The Effectiveness of *Omar and Hana's* Video Based Learning in Fostering Students' Religious Character

Efektivitas Video Based Learning Omar dan Hana dalam Menumbuhkan Karakter Religius Peserta Didik

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ABSTRACT

This study aims to determine the effectiveness of Video Based Learning of Omar and Hana's animated films in fostering students' religious characters. This research is a quantitative research with a pre-experimental approach using a one group pretest-posttest design. The research population is grade IV students of SD Negeri 20 Rangas with a total of 37 students. The sampling technique used *purposive sampling* with a sample of 21 students. The data collection method was carried out through questionnaires. The data analysis technique used descriptive and inferential statistics with normality tests, and t-tests using *paired sample t-test*. Based on the results of the study, it was found that the religious character of students before the application of the Video Based Learning method was in the category of sufficient with an average *pre-test score* of 55.00. The religious character of students after the application of *the Video Based Learning* method increased to a good category with an average *post-test* score of 69.76. (3) There is a significant growth between Video Based Learning and the growth of students' religious character, as evidenced by the results of the t-test showing a significance value of 0.000 (<0.05), so that H1 is accepted and H0 is rejected. Thus, this method has proven to be effective in fostering the religious character of students.

Key words   :   *Video Based Learning; Omar and Hana Animated; Religious Character*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas Video Based Learning film animasi Omar dan Hana dalam menumbuhkan karakter religius peserta didik. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan pre eksperimen menggunakan desain one group pretest-posttest. Populasi penelitian adalah peserta didik kelas IV SD Negeri 20 Rangas dengan jumlah 37 peserta didik. Teknik pengambilan sampel menggunakan purposive sampling dengan jumlah sampel 21 peserta didik. Metode pengumpulan data dilakukan melalui angket. Teknik analisis data menggunakan statistik deskriptif dan inferensial dengan uji normalitas, serta uji t menggunakan paired sample t-test. Berdasarkan hasil penelitian, ditemukan bahwa karakter religius peserta didik sebelum penerapan metode Video Based Learning berada dalam kategori cukup dengan rata-rata nilai pre-test 55,00. Karakter religius peserta didik setelah penerapan metode Video Based Learning meningkat menjadi kategori baik dengan rata-rata nilai post-test 69,76. (3) Terjadi penumbuhan yang signifikan antara Video Based Learning dengan penumbuhan karakter religius peserta didik, yang dibuktikan

dengan hasil uji t menunjukkan nilai signifikansi sebesar 0,000 (<0,05), sehingga H_1 diterima dan H_0 ditolak. Dengan demikian, metode ini terbukti efektif dalam menumbuhkan karakter religius peserta didik.

Kata Kunci : *Video-Based Learning; Animasi Omar dan Hannah; Karakter Religius*

INRODUCTION

Character education is a system of instilling character values in students that aims to humanize humans, build human beings and form a whole human being (Tiana Rahmadani, Rizki Fadilah, Juandi, 2025). This means that education is expected to produce humans who are able to actualize themselves through their potential and can nurture humans in an independent, intelligent, and ethical way.

Along with the changing times, many challenges of people's lives do not reflect the values and dignity of the nation. The imitation of lifestyles from other cultures, lack of decency, and weakness of morality are concrete examples of the decline of the nation's values and dignity (Rahmat Kurniawan, 2023). Currently, the state of Indonesia is a crisis of the nation's character values as seen from the increasing crime rate and other behaviors that are not in line with these principles (Zuhdi et al., 2023). The influence of globalization has caused the character of Indonesian children to seem to be starting to fade. The Indonesian nation is experiencing a decline and a decline in morals. This phenomenon causes many acts of dishonesty that occur, ranging from small things such as cheating during school exams, to more extreme negative actions such as corruption that is becoming more and more prevalent, as well as conflicts between groups that still often occur in the country. (Puspita, 2024)

In other words, moral decadence has hit Indonesia's young generation which is reflected in various uncommendable behaviors, ranging from the smallest scope to the major problems that hit this country (Shelf, 2023). The fading of character values in education is increasingly revealed through various imbalances in society (Kesuma et al., 2011), such as incidents of corruption, an increase in promiscuous sexual behavior among adolescents, drug problems, acts of violence, murder, robbery by students, and increasing unemployment among high school graduates.(Lestari & Handayani, 2023)

According to the 1945 Constitution, Article 31 Paragraph (3) states: The government seeks and implements a national education system, which increases faith and piety as well as noble morals in order to educate the life of the nation, which is regulated by law (Indonesia, 1945). The goal of education can lead to a better world of education to be able to become a country with character. Based on initial observations, the religious character of students at SD Negeri 20 Rangas is still low, as seen from the lack of respect for teachers, making noise during learning, and lack of discipline. This shows the need for the right learning solution.

The right method is needed to develop children's competence academically and morally (Vika Ayunda, Annissa Miftahul Jannah, 2024). Several methods such as audio, visual, and audio-visual can help students understand learning, and literature reviews reveal that audio-visual further accelerates children's knowledge.(Mayang Serungke, Parulian Sibuea, Annisa Azzahra, Mutia Asmi Fadillah, Suci Rahmadani, 2023). In line with this statement, the learning method that is suitable for using audio visual is Video Based Learning (VBL) which presents a combination of audio and visuals so that students can more easily understand lessons casually and not rigidly (Scott, S.S., 2024).

Therefore, the researcher wanted to try to make film a medium in the Video Based Learning method, but it was different from previous studies that examined aggressive behavior. This research focuses on animated films with Islamic nuances. Islamic animated films provide more moral messages and religious values than action films that are full of confrontational scenes. Research (Mega Nur'Afni, 2022) shows that the animated film Omar and Hana have religious values such as worship, jihad, trust, sincerity, morality, discipline, and example. However, there has been no literature review that directly applies this Islamic animated film to students, so there is a research gap.

The reason the researcher raised the animated film Omar and Hana is because this film contains moral and Islamic values so that it is suitable for students to watch and can be emulated (Nor Athirah binti Saiful Bahri & Hassan, 2023). Previous research has on average only discussed the values of character education and did not apply it directly to students. Therefore, this study offers novelty by testing the effectiveness of the Video Based Learning method using Islamic animation films directly on students at SD Negeri 20 Rangas.

Based on these descriptions about the lack of character education in SD Negeri 20 Rangas, this research was conducted with the title "The effectiveness of the Video Based Learning method of the Omar and Hana animation film in fostering the religious character of students in the subject of Islamic Religious Education at SD Negeri 20 Rangas". This study aims to determine the effectiveness of the use of Video Based Learning based on the animated film Omar and Hana in fostering the religious character of students, as well as answering research questions about the extent to which this method is able to improve the religious character of students in the school.

METHOD

This study is a quantitative research with a pre-experimental type using the One Group Pretest–Posttest Design, where one group is given an initial test before treatment and a final test after treatment (Waruwu, 2023). This research was carried out at SD Negeri 20 Rangas with a population of 37 students in class IV A, while the sample was selected using purposive sampling so that 21 students who met the research criteria were obtained. The treatment provided is in the form of the application of Video Based Learning using the animated film

Omar and Hana in Islamic Religious Education learning to cultivate the religious character of students.

The research instrument consisted of pretest-posttest questionnaires, observation sheets, and documentation. The questionnaire was compiled based on five indicators of religious character, namely: tolerance (5 items), confidence (2 items), protection (3 items), sincerity (3 items), and anti-violence (3 items), so that there were a total of 16 statements using the Likert scale. The research procedure was carried out in three meetings, namely: pretest at the first meeting, treatment in the form of screening and discussion of Omar and Hana's animated film at the second meeting, and posttest at the third meeting. The instrument is tested through content validity by experts, as well as Cronbach Alpha reliability tests to ensure the consistency of the questionnaire items.

Table 1. Questionnaire Validity Test

Question No.	*r-count*	*r-table*	Sig	Verdict
1.	0,685	0,422	0,000	Valid
2.	0,506	0,422	0,016	Valid
3.	0,445	0,422	0,038	Valid
4.	0,454	0,422	0,034	Valid
5.	0,446	0,422	0,038	Valid
6.	0,513	0,422	0,015	Valid
7.	0,797	0,422	0,000	Valid
8.	0,474	0,422	0,026	Valid
9.	0,529	0,422	0,011	Valid
10.	0,727	0,422	0,000	Valid
11.	0,822	0,422	0,000	Valid
12.	0,520	0,422	0,013	Valid
13.	0,737	0,422	0,000	Valid
14.	0,668	0,422	0,001	Valid
15.	0,495	0,422	0,019	Valid
16.	0,695	0,422	0,000	Valid

Source: SPSS Output 26 (2025)

Data was collected through questionnaires, observations during the learning process, and documentation. Data analysis was carried out using descriptive statistics to see the picture of pretest and posttest values, then followed by the Shapiro–Wilk normality test which showed normal distributed data (Rachmad et al., 2024). Furthermore, the Paired Sample T-Test was carried out using SPSS version 26 to find out the significant difference between the values before and after treatment.

RESULTS AND DISCUSSION

1. Results of the Pre-test of Students' Religious Character

The first step of the researcher is to measure the religious character of students through a pre-test to find out the initial condition before treatment is given. The results of the pre-test were then analyzed using the interval scale assessment category so that the level of religious character tendency of students could be clearly seen.

Table 2. 1 Distribution of Religious Character Pre-test

Interval	Percentage	Frequency	Categories
16-29	0	0	Very less
30-46	0	0	Less
47-63	95.2	20	Enough
64-80	4.8	1	Good
81-97	0	0	Very Good
	100%	21	

Source: SPSS Output 26 (2025)

Based on the results of the religious character questionnaire distributed to 21 students, there were 0 respondents in the very poor category with a percentage of 0%, 0 respondents in the poor category with a percentage of 0%, 20 respondents in the fair category with a percentage of 95.2%, 1 respondent in the good category with a percentage of 4.8%, and 0 respondents in the very good category with a percentage of 0%. So it can be concluded that the level of religious character is in the category of 95.2% with the highest frequency, namely 20 respondents.

2. Post-test Results of Students' Religious Character

The next step is to carry out a post-test after learning using the *Video Based Learning method* to determine the change in the religious character of students after treatment.

Table 2. 2 Distribution of Religious Character Pre-test

Interval	Percentage	Frequency	Categories
16-29	0	0	Very less
30-46	0	0	Less
47-63	33.3	7	Enough
64-80	66.7	14	Good
81-97	0	0	Very Good
	100%	21	

Source: SPSS Output 26 (2025)

Based on the results of the religious character questionnaire distributed to 21 students, there were 0 respondents in the very poor category with a percentage of 0%, 0 respondents

in the less category with a percentage of 0%, 7 respondents in the fair category with a percentage of 33.3%, 14 respondents in the good category with a percentage of 66.7%, and 0 respondents in the very good category with a percentage of 0%. So it can be concluded that the level of religious character is in the good category of 66.7% with the highest frequency, namely 14 respondents.

3. The Effectiveness of Omar and Hana's Animated Film's Video Based Learning in Fostering Religious Characters

The results of the research conducted in grade IV of SD Negeri 20 Rangas show that the application of *the Video Based Learning* method using the animated film Omar and Hana has a positive impact on improving the religious character of students. Comparison of pre-test and post-test scores shows a significant increase, where the religious character category of students who was previously in the "adequate" category immediately increases to the "good" category after treatment is given. This change in category shows a clear development in the understanding and appreciation of religious values, such as tolerance, obedience to worship, and helpfulness. This increase confirms that Islamic animation media is able to convey moral messages in a more concrete and attractive way, so that religious values are easier to understand, remember, and emulate by students.

The findings of this study are consistent with various previous studies that affirm the effectiveness of animated video media as a means of instilling value and positive behavior change. Research (Mega Nur'Afni, 2022) for example, finding that the animated film Omar and Hana contains the values of worship, trust, discipline, morals, and example. Other research results by (Riski Amelia, 2016) shows that children imitate what they see from the environment and digital media, so that Islamic nuanced impressions have a strong influence in shaping behavior. In addition, other studies also examined the influence of multimedia on students' religious character, Previous research conducted at SMP Negeri 2 North Bengkulu showed that multimedia had a significant influence on students' religious character, with t-test results showing that tcount (26.67) was greater than t-table (2.006), which means H1 was accepted and H0 was rejected. This is in line with the results of this study, where the use of animated films based on Islamic values, such as Omar & Hana, can have a positive impact on the development of students' religious character (Dodi Satryawan, 2019) Thus, the use of Islamic animated films through the VBL method is in line with some researchers that learning media must be chosen based on moral urgency and its impact on character formation.

Theoretically, the effectiveness of VBL in this study is in accordance with the cognitive-social learning theory (Bandura, 1977) which emphasizes that students learn through the process of modeling or imitation behavior. Omar and Hana's animated films provide concrete models of religious behavior, such as praying, speaking politely, helping friends, and maintaining cleanliness. This discussion is also in line with Vygotsky's theory of social

constructivism which asserts that the most effective learning occurs when learners receive stimuli through relevant social and cultural contexts (Vygotsky, 1978). Islamic animation videos display daily situations that are close to the reality of students so that it facilitates the process of internalizing values.

In addition, Paivio's dual coding theory explains that information conveyed through Visual and verbal at the same time will be easier to understand and stored in long-term memory (Paivio, 1986). The religious messages in Omar and Hana's animated films are conveyed through oral narratives and visual representations that reinforce each other (Nor Athirah binti Saiful Bahri & Hassan, 2023). This finding is also related to Arsyad's theory of learning media which explains that videos can clarify messages, attract attention, and help students understand abstract material (Arsyad, 2015). This strengthens the argument that VBL is the right method for character learning at elementary school age.

If associated with religious character indicators, the effectiveness of VBL appears to be in improving students' behavior in tolerance, confidence, and protection. This analysis is in line with the affective realm according to Bloom who emphasizes that character is formed through the stages of receiving values, giving responses, value rewards, and appreciating values in real actions (Bloom, 1964).

The improvement was seen in the tolerance indicator where learners showed a better ability to appreciate differences and interact harmoniously with friends. Scenes in the film that show mutual respect provide examples of tolerant behavior that students can imitate. The confidence indicator has also developed, as seen from the increase in students' courage in answering questions and taking roles in classroom activities. This is in line with Bandura's theory of *self-efficacy*, that confidence can grow when individuals see exemplary models of performing an action with confidence (Bandura, 1977). Aspects Protect has also increased, as can be seen from the tendency of students to help friends who are in difficulty. This value is helped by strong visualization in the video that shows the characters' concern for each other.

However, in the implementation of this study, several obstacles were also found. Some students are more focused on the entertainment aspect in animation than on the religious values they want to convey. This is because the visual appeal and interesting storyline in animated films make students more focused on the excitement of the story rather than understanding the moral message and religious teachings contained in it. Another obstacle or challenge faced during the research is that some students need more intensive attention in understanding religious values conveyed through the *Video Based Learning* method using the Omar & Hana animated film. Some students need special guidance in order to be able to capture the moral message contained in each episode, especially in connecting the story with the application of religious characters in daily life.

CONCLUSION

Based on the results of research on the effectiveness of Video Based Learning using the animated film Omar and Hana in fostering the religious character of students at SD Negeri 20 Rangas, it can be concluded that this method has been proven to have a significant influence on improving the religious character of students. This is evidenced by the results of the pre-test which showed that the religious character of students was in the "adequate" category with an average score of 55.00, then increased to the "good" category with an average score of 69.76 in the post-test.

This increase in religious character is reflected in the increased understanding and appreciation of students of the five indicators of religious character used in the research, namely tolerance, confidence, protection, sincerity, and anti-violence. Learning using *Omar and Hana*'s films provides a concrete visual and audio experience so that religious values are easier to understand, remember, and apply in daily life. Students become more able to appreciate differences, show courage in behaving positively, help and protect friends, be sincere and selfless, and avoid violent acts in solving problems.

Thus, the application of *Video Based Learning* using the animated film *Omar and Hana* can be an alternative learning method that is effective in fostering the religious character of students, especially in the subject of Islamic Religious Education. This research contributes to the development of digital media-based learning methods that have educational value, as well as opens up opportunities for further research related to character strengthening through Islamic animation media.

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