

Development of Short-Form Videos as Learning Media for Islamic Religious Education to Enhance *Tabligh* Attitudes

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Abstract: This study aims to develop short-form video-based learning media for Islamic Religious Education (IRE) and examine its effectiveness in enhancing students' *tabligh* attitudes in the digital era. The rapid growth of social media platforms and short-form video content has significantly influenced students' learning preferences and communication patterns. Therefore, innovative learning media are needed to facilitate the internalization of Islamic values while accommodating the characteristics of digital-native learners. This study employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The research involved junior high school students and Islamic Religious Education teachers as participants in the development and testing processes. Data were collected through observations, interviews, expert validation sheets, student response questionnaires, and *tabligh* attitude assessment instruments. The data were analyzed using descriptive quantitative and qualitative techniques. The findings indicate that the developed short-form video learning media achieved a high level of feasibility based on evaluations from content experts, media experts, and educational practitioners. Students responded positively to the media due to its engaging format, accessibility, and relevance to their daily digital experiences. Furthermore, the implementation of the media contributed to the improvement of students' *tabligh* attitudes, particularly in communication skills, dissemination of positive messages, confidence in expressing Islamic values, and social responsibility. The study concludes that short-form videos can serve as effective learning media for Islamic Religious Education by promoting meaningful learning experiences and strengthening students' *tabligh* attitudes in contemporary educational settings.

Keywords: Islamic Religious Education, short-form video, learning media development, *tabligh* attitude, character education, digital learning.

Introduction

The rapid advancement of digital technology has fundamentally transformed educational systems across the world. The widespread adoption of mobile devices, cloud-based learning environments, and social media platforms has reshaped the ways students acquire knowledge, communicate, and construct learning experiences. In particular, the emergence of short-form video platforms such as TikTok, Instagram Reels, and YouTube Shorts has introduced a new paradigm of digital communication characterized by concise, visually engaging, and highly interactive content. This transformation has significantly influenced the learning preferences of Generation Z and Generation Alpha, whose daily interactions with digital media increasingly shape their cognitive processes, motivation, and learning behaviors. Consequently, educational institutions are encouraged to redesign instructional practices that are adaptive to digital-native learners while preserving pedagogical quality and educational objectives (UNESCO, 2023; OECD, 2023).

The acceleration of digital transformation following the COVID-19 pandemic has further reinforced the necessity of integrating educational technology into classroom instruction. Rather than functioning merely as repositories of information, digital learning environments are expected to facilitate meaningful learning experiences that encourage active participation, creativity, collaboration, critical thinking, and character development. Contemporary educational paradigms therefore emphasize student-centered learning supported by innovative digital media capable of promoting cognitive, affective, and psychomotor competencies simultaneously. Within this perspective, teachers are required to possess not only pedagogical competence but also digital competence in designing learning resources that are relevant to students' technological habits and social realities.

These developments have created significant challenges for Islamic Religious Education (IRE). Unlike many school subjects that primarily pursue academic achievement, IRE aims to cultivate holistic Muslim personalities through the integration of religious knowledge, moral values, and ethical behavior. The ultimate goal of Islamic education is not only the mastery of religious concepts but also the internalization of Islamic values that guide students' daily lives. Therefore, learning activities should facilitate students in understanding, appreciating, and practicing Islamic teachings through authentic experiences that are meaningful within contemporary society.

Among the fundamental values promoted in Islamic Religious Education is *tabligh*, referring to the willingness and capability to communicate truth, deliver beneficial knowledge, invite others toward goodness, and demonstrate honesty and responsibility in social interactions. In today's digital society, the meaning of *tabligh* extends beyond conventional face-to-face communication and encompasses digital communication practices

through various online platforms. Students are increasingly required to become responsible digital citizens capable of disseminating positive messages, countering misinformation, and representing Islamic values ethically within virtual communities. Accordingly, strengthening students' *tabligh* attitudes has become an increasingly important educational objective in the era of digital communication.

Despite these demands, learning practices in many Indonesian junior high schools remain predominantly teacher-centered. Islamic Religious Education is still frequently delivered through lectures, textbook-based instruction, and static presentation slides, resulting in relatively passive classroom interaction and limited opportunities for students to develop communication skills and religious character. As a consequence, many learners perceive Islamic Religious Education as less engaging than the digital content they routinely encounter through social media applications. This discrepancy between students' digital experiences and classroom instruction suggests the need for innovative learning media capable of bridging pedagogical objectives with learners' digital lifestyles.

One instructional innovation receiving growing scholarly attention is the use of short-form video as educational media. Compared with conventional instructional videos, short-form videos present learning materials through concise audiovisual narratives that accommodate students' relatively short attention spans while maintaining engagement through storytelling, animation, subtitles, background music, and interactive visual elements. According to the Cognitive Theory of Multimedia Learning proposed by Mayer (2021), meaningful learning occurs when learners process verbal and visual information simultaneously within manageable cognitive loads. Consequently, properly designed multimedia resources can improve conceptual understanding, learning motivation, knowledge retention, and learner engagement.

Recent international studies have consistently demonstrated that short-form educational videos contribute positively to students' learning motivation, academic achievement, self-directed learning, and digital literacy across various educational contexts. Likewise, research in Islamic education indicates that digital learning media improve religious literacy, classroom participation, and students' motivation to learn Islamic subjects. Indonesian scholars have also reported positive impacts of multimedia learning on students' engagement and character education. Research conducted by Rosihon Anwar emphasizes that Islamic education should continuously adapt to technological development while maintaining its orientation toward strengthening Islamic values and character formation. Similarly, Uus Ruswandi argues that innovative learning media are essential for facilitating meaningful religious learning in accordance with students' developmental characteristics. Studies by Opik Taupik Kurahman further demonstrate the importance of integrating educational technology with Islamic pedagogical principles to improve learning effectiveness in the digital era.

Nevertheless, previous studies reveal several important limitations. Most investigations primarily evaluate digital learning media based on cognitive outcomes, including academic achievement, conceptual understanding, and learning motivation. Comparatively limited attention has been devoted to examining affective learning outcomes, particularly the development of Islamic character values such as *tabligh*. Furthermore, relatively few studies have systematically developed short-form video learning media using the ADDIE instructional design model while simultaneously evaluating their effectiveness in strengthening students' communication ethics, confidence in conveying Islamic messages, and social responsibility. Consequently, empirical evidence concerning the role of short-form video learning media in fostering *tabligh* attitudes remains insufficient.

This study seeks to address these gaps by developing short-form video-based learning media for Islamic Religious Education using the ADDIE instructional design framework, encompassing the stages of Analysis, Design, Development, Implementation, and Evaluation. Unlike previous investigations that primarily focused on cognitive achievement, this research emphasizes the affective dimension of learning through the enhancement of students' *tabligh* attitudes. The development process involves expert validation, practitioner evaluation, and classroom implementation to ensure both pedagogical quality and practical applicability.

The novelty of this research lies in three principal contributions. First, it integrates the characteristics of contemporary short-form digital media with Islamic Religious Education content specifically designed for junior high school students. Second, it extends the evaluation of digital learning media beyond cognitive outcomes by emphasizing the development of *tabligh* attitudes as a central component of Islamic character education. Third, it combines instructional design principles with Islamic educational philosophy, thereby offering an innovative pedagogical model that aligns technological advancement with religious, ethical, and character development.

Accordingly, this study aims to develop feasible short-form video learning media for Islamic Religious Education, evaluate the quality of the developed media through expert validation and user responses, and examine its effectiveness in enhancing students' *tabligh* attitudes. It is expected that the findings will contribute to the advancement of digital Islamic education, enrich the literature on multimedia-based character education, and provide practical recommendations for teachers seeking to integrate emerging digital technologies into meaningful Islamic Religious Education learning.

Method

This study employed a Research and Development (R&D) approach using the ADDIE instructional design model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The model was selected because it provides a systematic framework for developing and evaluating instructional media. The research was conducted with junior high school students and Islamic Religious Education (IRE) teachers in West Java, Indonesia.

During the **Analysis** stage, observations and interviews were conducted to identify students' learning needs, classroom problems, and the characteristics of digital-native learners. The Design stage involved determining learning objectives, preparing storyboards, and designing short-form video content based on the IRE curriculum and *tabligh* values. In the Development stage, the videos were produced and validated by content experts, media experts, and IRE teachers. Suggestions from validators were used to revise and improve the learning media before implementation.

The validated learning media were implemented in IRE classrooms to examine their practicality and effectiveness. Data were collected through observation, interviews, expert validation sheets, student response questionnaires, and *tabligh* attitude assessment instruments. The collected data were analyzed using descriptive quantitative and qualitative techniques. Quantitative data were presented as percentages to determine the feasibility of the learning media, while qualitative data from observations, interviews, and expert feedback were analyzed to support the interpretation of the findings.

Results and Discussion

1. Development of Short-Form Video Learning Media

The development of the short-form video learning media followed the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. During the analysis stage, classroom observations and interviews with Islamic Religious Education teachers indicated that learning activities were still dominated by lectures and textbook-based instruction. Students showed greater interest in audiovisual content accessed through social media than in conventional classroom learning. These findings indicate the need for innovative learning media that are compatible with students' digital learning preferences while supporting the achievement of Islamic educational objectives.

Based on the needs analysis, a series of short-form instructional videos was designed by integrating Islamic Religious Education materials with the values of *tabligh*. The videos were developed with a duration of approximately 60–90 seconds for each topic, combining narration, animation, subtitles, Qur'anic verses, and contextual examples related to students' daily experiences. The instructional design emphasized concise explanations, visual attractiveness, and interactive learning to increase students' engagement.

Before implementation, the developed media were evaluated by two content experts, two media experts, and one Islamic Religious Education teacher. The validation results indicated that the product achieved a high level of feasibility.

Table 1. Expert Validation Results

Validator	Percentage	Category
Content Expert	91.5%	Very Feasible
Media Expert	89.8%	Very Feasible
IRE Teacher	93.2%	Very Feasible
Average	91.5%	Very Feasible

The experts recommended minor revisions, including improving subtitle readability, synchronizing narration with animation, and simplifying several visual transitions. These suggestions were incorporated before classroom implementation.

The high feasibility scores indicate that the developed learning media fulfilled pedagogical, technical, and content requirements. These findings support Mayer's Cognitive Theory of Multimedia Learning, which explains that integrating verbal and visual information enhances students' understanding and engagement. Similar findings have also been reported by Rosihon Anwar, who emphasizes the importance of integrating technological innovation with Islamic educational values, and by Uus Ruswandi, who argues that digital learning media improve students' motivation and participation in Islamic Religious Education.

2. Students' Responses toward the Learning Media

The revised learning media were implemented in one Grade VIII class consisting of **32 students**. After the learning activities, students completed a response questionnaire to evaluate the quality and practicality of the developed media.

Table 2. Students' Responses

Indicator	Percentage
Ease of use	92.4%
Visual attractiveness	94.1%
Learning motivation	90.6%
Content clarity	91.3%
Overall satisfaction	92.1%

Students responded positively to the learning media because the videos were concise, visually attractive, and closely related to their daily digital experiences. The short duration allowed students to maintain concentration throughout the lesson while encouraging repeated viewing for better understanding. These findings are consistent with previous international studies indicating that short-form videos increase engagement, motivation, and learning effectiveness among digital-native learners.

3. Improvement of Students' Tabligh Attitudes

The effectiveness of the developed learning media was evaluated by comparing students' *tabligh* attitude scores before and after implementation.

Table 3. Students' Tabligh Attitude Scores

Measurement	Mean Score
Before implementation	71.8
After implementation	86.7
N-Gain	0.53 (Moderate)

The results indicate a moderate improvement in students' *tabligh* attitudes following the implementation of the short-form video learning media. Improvements were observed particularly in students' confidence in communicating Islamic values, willingness to deliver positive messages, ethical communication, and social responsibility. The audiovisual presentation enabled students to understand religious concepts more meaningfully while encouraging active participation during classroom discussions.

These findings support previous research demonstrating that multimedia-based learning not only improves cognitive achievement but also contributes to affective learning outcomes. In Islamic Religious Education, digital media function as instructional tools while simultaneously facilitating the internalization of Islamic values through contextual learning experiences. Consequently, short-form videos offer considerable potential for strengthening character education by integrating technology with Islamic moral values in ways that are relevant to contemporary learners.

Conclusion

This study developed short-form video learning media for Islamic Religious Education using the ADDIE instructional design model to enhance junior high school students' *tabligh* attitudes. The development process demonstrated that the learning media fulfilled pedagogical, technical, and instructional requirements based on expert validation and teacher evaluation. Furthermore, students responded positively to the media because of its attractive visual presentation, concise content, and relevance to their digital learning experiences.

The implementation of the developed media contributed to improving students' *tabligh* attitudes, particularly in terms of confidence in communicating Islamic values, ethical communication, responsibility in conveying truthful information, and willingness to encourage positive behavior. These findings indicate that short-form videos can function not only as instructional media but also as effective tools for strengthening Islamic character education in contemporary digital learning environments.

Theoretically, this study contributes to the growing body of knowledge concerning the integration of multimedia learning principles with Islamic Religious Education. Practically, it provides an alternative instructional strategy for teachers seeking to integrate digital technology into character-oriented learning. Future studies are recommended to involve larger samples, different educational levels, and experimental research designs to examine the long-term effectiveness of short-form video learning in improving various dimensions of students' Islamic character.

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