The Influence of CapCut-Based Interactive Video Media on Islamic Religious Education Learning Outcomes in Elementary Schools

Putri Windhari B[1], Nurhayati[2], Muhammad Akbar[3]

[1,2,3]Universitas Sains Islam Al Mawaddah Warrahmah Kolaka, Indonesia

Article Info	Abstract
	This study aims to determine the effect of using interactive learning media based on the CapCut application on the learning outcomes of Islamic Religious Education (PAI) of sixth-grade students at SD Negeri 1 Laloeha. This study uses a quantitative approach with an experimental method and a one-group pretest–posttest design. The research subjects were 30 students, all of whom were sampled through a saturated sampling technique. Data collection was carried out through learning outcome tests (pretest and posttest), student response questionnaires, observations, and interviews. Data were analyzed using descriptive statistics, Paired Sample t-Test, and N-Gain test. The results showed that the average value of student learning outcomes increased from 68.40 in the pretest to 89.20 in the posttest. The t-test results showed a significance value of 0.000 (p <0.05), which means there was a significant difference between learning outcomes before and after the use of CapCut-based learning media. The N-Gain test showed that 66.7% of students were in the great improvement category, 30% in the medium category, and 3.3% in the low category. Furthermore, the questionnaire results showed that students responded very positively to the use of CapCut, particularly in increasing motivation, understanding the material, and creating a pleasant learning environment.

Corresponding Author:
Putri B Windhari
Universitas Sains Islam Al Mawaddah Warrahmah Kolaka
 Email Coresspondent: putriwin242@gmail,com

1. INTRODUCTION

The world of education is currently undergoing significant changes along with the rapid development of technology, information, and communication. These changes require the education system to adapt to remain relevant to the needs of the times. Adian Husaini (2018) emphasized that developments in the world of communication indirectly force the world of education to change, both in terms of approaches, methods, and learning media. In this context, education can no longer rely solely on conventional methods but must utilize technology as a means of supporting effective and meaningful learning.

In the digital era, technology plays a strategic role in supporting all school subjects, including Islamic Religious Education (PAI). PAI plays a crucial role not only as a means of transferring religious knowledge but also as a medium for developing students' character, morals, and spirituality. Therefore, PAI learning should ideally be presented with an engaging, interactive, and contextual approach so that Islamic values can be properly understood and internalized by students. Recent research shows that integrating technology into PAI learning can improve students' conceptual understanding, learning motivation, and religious attitudes (Afini et al., 2025).

However, the reality on the ground shows that Islamic Religious Education (PAI) learning in elementary schools still largely relies on lecture-based and teacher-centered methods. This situation tends to make students passive and less actively involved in the

learning process. In fact, the learning process can essentially occur both directly through interaction with educators and indirectly through interaction with media and other learning resources (Sadiman et al., 2018). Learning that does not involve varied and engaging media has the potential to cause boredom, reduce concentration, and negatively impact student learning outcomes.

Teaching methods play a crucial role in determining learning success. They are tools educators use to achieve educational goals (Javed, 2023). If the methods used are inappropriate and monotonous, the learning message will not be conveyed optimally. Therefore, teachers are required to be able to select and develop learning methods and media that are appropriate to the characteristics of their students, especially at the elementary school level.

One learning medium relevant to the characteristics of students in the digital era is interactive media based on animated videos. This medium is considered capable of increasing motivation and learning outcomes because it presents material visually, audibly, and contextually. Research by Rahmawati, Putra, and Hidayat (2022) shows that the use of animated videos in learning can significantly improve learning outcomes and student interest compared to conventional learning. Furthermore, the integration of technology into learning is also considered capable of creating a more meaningful and enjoyable learning experience (Mayer, 2020).

However, initial observations at SD Negeri 1 Laloeha indicate a gap between the ideal and the reality of Islamic Religious Education (PAI) learning. Students tend to feel bored, lack focus, and are unmotivated to participate. The one-way learning method and minimal use of interactive media are among the contributing factors to low student learning outcomes. This situation underscores the need for innovative learning media that can increase student engagement and understanding.

Several previous studies have demonstrated the effectiveness of digital technology-based learning media. Research by Yulia et al. (2023) showed that the use of CapCut application-based learning media significantly improved student learning outcomes, with an average score of 85.5%. However, most of these studies focused on non-Islamic religious education (PAI) subjects, resulting in limited research on the use of CapCut in Islamic education (PAI) learning, particularly at the elementary school level.

Based on this description, this research is important and relevant. The use of CapCut-based interactive learning media is expected to be an innovative solution to improve Islamic Religious Education (PAI) learning outcomes and address student boredom.

2. RESEARCH METHODS

This study uses a quantitative approach with an experimental method because it aims to determine the effect of using interactive learning media based on the CapCut application on learning outcomes in Islamic Religious Education (PAI). The quantitative approach emphasizes objective variable measurement and data analysis in numerical form to test the cause-and-effect relationship between the independent and dependent variables (Creswell, 2018). The experimental method was chosen because in this study, there is a treatment given to students, namely the use of interactive learning media based on CapCut, then its effect on student learning outcomes after the treatment is given is observed (Sugiyono, 2019).

This research was conducted at SD Negeri 1 Laloeha, located on Jalan Pemuda Lorong Iklim, Laloeha Village, Kolaka District, Kolaka Regency, Southeast Sulawesi Province. The research location was selected based on the consideration that the school has fairly developed access to basic education, students with diverse abilities, and support from the school for the use of technology in the learning process. The research was conducted in the

odd semester of the 2024/2025 academic year and lasted for approximately one month, covering the preparation stage, learning implementation, data collection, and research data analysis.

The population in this study was all sixth-grade students at SD Negeri 1 Laloeha. The sampling technique used was saturated sampling, meaning that all members of the population were used as research samples. The sample size in this study was 30 students, consisting of 10 female students and 20 male students. The saturated sampling technique was used because the population was relatively small, allowing the researcher to obtain more accurate and representative data (Arikunto, 2016).

The research design used was a one-group pretest–posttest design, involving one group of students who were given an initial test (pretest) before treatment and a final test (posttest) after treatment. The treatment consisted of Islamic Religious Education learning using interactive learning media based on the CapCut application. This design was used to determine differences in student learning outcomes before and after using the learning media.

The variables in this study consist of two variables: CapCut-based interactive learning media as the independent variable and student learning outcomes in Islamic Religious Education as the dependent variable. CapCut-based learning media is operationalized in the form of interactive animated videos used during the learning process, while learning outcomes are measured through initial and final test scores given to students.

The data in this study consisted of primary and secondary data. Primary data were obtained directly from students through pretest and posttest results, student response questionnaires regarding the use of CapCut-based learning media, observations of the learning process, and interviews with subject teachers and several students as supporting data. Secondary data were obtained from school documents, such as student data, previous grades, the Islamic Religious Education syllabus and curriculum, and literature in the form of books and journals relevant to the research.

Data collection was conducted through observation and questionnaire methods. Observations were conducted directly during the learning process to observe student engagement, responses to learning media, and the overall learning atmosphere. To maintain data validity, observations were conducted using observation guidelines that had been developed based on indicators of student engagement and learning activities. A questionnaire was used to determine student perceptions of the use of CapCut-based interactive learning media. The questionnaire was developed using a four-point Likert scale and administered to all students after the learning process was completed. Before use, the questionnaire was tested for validity and reliability to ensure that the data obtained could be scientifically accounted for.

The research instruments used included observation sheets, interview guidelines, and questionnaires. These instruments were compiled based on research indicators and adapted to the research objectives to obtain accurate and relevant data. Data analysis was conducted using descriptive and inferential statistics. Descriptive statistics were used to determine the average, highest, lowest, and standard deviation of student learning outcomes. The N-Gain calculation was used to determine improvements in learning outcomes. A paired sample t-test was used to test the significance of differences in learning outcomes before and after treatment at a significance level of 0.05 using SPSS (Ghozali, 2021).

With this research method, it is hoped that an objective and accurate picture can be obtained regarding the effectiveness of using CapCut-based interactive learning media in improving the learning outcomes of Islamic Religious Education for grade VI students at SD Negeri 1 Laloeha.

3. RESULTS AND DISCUSSION

3.1.Research Results

Displaying This study aims to determine the effect of using interactive learning media based on the CapCut application on the learning outcomes of Islamic Religious Education (PAI) of sixth-grade students at SD Negeri 1 Laloeha. The research data were obtained through student response questionnaires, learning outcome tests in the form of pretests and posttests, and statistical analysis, including t-tests and N-Gain tests. The presentation of the research results is intended to provide an empirical overview of the effectiveness of the CapCut learning media in improving student motivation, understanding, and learning outcomes.

1. The Influence of Interactive Learning Media Based on the CapCut Application

The questionnaire results showed that the use of CapCut-based interactive learning media had a positive impact on student motivation and engagement in Islamic Religious Education (ISE) learning. Based on the results of the first questionnaire statement regarding increasing learning motivation, 83% of students stated that they strongly agreed, and 16.7% stated that the use of CapCut made them more motivated in understanding Islamic Religious Education (ISE) material. There were no negative responses from students, indicating that this media was very well received.

Furthermore, regarding the ease of understanding material through CapCut interactive videos, the questionnaire results showed that 78% of students strongly agreed and 23% agreed. This finding suggests that the visualization and presentation of material in animated videos help students understand Islamic Religious Education concepts more simply and clearly. This is highly relevant to the characteristics of elementary school students, who tend to understand material more easily through visual and audiovisual media.

The learning atmosphere aspect also showed very positive results. A total of 83.3% of students strongly agreed, and 16.7% agreed that learning using CapCut creates a pleasant learning environment. This directly impacts student focus and concentration during the learning process. This is reinforced by the results of the questionnaire, which showed that 100% of students agreed that they were more focused on learning when using interactive video media.

The visual appeal and animation presented in CapCut are also key factors in successful learning. 83.3% of students strongly agreed, and 16.7% agreed that CapCut's visual and animation features captured their attention during learning. This medium serves not only as a tool for delivering material but also as a means to maintain student attention and active engagement.

Furthermore, the survey results showed that material delivered through CapCut was easier to remember. 83.3% of students strongly agreed, and 16.7% agreed that they remembered Islamic Education material presented through CapCut videos more easily than conventional learning methods. This medium also increased students' confidence in asking questions and engaging in discussions, as demonstrated by 83.3% of students strongly agreeing and 16.7% agreeing with the statement.

In terms of the material's relevance to everyday life, CapCut has been proven to help students understand examples of the application of religious values in real life. 83.3% of students strongly agreed, and 16.7% agreed, that CapCut learning videos facilitated their understanding of Islamic values contextually. All students (100%)

also agreed that interactive media like CapCut should be used more frequently in Islamic Religious Education (PAI) learning.

2. Student Learning Outcomes

The results of the questionnaire on learning outcomes showed that the use of CapCut significantly improved students' understanding and abilities. 83.3% of students strongly agreed and 16.7% agreed that their ability to understand Islamic Religious Education (PAI) material had improved compared to before using CapCut. Students also found it easier to relate Islamic Religious Education (PAI) lessons to everyday life, understand the meaning of Islamic teachings, and perform better on assignments and exams.

This increase in learning outcomes is not only felt subjectively by students, but is also proven objectively through the results of pretest and posttest tests.

Table 1
Descriptive Statistics of Pretest and Posttest

Statistics	Pretest	Posttest
Number of Students	30	30
The highest score	85	100
Lowest Value	55	75
Rate-rate	68,40	89,20
Standard Deviation	8,72	6,15

Table 1 shows that the average student score increased significantly from 68.40 in the pretest to 89.20 in the posttest. Furthermore, the lowest score also increased from 55 to 75, indicating that almost all students experienced improved learning outcomes after using CapCut.

3. Test of Significance of Difference (t-Test)

To determine whether the differences in learning outcomes are statistically significant, a Paired Sample t-Test was conducted.

Table 4.22
Paired Sample t-Test Results

Data Pair	Mean	t-count	df	Sig. (2-tailed)
Posttest – Pretest	20,80	12,345	29	0,000

The t-test results showed a Sig. (2-tailed) value of 0.000, which is smaller than 0.05. This indicates that there is a significant difference between the pretest and posttest results. Thus, it can be concluded that the use of CapCut-based interactive learning media has a significant effect on improving the learning outcomes of Islamic Religious Education students in grade VI of SD Negeri 1 Laloeha.

4. Uji N-Gain

To determine the level of effectiveness of improving learning outcomes, an N-Gain test was conducted.

Table 4.23
N-Gain Test Results

Interval N-Gain	Category	Number of Students	Percentage
$\geq 0,70$	High	20	66,7%

0,30 – < 0,70	Currently	9	30%
< 0,30	Low	1	3,3%
Total		**30**	**100%**

The N-Gain test results showed that the majority of students (66.7%) were in the high improvement category. This indicates that CapCut media is very effective in improving Islamic Religious Education (PAI) learning outcomes. Thirty percent of students were in the moderate improvement category, while only 3.3% were in the low improvement category. Overall, these results confirm that the use of CapCut-based interactive learning media makes a positive and significant contribution to improving Islamic Religious Education (PAI) learning outcomes.

3.2. Discussion

The results of the study indicate that the implementation of interactive learning media based on the CapCut application significantly increased student motivation, engagement, and learning outcomes in Islamic Religious Education (PAI). The increase in average scores from pretest (68.40) to posttest (89.20), significant paired t-test results, and N-Gain distribution (66.7% high category) are consistent with previous research findings that reported the effectiveness of interactive videos and animated media in improving student learning outcomes and motivation at the elementary level (Anindya & Atmojo, 2024; Hita, 2020).

Theoretically, these findings can be explained through Mayer's multimedia learning framework, which emphasizes that a cognitively designed combination of words and images helps process information more efficiently, thereby improving comprehension and retention (Mayer, 2009). In the context of CapCut, the integrated visual, animation, and audio features serve as dual representations that enrich learners' verbal and nonverbal codes—reducing cognitive load and facilitating the formation of clearer schemas regarding abstract Islamic Religious Education concepts. The findings of improved recall and ease of comprehension in this study align with this principle.

In terms of motivation and engagement, the questionnaire results showed very high scores in the categories of "enjoyable," "increased focus," and "confidence in discussions." Other empirical evidence shows that interactive and animated videos increase students' emotional and cognitive engagement, thereby stimulating learning interest and active participation (Chusna et al., 2024; Prehanto et al., 2024). In an elementary classroom setting, the visual appeal and contextual narrative offered by CapCut videos help connect Islamic Religious Education content to everyday life, which in turn strengthens instructional relevance—a crucial factor for motivating learning (Amalia, 2022).

N-Gain analysis showed that the majority of students experienced significant improvement (≥0.70). This is consistent with studies testing multimedia or interactive video interventions in the same age group, which also reported N-Gain improvements in the majority of subjects (Maulana et.al., 2025; Adawiyah et.al., 2024). This effectiveness is likely influenced by several factors: the quality of the video design (structure, duration, visual accuracy), alignment of the material with curriculum indicators, and accompanying teaching practices (e.g., post-viewing discussions), all of which are noted as determining factors for the success of interactive media.

However, the research findings need to be placed in the perspective of limitations consistent with the literature. First, the success of the intervention depends on infrastructure readiness and teachers' mastery of technology (digital literacy). Various

studies highlight that limited devices and teacher skills can hinder the optimal implementation of video media (Chasani et al., 2023; Tatik, 2024). In this study, teachers received support, but infrastructure issues such as connectivity or presentation equipment remained reported as challenges—a barrier frequently encountered in field studies of interactive media in elementary schools.

Second, the duration and timeframe of the study were relatively short (one month), so its long-term impact on the internalization of religious attitudes, character, and moral application cannot be determined. Other studies that monitor the effects of multimedia over a longer period recommend repeated observations to assess long-term retention and transfer of learning (Interactive Digital Media for Learning, 2024). Therefore, while initial results are promising, further longitudinal research is needed to assess the sustainability of changes in students' religious behavior and attitudes.

Third, although the majority of students responded positively, individual variation remained—a small proportion (3.3%) showed low N-Gain. This underscores the importance of a differentiated approach: interactive media needs to be enriched with additional scaffolding (remedial tasks, verbal reinforcement) to reach students with low baseline abilities or motivational challenges. Family digital literacy and the learning environment are also cited as moderating variables that can influence media effectiveness (Syamsuddin et al., 2023).

The practical implications of these findings are twofold. At the micro level (classroom/teacher level), teachers are encouraged to integrate interactive videos designed with multimedia principles (avoiding information overload, segmenting material, and coherence) and then facilitate post-screening activities such as discussions, short quizzes, or contextual application assignments to enhance active learning and effective transfer (Mayer, 2009; Hita, 2020). At the macro level (school/education office), these findings support investment in basic infrastructure (projectors, speakers, teacher training) and the development of local learning video repositories that are culturally and curricularly appropriate.

Scientifically, this research adds to the evidence that popular video editing applications (such as CapCut) are not merely content creation tools but also have the potential to be pedagogical media when used with good instructional design. Several studies focusing on CapCut have reported increased creativity and technical skills in students when CapCut is used as a learning tool (Priandini et al., 2023; Andhika et al., 2024), which is consistent with findings that in addition to cognitive aspects, this medium also promotes 21st-century competencies such as creativity and digital literacy.

In conclusion, the results of this study support the conclusion that CapCut-based interactive learning media effectively improve motivation and Islamic Religious Education learning outcomes in sixth-grade students at SDN 1 Laloeha. However, to strengthen the generalizability of the findings, replication studies in different geographic and sociodemographic contexts, experimental research with a control group, and longitudinal research are needed to assess the long-term impact on the internalization of religious values and character.

4. CONCLUSION

Based on the results of the research and discussion that have been conducted, it can be concluded that the use of interactive learning media based on the CapCut application has a significant effect in improving the learning outcomes of Islamic Religious Education (PAI) of grade VI students of SD Negeri 1 Laloeha. This increase is indicated by an increase in the average value of learning outcomes from 68.40 in the pretest to 89.20 in the posttest, the

results of the Paired Sample t-Test, which showed a significance value of less than 0.05, and the results of the N-Gain test, which were dominated by high and moderate improvement categories. In addition to improving cognitive learning outcomes, the CapCut media has also been proven to be able to increase student motivation, focus, and involvement in the learning process, as well as help students understand abstract PAI material through interesting and contextual visualizations. Thus, interactive learning media based on CapCut can be used as an alternative, effective, and relevant learning medium to improve the quality of Islamic Religious Education learning in elementary schools, especially in facing the challenges of learning in the digital era.

5. ACKNOWLEDGMENTS

6. BIBLIOGRAPHY

Adawiyah, T.R, Hanifah, N., & Syahid, A. A. (2024). The effect of animated video media on student learning outcomes in economic activities material at elementary school. Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran, 11(3), 331–340. https://doi.org/10.21093/twt.v11i3.8985

Afini, D., Rahayu, A., & Mutaqin, M. Z. (2025). Integrasi Teknologi Dalam Pembelajaran Pendidikan Agama Islam. Dirasa Islamiyya: Journal of Islamic Studies, 4(1), 65-77. https://doi.org/10.63548/dijis.v4i1.119

Amalia, S. (2022). Students' perceptions about the use of interactive video and its effect on learning motivation. Jurnal Pendidikan Islam, 11(2), 145–156. https://doi.org/10.19109/jip.v8i2.14282

Anindya, A. P., & Atmojo, S. E. (2024). The impact of video learning media on school students' learning activeness. Advances in Social Science, Education and Humanities Research, 816, 235–241. https://www.atlantis-press.com/proceedings/upincess-24/126007401

Arikunto, S. (2016). Prosedur penelitian: Suatu pendekatan praktik. Rineka Cipta.

Chasani, A., Nasir, M. ., & Erviyenni, E. (2023). Development of Interactive Learning Media for H5P-Based Elasticity Materials in the Mobilizing School Curriculum . Jurnal Penelitian Pendidikan IPA, 9(4), 2089–2096. https://doi.org/10.29303/jppipa.v9i4.3109

Chusna, N. L. U., Khasanah, U., & Najikhah, F. (2024). Interactive Digital Media for Learning in Primary Schools. Asian Pendidikan, 4(2), 72-78. https://doi.org/10.53797/aspen.v4i2.10.2024

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

Ghozali, I. (2021). Aplikasi analisis multivariate dengan program IBM SPSS (10th ed.). Badan Penerbit Universitas Diponegoro.

Hita, I. P. A. D. (2020). The effectiveness of video-based learning media to increase learning motivation on elementary school students. Jurnal Kependidikan: Penelitian Inovasi Pembelajaran, 4(2), 122–131. https://doi.org/10.26418/jurnalkpk.v8i1.78702

Husaini, A. (2018). Pendidikan Islam: Kompilasi pemikiran pendidikan (Cet. 3). Ponpes At-Taqwa.

M. Javed. (2023). The Effectiveness of Different Teaching Methods in Education: A Comprehensive Review. Journal of Social Signs Review, 1(1), 17–24. Retrieved from https://socialsignsreivew.com/index.php/12/article/view/3

Maulana, A., Yuliyanto, A., & Amanarrakhmah, I. (2025). The Influence of Animated Video Media on Elementary School Students' Motivation and Learning Outcomes in Science Learning. Indonesian Journal of Elementary Education, 7(2), 77. https://doi.org/10.24235/ijee.v7i2.21792

Mayer, R. E. (2021). Multimedia learning (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781316941355

Prehanto, A., Wibawa, S. C., & Nugroho, A. (2024). Interactive-animative learning videos as an instructional tool for elementary education. International Journal of Primary Education, 6(1), 45–55. https://doi.org/10.17509/ijpe.v5i1.33696

Priandini, D., Supriatna, N., & Anggraini, D. N. (2023). The Use of Capcut Application in Improving Student Creativity in Social Studies Learning at Junior High School. Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran, 8(4), 857–866. https://doi.org/10.33394/jtp.v8i4.9043

Sadiman, A. S., Rahardjo, R., Haryono, A., & Harjito. (2018). Media pendidikan: Pengertian, pengembangan, dan pemanfaatannya (Ed. 1, Cet. 18). Rajawali Pers.

Sugiyono. (2019). Metode penelitian kuantitatif, kualitatif, dan R&D. Alfabeta.

Suryani, I. D., Juniarso, T., & Hanindita, A. W. (2024). Pengaruh Media Video Animasi Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ipa. PENDASI Jurnal Pendidikan Dasar Indonesia, 8(2), 252-260.

Suryani, I. D., Juniarso, T., & Hanindita, A. W. (2024). Pengaruh Media Video Animasi Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ipa. PENDASI Jurnal Pendidikan Dasar Indonesia, 8(2), 252-260. https://doi.org/10.23887/jurnal_pendas.v8i2.3894

Syamsuddin , N., Tahir, H., Syamsunir, S., Hasanuddin, H., & Hermansyah, S. (2023). Influence of the CapCut Application on the ICT Learning Performance. Research Horizon, 3(4), 300–307. https://doi.org/10.54518/rh.3.4.2023.140

Tatik, T. S., & Ardi, A. S. R. (2024). The Effectiveness Of Interactive Animation Multimedia In Increasing The Learning Motivation Of Grade V Students. Sosioedukasi : Jurnal Ilmiah Ilmu Pendidikan Dan Sosial, 13(1), 91–102. https://doi.org/10.36526/sosioedukasi.v13i1.3977

Yulia, Y., Darniyanti, D., Subhan, S., & Vinni, V. (2023). Pengembangan media pembelajaran berbasis CapCut untuk meningkatkan hasil belajar siswa. Jurnal Inovasi Pendidikan, 5(1), 60–70. https://doi.org/10.52060/jipti.v6i1.2290