul Ulum Pekanbaru. This study employed a quantitative approach using a pre-experimental design with a One Group Pretest-Posttest Design. The population and sample consisted of 32 students selected through a total sampling technique. Data were collected using a learning motivation questionnaire that had been tested for validity and reliability. Data analysis was conducted using descriptive statistics, the Shapiro-Wilk normality test, and the Paired Sample t-Test with the aid of SPSS version 25. The results showed that all instrument items were valid (r -calculated $>$ r -table = 0.349) and reliable (Cronbach's Alpha = 0.840). Descriptive statistics indicated an increase in the mean learning motivation score from 41.37 at pretest to 54.06 at posttest. The normality test confirmed normal data distribution (pretest Sig. = 0.403; posttest Sig. = 0.060). The Paired Sample t-Test yielded a significance value (Sig. 2-tailed) of $0.000 < 0.05$, leading to the rejection of H_0 and acceptance of H_a . Therefore, it can be concluded that the use of animated video media has a significant effect on the learning motivation of Grade VIII students in Islamic Religious Education at MTs Rabithatul Ulum Pekanbaru.

1. INTRODUCTION

Islamic Religious Education (IRE) is one of the subjects that plays an important role in shaping students' knowledge, attitudes, and moral character in accordance with Islamic values. Through IRE, students are expected not only to understand religious concepts theoretically, but also to be able to implement them in daily life (Tandhi, 2025). Therefore, the success of IRE learning is one of the important factors in achieving both national educational goals and the goals of Islamic education. The success of the learning process cannot be separated from students' learning motivation. Learning motivation is one of the factors that encourages students to engage in learning activities, sustain those activities, and achieve established learning objectives. According to Sardiman (2018), learning motivation is a driving force that initiates learning activities, sustains them, and provides direction so that the goals of learning can be achieved. With high learning motivation, students will be more enthusiastic, active, and persistent in following the learning process. Learning motivation plays a very important role in determining students' learning outcomes. Students with high learning motivation tend to show great interest in learning, actively participate in learning activities, and desire to achieve optimal results. Conversely, students with low learning motivation are generally less enthusiastic in following learning and easily lose focus (Fiyul & Sukanti, 2026). According to Uno (2021), learning motivation can be observed through several indicators: the desire and will to succeed, drive and need for learning, future hopes and aspirations, the presence of rewards in learning, engaging learning activities, and a conducive learning environment. These indicators show

that learning motivation is an important aspect that needs to be considered in the learning process. Based on initial observations conducted at MTs Rabithatul Ulum Pekanbaru, several problems were found in the IRE learning process, including teacher-dominated lecture methods, textbooks as the primary learning resource, and minimal use of engaging learning media. During the learning process, some students appeared to pay little attention to the teacher's explanations, were less active in answering questions, and tended to be passive during discussion activities. Additionally, some students seemed less enthusiastic in following the lessons. This situation indicates that several motivation indicators proposed by Uno (2021) particularly the drive and need for learning and the presence of engaging learning activities had not been optimally realized. Therefore, efforts to improve students' learning motivation through more innovative and engaging learning media are needed. One effort that can be made to improve students' learning motivation is to utilize learning media that align with technological developments and student characteristics. Learning media serve as tools to help teachers deliver material so that it is more easily understood by students (Maharani et al., 2024). According to Maisarah et al. (2023), the use of learning media can increase students' attention and interest in the material being studied, and help create a more effective and efficient learning process.

One learning medium that can be utilized to improve students' learning motivation is animated video media. Animated video is an audiovisual medium that combines elements of images, movement, text, and sound, enabling it to present learning material in a more engaging and interactive way (Suriyono et al., 2024). The use of animated video can help students understand material more easily because information is presented visually and systematically. Furthermore, appealing animation can increase students' attention, interest, and engagement during the learning process, thereby potentially improving their learning motivation (Andrasari et al., 2022). In this study, animated video media was applied to the topic of halal and haram food and beverages, which is taught to Grade VIII students. This topic was selected because it is closely related to students' daily lives and contains concepts that can be well visualized through animation. Through engaging and contextual material presentation, students are expected to understand the content more easily while also being more motivated to follow IRE learning. Several prior studies have shown that the use of animated video media has a positive effect on students' learning motivation. Research by Tobing et al. (2025) showed that animated video media was effective in improving students' learning motivation. Research by Putri & Muthi (2025) also found that the use of animated video can increase students' attention, interest, and engagement during the learning process. These findings indicate that animated video media has great potential to be used as a learning innovation that can enhance students' learning motivation. Nevertheless, based on the literature review conducted, research on the use of animated video media in IRE learning is still relatively limited, particularly on the topic of halal and haram food and beverages at the MTs level. Furthermore, no study has specifically examined the effect of animated video media on students' learning motivation in IRE at MTs Rabithatul Ulum Pekanbaru. This situation indicates a research gap that needs further investigation. The novelty of this study lies in the application of animated video media to the topic of halal and haram food and beverages in IRE learning, and the measurement of its effect on the learning motivation of Grade VIII students at MTs Rabithatul Ulum Pekanbaru. Unlike previous studies that were generally conducted in general subjects or different school contexts, this study focuses on IRE with content that is closely connected to students' everyday lives. Thus, this study is expected to contribute empirical evidence on the effectiveness of animated video media in improving students' learning motivation in Islamic Religious Education. Based on the foregoing, this study aims to determine the effect of using animated video media on the learning motivation of Grade VIII students in Islamic Religious Education at MTs Rabithatul Ulum Pekanbaru.

2. METHODS

This study employed a quantitative approach using a pre-experimental design method of the One Group Pretest-Posttest Design type. Quantitative research is a research method grounded in positivist philosophy and used to test hypotheses through the collection and analysis of numerical data (Bahri et al., 2021). The One Group Pretest-Posttest Design was used to determine the effect of a specific treatment on a single group of research subjects (Arib et al., 2024). Measurements in this research design were conducted twice: before and after the treatment was administered. The first measurement (pretest) was intended to determine students' learning motivation prior to the use of animated video media. Students were then given treatment in the form of learning using animated video media. After the treatment, a posttest was conducted to determine the change in students' learning motivation and to observe the effect of animated video media on IRE learning motivation.

Table 1. One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

Note:

O₁: Pretest of students' learning motivation before treatment.

X: Islamic Religious Education learning using animated video media.

O₂: Posttest of students' learning motivation after treatment.

The population consists of all subjects that are the targets of a study. According to Sugiyono (2022), a population is the generalization domain comprising objects or subjects with certain characteristics that are defined by the researcher for study and from which conclusions are drawn. The population in this study was all Grade VIII students of MTs Rabithatul Ulum Pekanbaru, totaling 32 students. The sample is the part of the population used as the data source for the study. According to Arikunto (2017), if the population is fewer than 100 people, all members of the population may serve as the research sample. Therefore, this study used total sampling, making all 32 Grade VIII students of MTs Rabithatul Ulum Pekanbaru the research sample. The data collection technique used in this study was a learning motivation questionnaire. The questionnaire was developed based on learning motivation theory and used a five-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire was administered to students before and after the use of animated video media to determine the change in learning motivation following the treatment. Before being used in the study, the questionnaire instrument was first tested for validity and reliability. The validity test was conducted to determine the accuracy of each statement item in measuring the research variable, while the reliability test was conducted to determine the consistency level of the research instrument. Data analysis was conducted in several stages: descriptive statistics, normality test, and hypothesis testing. Descriptive statistics were used to describe students' learning motivation data before and after the treatment. The normality test was carried out using the Shapiro-Wilk test to determine whether the data were normally distributed. Subsequently, hypothesis testing was performed using the Paired Sample t-Test to determine the effect of animated video media on students' IRE learning motivation. All data analysis was conducted using SPSS version 25.

3. RESULTS AND DISCUSSION

RESULTS

This study aims to determine the effect of using animated video media on the learning motivation of Grade VIII students in Islamic Religious Education at MTs Rabithatul Ulum Pekanbaru. Research data were obtained through a learning motivation questionnaire administered

before (pretest) and after (posttest) the implementation of animated video media. To analyze the obtained data, several testing stages were conducted: validity test, reliability test, descriptive statistical analysis, and Paired Sample t-Test. The results of each test are presented as follows:

Validity Test

The validity test is a test conducted to determine the extent to which a research instrument is capable of measuring what it is supposed to measure. A valid instrument indicates that each statement item can accurately measure the research variable in accordance with the research objectives (Simanjuntak et al., 2024). Therefore, a validity test is necessary to ensure that the obtained data truly reflects the condition being studied. In this study, the validity test was conducted using Pearson Product Moment correlation with the aid of SPSS. Decision-making was done by comparing the r-calculated value with the r-table value at a significance level of 5% ($\alpha = 0.05$). The testing criterion is: if $r\text{-calculated} > r\text{-table}$, the statement item is declared valid; if $r\text{-calculated} < r\text{-table}$, the item is declared invalid (Hidayat, 2021). The results of the instrument validity test are presented in the following table:

Table 2. Validity of Learning Motivation Instrument

Item	r-Calculated	r-Table	Description
P1	0.455	0.349	Valid
P2	0.422	0.349	Valid
P3	0.564	0.349	Valid
P4	0.742	0.349	Valid
P5	0.435	0.349	Valid
P6	0.451	0.349	Valid
P7	0.477	0.349	Valid
P8	0.701	0.349	Valid
P9	0.582	0.349	Valid
P10	0.744	0.349	Valid
P11	0.564	0.349	Valid
P12	0.588	0.349	Valid

Based on the validity test results above, it can be seen that the Corrected Item-Total Correlation (r-calculated) for each statement item is above the r-table value of 0.349. The r-calculated values range from 0.422 to 0.744. This indicates that all statement items meet the validity criterion ($r\text{-calculated} > r\text{-table}$). Accordingly, all 12 statement items are declared valid and suitable for use as research instruments to measure students' learning motivation.

Reliability Test

The reliability test aims to determine the consistency level of a research instrument. A reliable instrument will yield relatively consistent results when used repeatedly under similar conditions (Tanjung et al., 2024). Thus, reliability indicates the degree of trustworthiness of the instrument used in the study. In this study, the reliability test was conducted using Cronbach's Alpha method through SPSS. The decision-making criterion is based on the Cronbach's Alpha value. An instrument is declared reliable if its Cronbach's Alpha value is > 0.60 (Sugiyono, 2022). The closer the Cronbach's Alpha value is to 1, the higher the reliability level of the instrument (Anggraini et al., 2022). The results of the instrument reliability test are presented in the following table:

Table 3. Reliability Test

Variable	Cronbach's Alpha	Description
Learning Motivation	0.840	Reliable

Based on the reliability test results, the Cronbach's Alpha value obtained is 0.840. This value is greater than 0.60, so the research instrument is declared reliable. Therefore, the instrument used has a good level of consistency and is suitable for use in research data collection.

Descriptive Statistics of Pretest and Posttest

Descriptive statistical analysis was conducted to provide a general overview of students' learning motivation data before (pretest) and after (posttest) the use of animated video media. The results are presented in the following table:

Table 4. Descriptive Statistics of Pretest and Posttest

	Pretest	Posttest
N Valid	32	32
N Missing	0	0
Mean	41.37	54.06
Std. Deviation	4.125	3.671
Variance	17.016	13.480
Range	17	16
Minimum	32	43
Maximum	49	59
Sum	1324	1730

Based on the descriptive statistics table, 32 students were analyzed. The mean learning motivation score at pretest was 41.37, which increased to 54.06 at posttest. This indicates an improvement in students' learning motivation scores after the use of animated video media. In addition, the standard deviation at pretest was 4.125 and at posttest was 3.671. The minimum score at pretest was 32, increasing to 43 at posttest, while the maximum score increased from 49 to 59. Thus, based on the descriptive statistical results, it can be determined that the mean learning motivation score at posttest was higher than at pretest. To determine whether this difference is statistically significant, hypothesis testing using the Paired Sample t-Test was subsequently conducted.

Normality Test

The normality test aims to determine whether the sample comes from a normally distributed population (Tanjung et al., 2024). The decision-making criterion is: if the significance value is > 0.05 , the residual values are normally distributed; conversely, if the significance value is < 0.05 , the residual values are not normally distributed (Lestari & Masitah, 2022). The results of the normality test are presented in the following table:

Table 5. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.130	32	.184	.966	32	.403
Posttest	.149	32	.067	.898	32	.060

a. Lilliefors Significance Correction

Based on the normality test results, decisions were made based on the significance value (Sig.) of the Shapiro-Wilk test because the number of research samples was fewer than 50 respondents ($n = 32$) (Sianturi, 2025). The test results showed that the significance value for pretest was 0.403 and for posttest was 0.060. Since both significance values are greater than 0.05 (Sig. > 0.05), it can be concluded that both pretest and posttest data are normally distributed. Therefore, the research data meet the requirement for parametric analysis using the Paired Sample t-Test.

Paired Sample t-Test

The Paired Sample t-Test is a parametric statistical test used to determine whether there is a difference in the mean between two paired data sets, namely data obtained from the same group of respondents before and after treatment (Syafriani et al., 2023). In this study, the Paired Sample t-Test was used to determine differences in students' learning motivation before (pretest) and after (posttest) the use of animated video media in IRE learning. The decision-making criterion in the Paired Sample t-Test is based on the significance value (Sig. 2-tailed). If the significance value is less than 0.05 (Sig. < 0.05), then H_0 is rejected and H_a is accepted, indicating a significant difference between pretest and posttest values. Conversely, if the significance value is greater than 0.05 (Sig. > 0.05), then H_0 is accepted and H_a is rejected, indicating no significant difference between pretest and posttest values (Sugiyono, 2022). The results of the Paired Sample t-Test are presented in the following table:

Table 6. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest – Posttest	-12.68750	6.03451	1.06676	-14.86317	-10.51183	-11.893	31	.000

Based on the Paired Sample t-Test results in the table above, the t-value obtained was -11.893 with a significance value (Sig. 2-tailed) of 0.000. Since the significance value is less than 0.05 (0.000 < 0.05), H_0 is rejected and H_a is accepted. Therefore, there is a significant difference between the pretest and posttest learning motivation scores of students. Furthermore, the mean difference of -12.68750 indicates that students' learning motivation scores after the use of animated video media (posttest) were higher than before (pretest). Therefore, it can be concluded that the use of animated video media has a significant effect on the learning motivation of Grade VIII students in Islamic Religious Education at MTs Rabithatul Ulum Pekanbaru.

DISCUSSION

The research results show that the use of animated video media has a significant effect on the learning motivation of Grade VIII students in Islamic Religious Education at MTs Rabithatul Ulum Pekanbaru. This is evidenced by the Paired Sample t-Test results yielding a significance value (Sig. 2-tailed) of 0.000 < 0.05 and a t-value of -11.893. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, meaning that there is an effect of animated video media on students' IRE learning motivation. This significance value indicates that the improvement in learning motivation was not merely a statistical coincidence but was related to the treatment of using animated video media in the learning process. These findings are reinforced by descriptive statistical analysis results showing an increase in students' learning motivation after treatment. The mean learning motivation score increased from 41.37 at pretest to 54.06 at posttest, an increase of 12.69 points. This improvement can be understood from a psychological and pedagogical perspective: animated video simultaneously engages both the visual and auditory channels, which according to Mayer's Cognitive Theory of Multimedia Learning (2009) facilitates deeper cognitive processing and more meaningful knowledge construction in working memory. When students receive information through coordinated visual images and verbal narration, their attention is captured more effectively, and the material is processed through dual cognitive channels, thereby reducing cognitive load and making learning more engaging. This dual-channel stimulation is particularly effective for IRE topics such as halal and haram food and beverages, which involve abstract Islamic law concepts that become more concrete and memorable when visualized through animation.

From a pedagogical standpoint, the increase in students' learning motivation in this study is closely linked to the fulfillment of the motivation indicators proposed by Uno (2021). The animated video presentation generated students' desire and will to succeed by making the learning goal more visible through concrete visual narratives. The moving and colorful animation also stimulated students' drive and need for learning, as the novelty and interactivity of the medium offered a stark contrast to the conventional lecture-and-textbook approach they had previously experienced. Furthermore, the contextualized presentation of halal and haram food concepts through animation created engaging learning activities, directly fulfilling another key motivational indicator. This situation differs markedly from the initial observation results, which showed that learning was still dominated by lecture methods and textbooks, causing some students to appear less active and less enthusiastic. In addition, the use of animated video on the topic of halal and haram food and beverages was considered appropriate because this topic is closely related to students' daily lives. Through the visualization shown in animated videos, students could see more concrete examples of abstract Islamic jurisprudence, making the material easier to understand and relate to their everyday experiences. Ease of understanding learning material can encourage an increase in students' interest and motivation to follow the learning process more actively (Khariani, 2024). This is consistent with the constructivist principle that students learn more meaningfully when new knowledge is connected to real-life contexts they can recognize and relate to. The animated video, by rendering abstract Islamic dietary laws into familiar visual scenarios, helped bridge the gap between religious text and lived experience, a bridge that conventional lecture-based methods often fail to build effectively. The results of this study are consistent with research by Tobing et al. (2025), which showed that the use of animated video media was effective in improving students' learning motivation in Pancasila Education. These findings also reinforce research by Hanifah et al. (2025), who found that optimizing animated video media in PAI learning can increase students' motivation, facilitate visual conceptual understanding, and create a more engaging and interactive learning atmosphere. The convergence of these results across different subjects and school contexts indicates that animated video media is a robust and effective learning innovation that transcends subject-specific boundaries. Based on the research results, it can be understood that the use of animated video media not only helps deliver learning material in a more engaging way, but also significantly improves students' learning motivation through clear psychological mechanisms: dual-channel sensory stimulation, contextual concretization of abstract concepts, and the creation of a learning environment that fulfills multiple motivational indicators. Therefore, animated video media can serve as one effective alternative learning medium to support Islamic Religious Education learning and improve students' learning motivation at school.

4. CONCLUSION

Based on the research results, it can be concluded that the use of animated video media has a significant effect on the learning motivation of Grade VIII students in Islamic Religious Education at MTs Rabithatul Ulum Pekanbaru. This is evidenced by the Paired Sample t-Test results showing a significance value (Sig. 2-tailed) of $0.000 < 0.05$, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Furthermore, the descriptive statistical analysis results show an increase in the mean learning motivation score from 41.37 at pretest to 54.06 at posttest, an increase of 12.69 points. Therefore, animated video media can serve as one effective alternative learning medium to improve students' learning motivation in Islamic Religious Education. Nevertheless, this study has several limitations that should be acknowledged. First, this research employed a Pre-Experimental design (One Group Pretest-Posttest Design) without a control group. The absence of a control group means that it is not possible to conclusively rule out alternative

explanations for the improvement in motivation, such as the novelty effect of the media itself or natural maturation of students over time. Second, the study was limited to a single class of 32 students at one school, which restricts the generalizability of the findings to broader populations. Third, learning motivation was measured solely through a questionnaire instrument, without supplementary observation or interview data that might have captured more nuanced aspects of motivational change. Based on these limitations, future researchers are recommended to employ a True Experimental design with separate experimental and control groups to produce more internally valid causal inferences. Researchers are also encouraged to extend the sample to multiple schools and larger populations to strengthen the external validity of the findings. Additionally, future studies may consider examining the long-term retention of motivational gains beyond the immediate posttest, as well as the effect of animated video media on student learning outcomes rather than motivation alone.

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