

Development of Artificial Intelligence-Based Learning Videos on Tayammum Materials (Expert Validation Analysis and Student Response)

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Abstract

This study aimed to develop an Artificial Intelligence-based instructional video on tayammum material, examine its feasibility through expert validation, and describe students' responses after using the product. This study employed Research and Development using the ADDIE model, which consisted of analysis, design, development, implementation, and evaluation stages. The product was a 3-minute and 16-second instructional video covering the definition, requirements, pillars, causes, procedures, and invalidating factors of tayammum. ChatGPT was used to design prompts and learning scenes, Google Flow was used to generate images and short video scenes, and CapCut was used to edit the final video. The limited trial involved 17 seventh-grade MTs students at PP. Kiai Mudrikah Talang Siring. The expert validation result reached 80.15%, categorized as valid and feasible with minor revisions. The students' response reached 88.09%, categorized as very good. These findings indicate that the AI-based instructional video is feasible as a visual learning medium for Islamic Education, especially for practical fiqh material.

Keywords: Artificial Intelligence, Instructional Video, Learning Media, Tayammum, Students' Response.

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INTRODUCTION

Islamic Religious Education has an important role in shaping students' religious understanding, attitudes, and practices. PAI learning is not only aimed at conveying religious knowledge, but also guiding students to be able to practice Islamic teachings in their daily lives. One of the important materials in learning fiqh at the MTs level is tayammum. Tayammum is a form of purification as a substitute for ablution or obligatory bathing when there is no water available or there is uzur that allows a person not to use water.¹ In Islamic jurisprudence, tayammum has clear provisions, ranging from the reasons for allowing tayammum, conditions, harmony, procedures, to things that cancel it.²

Tayammum material is not sufficiently understood through memorization. Students need to understand concepts and see examples of practice in order to distinguish between provisions, sequences, and procedures for implementation. In fiqh learning, worship materials related to practice require media that is able to present concrete examples. If the material is only explained verbally, students may have difficulty imagining the sequence of movements and conditions that allow tayammum. Therefore, teachers need to use learning media that is in accordance with the characteristics of the material and the needs of students.

Learning media serves as a tool to clarify the learning message, attract students' attention, and help achieve learning goals. Well-designed media can make the material more receptive because students not only hear the teacher's explanations, but also see the visual representation of the material being studied.³ In the context of fiqh learning, learning videos have the advantage of being able to combine text, images, sounds, dialogues, animations, and practical illustrations in one presentation. The principle of multimedia learning explains that students understand the material more easily when words and images are presented in an integrated manner, not just through text or oral explanations.

The development of digital technology provides new opportunities in the development of PAI learning media. Students today are increasingly familiar with visual media and digital technology, so learning needs to adapt to these changes. Smaldino, Lowther, and Russell explain that learning technology can help teachers select, design, and use media that are appropriate for learning objectives.⁴ In PAI learning, digital media can support the presentation of material to make it more interesting, interactive, and accessible. The findings of Sulistiyaningtyas and Setiawan in the journal *Rabbani* show that technology literacy and digital media in PAI learning can help facilitate the learning style of students in madrasas.⁵

The use of digital media in PAI learning has also been seen in several previous studies. Wijaya and Nurmawati researched the use of Canva-based interactive media in PAI learning at SMPN 1 Stabat, Langkat Regency. The results of the study show that

¹ Sulaiman Rasjid, *Islamic Fiqh* (Bandung: Sinar Baru Algensindo, 2018), pp. 46-49.

² Wahbah al-Zuhaili, *Al-Fiqh al-Islami wa Adillatuhu, Juz 1* (Damascus: Dar al-Fikr, 1985), pp. 509-515.

³ Azhar Arsyad, *Learning Media*, (Jakarta: Rajawali Pers, 2014) pp. 15-16.

⁴ Sharon E. Smaldino, Deborah L. Lowther, and James D. Russell, *Instructional Technology and Media for Learning*, 10th ed. (Boston: Pearson, 2012), pp. 7-10.

⁵ Ery Sulistiyaningtyas dan David Ari Setiawan, "Implementasi Literasi Teknologi dan Media Digital sebagai Upaya Memfasilitasi Gaya Belajar Peserta Didik pada Pembelajaran PAI di MA Mazro'atul Huda Karanganyar Demak," *Rabbani: Jurnal Pendidikan Agama Islam* 6, no. 1 (2025): hlm. 58-59.

interactive media can support the PAI learning process and increase students' interest in the material.⁶ Maulida, Hakim, Mardhiyah, and Sutiah in the *Rabbani* journal also showed that the Lumio by Smart learning media in the qurban chapter fiqh learning was able to present more interesting, interactive, and help improve student learning outcomes.⁷ Siregar, Ma'adani, Muhsin, and Putranta developed Islamic educational snake and ladder media on Hajj and Umrah materials. The research shows that creatively developed PAI learning media can help students understand religious material more interestingly.⁸

In addition to conventional digital media, Artificial Intelligence is starting to be used in the world of education. AI can help educators in drafting ideas, designing materials, drafting prompts, generating visuals, and supporting the learning media production process. UNESCO emphasizes that the use of generative AI in education needs to be directed in a responsible, humane manner, and still considers pedagogical aspects.⁹ Kamalov, Calonge, and Gurrib also explained that AI in education has opportunities for collaborative learning, automated assessment, personalized learning, and support for the learning process, but still needs supervision so as not to cause ethical problems or misinformation.¹⁰ Muchlis also emphasized that the use of AI in PAI learning has benefits and challenges, so its use needs to be directed to remain in accordance with the values, goals, and character of Islamic education.¹¹

In this study, Artificial Intelligence was used to develop learning videos on tayammum materials. ChatGPT is used to compile prompts and design learning scenes. Google Flow is used to create images and produce videos per scene. CapCut is used to combine entire video pieces into one whole learning product. The use of some of these applications is directed to produce learning videos that are concise, visual, communicative, and in accordance with the characteristics of grade VII MTs students.¹²

Based on previous research studies, the development of PAI learning media has been carried out a lot, both in the form of game media, interactive applications, and digital media. However, research that specifically develops Artificial Intelligence-based learning videos on tayammum materials is still limited. Some of the previous research has mostly discussed general digital media, interactive media, or fiqh learning media on other materials. Therefore, this research has a different position because it focuses on developing AI-based learning videos for tayammum materials, then assessing the feasibility of the product through expert validation and student responses.

⁶ Juwanda Pranata Wijaya dan Nurmawati, "Pemanfaatan Media Interaktif Berbasis Aplikasi Canva dalam Pembelajaran PAI di SMPN 1 Stabat Kabupaten Langkat," *Rabbani: Jurnal Pendidikan Agama Islam* 6, no. 1 (2025): hlm. 40-41.

⁷ Ameylia Maulida, Rosyida Hakim, Ainatul Mardhiyah, dan Sutiah, "Penerapan Media Pembelajaran Lumio by Smart pada Pembelajaran Fikih Bab Qurban Kelas IX MTs," *Rabbani: Jurnal Pendidikan Agama Islam* 6, no. 1 (2025): hlm. 110-111.

⁸ Muhammad Ihsan Siregar, Azka Aulia Ma'adani, Muhammad Sodri Nur Muhsin, dan Himawan Putranta, "Pengembangan Media Ular Tangga Edukasi Islami pada Materi Haji dan Umrah," *Rabbani: Jurnal Pendidikan Agama Islam* 6, no. 1 (2025): hlm. 5-6.

⁹ Fengchun Miao dan Wayne Holmes, *Guidance for Generative AI in Education and Research* (Paris: UNESCO, 2023), hlm. 8-10.

¹⁰ Firuz Kamalov, David Santandreu Calonge, and Ikhlās Gurrib, "New Era of Artificial Intelligence in Education: Towards a Sustainable Multifaceted Revolution," *Sustainability* 15, no. 16 (2023): pp. 1-3.

¹¹ Muhamad Muchlis, "Penggunaan Artificial Intelligence (AI) dalam Pembelajaran Pendidikan Agama Islam: Manfaat dan Tantangan," *Kreatif: Jurnal Pemikiran Pendidikan Agama Islam* 23, no. 1 (2025): hlm. 100-109.

¹² Mieczysław L. Owoc, Agnieszka Sawicka, and Paweł Weichbroth, "Artificial Intelligence Technologies in Education: Benefits, Challenges and Strategies of Implementation," in *Artificial Intelligence for Knowledge Management*, ed. Mieczysław L. Owoc and Mieczysław Pondel (Cham: Springer, 2021), pp. 37-58.

This study aims to describe the process of developing Artificial Intelligence-based learning videos on tayammum materials, find out the results of expert validation on the feasibility of the video, and analyze student responses after using the learning video. The results of this research are expected to contribute to the development of PAI learning media, especially in worship fiqh materials that require conceptual explanations and visual examples of practice.

METHOD

This research uses the Research and Development (R&D) method. This method was chosen because the research is oriented towards product development in the form of Artificial Intelligence-based learning videos on tayammum materials. Development research aims to produce a specific product and test the feasibility of that product before it is used more widely in learning.¹³ In the context of education, R&D is used to design, develop, validate, and refine learning products to suit user needs.¹⁴ The products developed in this study were not tested through pretest and posttest experimental designs, but were assessed based on expert validation and student responses.

The development model used is ADDIE. The ADDIE model consists of five stages, namely analysis, design, development, implementation, and evaluation.¹⁵ This model was chosen because it has a systematic workflow in the development of learning media, starting from identifying needs, designing products, developing media, limited implementation, to product evaluation. ADDIE is also suitable for use in the development of learning media because each stage allows researchers to make adjustments to the learning objectives, characteristics of students, content of the material, and the form of media developed.

The test subjects in this study were 17 students of grade VII MTs in PP. Kiai Mudrikah Talang Siring. The product developed is in the form of an Artificial Intelligence-based learning video with a duration of 3 minutes and 16 seconds. The material presented in the video includes the definition of tayammum, the requirements of tayammum, the pillars of tayammum, the reasons for the permissibility of tayammum, the procedures of tayammum, and things that cancel tayammum. The selection of video as a learning medium is based on the characteristics of tayammum material which requires conceptual explanations and visual examples of practice. Video media can help present material in a concrete way because it combines elements of images, sounds, text, and motion illustrations.¹⁶

The analysis stage is carried out by identifying the need for learning media in tayammum material. At this stage, the researcher analyzes the characteristics of the material, the needs of students, and the appropriate form of media. Tayammum material requires an understanding of concepts and practices, so that students not only know the definition, but also need to understand the causes, conditions, harmony, procedures, and cancellation of tayammum. Therefore, learning videos are chosen as a medium that can help students understand the material more clearly, concisely, and visually. The selection

¹³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), hlm. 407.

¹⁴ Walter R. Borg dan Meredith D. Gall, *Educational Research: An Introduction*, 7th ed. (Boston: Allyn and Bacon, 2003), hlm. 569-570.

¹⁵ Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (New York: Springer, 2009), p. 2.

¹⁶ Rusmayani Rusmayani, Haris Nursyah Arifin, Mohamad Aso Samsudin, dan Nur Azizah, "Pengembangan Media Pembelajaran PAI Berbasis Video pada Materi Surah Al-Fil," *Edupedia: Jurnal Studi Pendidikan dan Pedagogi Islam* 8, no. 1 (2023): hlm. 29-39.

of media needs to pay attention to the learning objectives, student characteristics, material content, and ease of use of media in the learning process.

The design stage is carried out by designing the video content flow, the order of the material, the learning dialogue, and the visual form to be used. The video design is prepared with a learning pattern that contains the opening, introduction of the material, core explanations, visual illustrations, interaction between teachers and students, tayammum practice, and closing. At this stage, the researcher also prepares a scene design so that the material is presented in a sequential manner and in accordance with the level of understanding of grade VII MTs students.

The development stage is carried out by developing learning videos using the help of Artificial Intelligence and video editing applications. In the early stages, researchers used Google Flow to create seven main images as visual material. The images include the introduction of the character, the atmosphere of the class, the media of tayammum in the form of dust or holy ground, because of the permissibility of tayammum, tayammum procedures, things that cancel tayammum, and illustrations of tayammum practices. After that, the researchers used ChatGPT to draft the prompts and draft video scenes. Prompts are created in multiple scenes with a maximum duration of 8 seconds in each scene. This duration restriction is adjusted to the process of creating videos per scene in Google Flow. Next, researchers entered images and scene prompts into Google Flow to generate video snippets. All video clips are then combined using CapCut into one complete learning video. The development of AI-based media still requires pedagogical control so that the production process emphasizes not only speed and display, but also the suitability of the material, learning objectives, and ethics of using technology.¹⁷

The implementation stage is carried out after the product receives input from validators and is revised by researchers. The revised learning video was then played to 17 grade VII MTs students at PP. Kiai Mudrikah Talang Siring. After the video was played, students were asked to fill out a response questionnaire to assess the clarity, attractiveness, ease, and benefits of the learning video. Limited trials are conducted to obtain user responses to the developed product before it is used in a broader context.¹⁸

The evaluation stage is carried out through two forms of assessment, namely expert validation and student response questionnaires. Expert validation was carried out by two lecturers from UIN Madura. The first validator was Dr. Nurul Zainab, M.Pd.I with expertise in PAI Curriculum Analysis. The second validator is Dr. Maimun, S.H.I., M.Pd.I with the field of expertise of PAI Learning Media Validator. Aspects assessed in the validation sheet include format or design, content or content, functionality or interactivity, and language. Expert validation is used to assess the feasibility of the product and obtain feedback on improvements before the product is used in learning.

The research instrument consisted of expert validation sheets and student response questionnaires. The expert validation sheet uses a scale of 1 to 4. A score of 1 means not good, a score of 2 means good enough, a score of 3 means good, and a score of 4 means very good. The student response questionnaire also uses a scale of 1 to 4. The use of the assessment scale aims to obtain quantitative data from respondents' opinions, perceptions, and assessments of the developed product. The questionnaire instrument is used to collect

¹⁷ Kaska Porayska-Pomsta, Wayne Holmes, dan Selena Nemorin, "The Ethics of AI in Education," dalam *Handbook of Artificial Intelligence in Education*, ed. Benedict du Boulay, Antonija Mitrovic, dan Kalina Yacef (Cheltenham: Edward Elgar Publishing, 2023), hlm. 571-604.

¹⁸ Walter R. Borg and Meredith D. Gall, *Educational Research: An Introduction*, (Boston: Allyn and Bacon, 2003) pp. 571-572.

data from respondents through a number of written statements that must be answered according to the respondent's conditions or assessment.

The research data was analyzed using quantitative descriptive analysis techniques. Descriptive analysis is used to describe the data that has been collected without making broader generalizations outside of the research subject. The score of the expert validation results and the student's response is calculated in percentage form. The formula used is: $\text{Percentage} = (\text{Score obtained} / \text{Maximum score}) \times 100\%$. The percentage results are then classified into eligibility categories. The percentage of 81% to 100% is categorized as very feasible or very good, 61% to 80% is categorized as feasible or good, 41% to 60% is categorized as quite feasible or quite good, 21% to 40% is categorized as not feasible, and 0% to 20% is categorized as unfeasible. This category is used to determine the feasibility level of learning videos based on expert validation and the level of student response to the developed learning media.

RESULTS AND DISCUSSION

1. Artificial Intelligence-Based Learning Video Development Process

The product developed in this study is an Artificial Intelligence-based learning video on tayammum material. The video is 3 minutes and 16 seconds long and contains the definition of tayammum, the requirements of tayammum, the pillars of tayammum, the reason for the permissibility of tayammum, the procedure of tayammum, and things that cancel tayammum. Video development is carried out through the ADDIE model which consists of analysis, design, development, implementation, and evaluation stages. The ADDIE model was chosen because it has a systematic flow in the development of learning products, starting from needs analysis to product evaluation.

The analysis stage is carried out by identifying the need for learning media in tayammum material. Tayammum material requires media that can explain concepts and practices visually. Students not only need to understand the definition of tayammum, but also need to know the causes, conditions, harmony, procedures, and things that cancel it. In fiqh learning, practical worship materials need to be presented concretely so that students can more easily understand the order and how they are implemented.¹⁹ The selection of video media is based on the ability of video to combine text, images, sounds, dialogues, and motion illustrations in one learning presentation.

The design stage is carried out by designing the video content, the order of the material, the learning dialogue, and the visuals used. The video flow starts from the opening, introduction of the material, explanation of tayammum media in the form of dust or holy land, because tayammum is allowed, tayammum procedures, things that cancel tayammum, to illustrations of tayammum practices. This design is prepared so that the material can be delivered briefly, concisely, and in accordance with the characteristics of grade VII MTs students.

The development stage is carried out by utilizing three applications, namely ChatGPT, Google Flow, and CapCut. Google Flow is used to create seven main images as visual material. ChatGPT is used to compile prompts and draft video scenes. Each scene is designed with a maximum duration of 8 seconds because video production on Google Flow is done per scene. After the entire video clip was created, the researcher used CapCut to combine the video clips into one whole learning product. The use of AI in the learning media development process needs to be guided by pedagogical

¹⁹ Sulaiman Rasjid, *Islamic Fiqh*, (Sinar Baru Algensindo, 2018) pp. 46-49.

goals, because technology only functions as a tool and not a substitute for the role of teachers in designing learning.²⁰

The implementation stage is carried out after the product receives input from validators and is revised by researchers. The revised learning video was then played to 17 grade VII MTs students at PP. Kiai Mudrikah Talang Siring. After the video was played, students were asked to fill out a response questionnaire to assess the clarity, attractiveness, ease, and benefits of the learning video. The evaluation stage is carried out through expert validation and student response. Expert validation is used to determine the feasibility of the video and the basis for the product revision, while student responses are used to determine student acceptance of the revised product. Limited trials like this are important in development research because they can provide initial input before the product is used more widely.²¹

2. Expert Validation Results

Product validation was carried out by two expert lecturers from UIN Madura. The first validator was Dr. Nurul Zainab, M.Pd.I with expertise in PAI Curriculum Analysis. The second validator is Dr. Maimun, S.H.I., M.Pd.I with the field of expertise of PAI Learning Media Validator. The validation instrument consists of 17 assessment items on a scale of 1 to 4. The maximum score of each validator is 68. The aspects assessed include format or design, content or content, functionality or interactivity, and language. Expert validation is required to assess the feasibility of the product and obtain input before the product is used in learning.

Table 1. Expert Validation Results

Validator	Areas of Expertise	Scores Obtained	Maximum Score	Percentage	Categories
Dr. Nurul Zainab, M.Pd.I	Telaah Kurikulum PAI	50	68	73,53%	Valid
Dr. Maimun, S.H.I., M.Pd.I	Validator Media Pembelajaran PAI	59	68	86,76%	Very valid
Quantity		109	136	80,15%	Valid

Based on Table 1, the first validator gave a score of 50 out of a maximum score of 68 with a percentage of 73.53%. These results fall into the valid category. The second validator gave a score of 59 out of a maximum score of 68 with a percentage of 86.76%. These results fall into the category of being very valid. Overall, the results of expert validation obtained a score of 109 out of a maximum score of 136 with a percentage of 80.15%. Thus, the Artificial Intelligence-based learning video on tayammum material is declared valid and suitable for use with minor revisions.

Table 2. Expert Validation Results Based on Aspects

Assessment Aspects	Validator 1	Percentage	Validator 2	Percentage
Format/Design	13/16	81,25%	15/16	93,75%
Contents/Contents	14/20	70,00%	17/20	85,00%

²⁰ Fengchun Miao and Wayne Holmes, *Guidance for Generative AI in Education and Research*, (Paris: UNESCO, 2023) pp. 8-10.

²¹ Walter R. Borg and Meredith D. Gall, *Educational Research: An Introduction*, (Boston: Allyn and Bacon, 2003) pp. 571-572.

Functionality/Interactivity	11/16	68,75%	11/16	68,75%
Language	12/16	75,00%	16/16	100%

The results in Table 2 show that the format or design aspect obtained high ratings from both validators. The first validator gave a percentage of 81.25%, while the second validator gave a percentage of 93.75%. These results show that video display, visual arrangement, and media design already support the delivery of material. Learning media that has an attractive design can help increase students' attention and clarify the learning message. This is also in line with the principles of instructional media design which places visuals as an important element in making it easier for students to understand information.²²

The content aspect obtained a percentage of 70.00% from the first validator and 85.00% from the second validator. This results show that the material in the video is generally appropriate, but still needs improvement in some parts. The validator's suggestions point to the need to clarify the class and learning objectives, affirm the practice of dusting in the tayammum ordinance, and add content that encourages responsibility and critical thinking. This improvement is important because PAI learning media not only conveys information, but must also help students understand religious values, rules, and practices correctly.

The aspect of functionality or interactivity obtained a percentage of 68.75% from both validators. This aspect is the part with the lowest value compared to other aspects. The results show that videos still need to be reinforced with interactive elements, such as lighter questions, simple quizzes, or reflective instructions. These findings are in line with the research of Maulida, Hakim, Mardhiyah, and Sutiah in the journal *Rabbani* which shows that the use of interactive digital media in fiqh learning can make learning more interesting and encourage student participation. Media that actively engages students can reduce teacher-centered learning and provide space for students to respond to the material.²³

The language aspect obtained a percentage of 75.00% from the first validator and 100% from the second validator. These results show that the language in the video is generally clear and communicative. However, suggestions for improvement still need to be considered so that the sentences in the video are simpler and in accordance with the level of understanding of grade VII MTs students.

3. Product Revision Based on Validator Suggestions

After the learning video product was validated by two validators, the researcher revised the product based on the suggestions and inputs provided. The revision was carried out before the learning video was tested to grade VII MTs students at PP. Kiai Mudrikah Talang Siring. This revision aims to improve the feasibility of content, clarity of display, language suitability, accuracy of tayammum practice, and interactivity of learning videos.

Table 3. Product Revision Based on Validator Suggestions

Yes	Validator's Advice	Revised Aspects	Revisions Made
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²² Sharon E. Smaldino, Deborah L. Lowther, and James D. Russell, *Instructional Technology and Media for Learning*, (Boston: Pearson, 2012) pp. 69-71.

²³ Ameylia Maulida, Rosyida Hakim, Ainatul Mardhiyah, and Sutiah, "The Application of Lumio by Smart Learning Media in Fiqh Learning Chapter Qurban Class IX MTs," *Rabbani: Journal of Islamic Religious Education* 6, no. 1 (2025) pp. 115-116.

1	The title of the material and the learning objectives need to be included.	Contents/Contents	The researcher added the title of the material "Bab Tayammum" to the beginning of the video and clarified the direction of learning so that students knew the topic to be studied.
2	It is necessary to add classes and learning objectives so that content and language suitability can be assessed based on the age of the learners, curriculum, and learning objectives.	Content/Content and Language	The researcher adjusted the video goals for grade VII MTs students and simplified the language to better suit the student's level of understanding.
3	The practice of wiping dust needs to be presented clearly as part of the tayammum procedure.	Content/Content and Practices	The researcher clarified the part of tayammum practice, especially in the scene of using dust or holy land, wiping the face, rubbing both hands, and the order of its implementation.
4	Body images or visuals need to be adjusted to the needs and accuracy of the storyline.	Format/Design	The researcher adjusted the images and visuals used to be more relevant to the tayammum material and not to cause misunderstandings in students.
5	It is necessary to contain content that encourages critical thinking and the development of an	Contents/Contents	The researcher added that tayammum is carried out due to certain conditions and must be done

	attitude of responsibility.		correctly as a form of responsibility in maintaining purity before worship.
6	If the video is directed to be interactive, it is necessary to add quizzes or questions and answers in the video so that students do not just listen.	Functionality/Interactivity	The researcher added elements of dialogue between teachers and students as well as simple questions in the video so that students were more involved in understanding the material.
7	Interactive elements still need to be strengthened.	Functionality/Interactivity	The researcher strengthened the interaction through teacher and student conversations and the invitation to repay attention to the steps of tayammum.
8	Language needs to be adjusted to the level of understanding of students.	Language	The researcher corrected several sentences to make them shorter, communicative, and easier to understand by grade VII MTs students.

Based on Table 3, product revisions are carried out on the aspects of content, visual design, tayammum practice, language, and interactivity. This revision indicates that the learning video product is not directly tested to students before obtaining improvements from validators. After the revision was completed, the learning video was then used in a limited trial to 17 MTs grade VII students to obtain student response data.

The revision of the product also strengthens the position of learning videos as a medium developed through systematic procedures. In development research, expert validation not only serves to score feasibility, but also serves as the basis for product improvement. Therefore, the validator's suggestions are used to improve the video to be more in line with the learning objectives, student characteristics, and fiqh learning needs of the tayammum material. With this revision, the product tested for students is a video that has gone through the initial assessment and refinement stage.

4. Student Response Results

Student responses were obtained through a questionnaire given to 17 grade VII MTs students after the revised learning video was played. The questionnaire consists

of 10 statements on a scale of 1 to 4. The overall maximum score is 680. The score obtained from all student responses was 599. Thus, the student response percentage is 88.09% and falls into the very good category.

Table 4. Student Response Results to Learning Videos

Yes	Statement Aspects	Scores Obtained	Maximum Score	Percentage	Categories
1	The purpose of learning is in the media	60	68	88,24%	Excellent
2	The learning materials are presented clearly and easily understood	62	68	91,18%	Excellent
3	The learning materials presented are interesting	63	68	92,65%	Excellent
4	The media has a clear description of the material	62	68	91,18%	Excellent
5	The examples presented in the media are clear and easy to understand	59	68	86,76%	Excellent
6	The sentences used in the media are clear	57	68	83,82%	Excellent
7	Illustrations of images, videos, and animations support the material	59	68	86,76%	Excellent
8	Attractive learning video design	58	68	85,29%	Excellent
9	Students can learn independently through learning videos	57	68	83,82%	Excellent

10	Overall the learning media is good	62	68	91,18%	Excellent
	Quantity	599	680	88,09%	Excellent

Based on Table 4, all items of the student response questionnaire are in the very good category. The highest percentage is found in the attractiveness aspect of learning materials, which is 92.65%. These results show that students consider the tayammum material presented through Artificial Intelligence-based videos interesting to learn. A high percentage is also found in the aspect of material clarity and material description, each at 91.18%. This shows that videos are able to help students understand tayammum material more clearly.

The lowest percentage was found in the aspect of sentence clarity and students' ability to learn independently through videos, each at 83.82%. Although it is still in the very good category, these two aspects remain a record of improvement. The sentences in the video need to be made simpler and more direct. In addition, videos can be supplemented with self-study instructions, such as short questions after the explanation of the material or an invitation for students to repeat the steps of tayammum.

The positive response of the students showed that Artificial Intelligence-based learning videos can be an alternative to PAI learning media, especially in worship fiqh materials that require visual explanations. These results support the research of Wijaya and Nurmawati in Rabbani which shows that interactive media based on digital applications can help teachers present PAI material in a more attractive way and in accordance with the needs of students.²⁴ These results are also in line with the research of Siregar, Ma'adani, Muhsin, and Putranta which shows that the development of creative PAI learning media can make students learn in a more enjoyable way and help them remember the material better.²⁵

Discussion

The results of the study show that Artificial Intelligence-based learning videos on tayammum materials are suitable for use as PAI learning media. This feasibility is evidenced by the results of expert validation of 80.15% with the valid category and the results of student responses of 88.09% with the excellent category. These two findings show that the developed product is not only rated feasible by validators, but also positively received by students as users.

In terms of product development, the use of ChatGPT, Google Flow, and CapCut helps researchers develop compact, visual, and communicative learning media. ChatGPT plays a role in drafting prompts and scene design. Google Flow plays a role in generating visuals and videos per scene. CapCut plays a role in combining all video clips into one whole product. This process shows that AI can be used as a tool for the production of learning media, as long as its use is still controlled by learning objectives and the accuracy

²⁴ Juwanda Pranata Wijaya and Nurmawati, "The Utilization of Canva Application-Based Interactive Media in PAI Learning at SMPN 1 Stabat Lalat Regency," *Rabbani: Journal of Islamic Religious Education* 6, no. 1 (2025) pp. 50-51.

²⁵ Muhammad Ihsan Siregar, Azka Aulia Ma'adani, Muhammad Sodri Nur Muhsin, and Himawan Putranta, "The Development of Islamic Education Snake and Ladder Media on Hajj and Umrah Materials," *Rabbani: Journal of Islamic Religious Education* 6, no. 1 (2025) pp. 6 and 17.

of the material. The UNESCO Guidelines affirm that the use of generative AI in education must still take into account human responsibility, ethics, and learning goals.²⁶

In terms of material, tayammum videos have advantages because they can display concepts and practices in visual form. Tayammum material is not enough to be conveyed through oral explanations because students need to see the order of practice and understand the conditions that allow tayammum. The principle of multimedia learning explains that learning will be more effective when text, images, and visuals are arranged in an integrated manner to support students' cognitive processes.²⁷ Therefore, the presentation of tayammum material in the form of videos can help students get a more concrete picture of the procedure of purifying with tayammum.

In terms of student responses, the results of the questionnaire showed that students gave a very good assessment of the video. This is understandable because videos present the material in a concise, visual, and easy-to-follow manner. MTs grade VII students are at a developmental stage that requires concrete examples, pictures, and interesting learning activities. Media that combines moving visuals, dialogue, and animation can help students focus more on the material. This finding is in line with Maulida, Hakim, Mardhiyah, and Sutiah who show that digital media with elements of animation, games, and quizzes can make fiqh learning more interesting and increase student involvement.

In addition, the revision of the product based on the validator's suggestions showed that the videos tested to students had gone through the initial refinement stage. Revisions to the aspects of title, learning objectives, class goals, clarity of tayammum practice, visual suitability, language, and interactivity show that the product is not only developed based on the creativity of the use of AI, but also adjusted to the principle of feasibility of learning media. This is important because AI-based media still needs to be controlled through academic validation so that its content and appearance are in accordance with PAI's learning objectives.

However, the results of expert validation also show that the functionality or interactivity aspect still needs to be considered. This aspect obtained a score of 68.75% from both validators and became the aspect with the lowest score. This shows that videos need to continue to add elements that encourage students' active responses. Improvements can be made by inserting a lighter question, a short quiz, a reflection pause, or a simple task after the core explanation. Good learning media not only conveys information, but also facilitates the involvement of students in the learning process.²⁸

This finding is also in line with the principle of active learning in PAI which places students as learning subjects. Good learning media not only beautify the appearance, but also move students to ask questions, reason, and relate the material to the practice of religious life. Zainuri, Yudiarta, and Latif explained that active learning in PAI in the era of the Independent Curriculum requires the involvement of students in understanding and constructing learning experiences in a more meaningful way.²⁹

Overall, Artificial Intelligence-based learning videos on tayammum materials have the potential to be used in PAI learning at the MTs level. However, the product can still

²⁶ Fengchun Miao and Wayne Holmes, *Guidance for Generative AI in Education and Research*, (Paris: UNESCO, 2023) pp. 8-10.

²⁷ Richard E. Mayer, *Multimedia Learning*, (New York: Cambridge University Press, 2009) pp. 67-70.

²⁸ Ery Sulistiyaningtyas and David Ari Setiawan, "The Implementation of Technology and Digital Media Literacy as an Effort to Facilitate Students' Learning Styles in PAI Learning at MA Mazro'atul Huda Karanganyar Demak," pp. 58-59.

²⁹ Habib Zainuri, Lutfhy Aria Yudiarta, and Baharudin Latif, "The Implementation of the Active Learning Model in PAI in the Era of Independent Curriculum," *Rabbani: Journal of Islamic Religious Education* 6, no. 1 (2025): pp. 69-87.

be further developed, especially in the aspect of interactivity and strengthening independent learning activities. With advanced development, AI-based learning videos can become a more communicative, participatory, and appropriate media for students.

CONCLUSION

This research produced an Artificial Intelligence-based learning video on tayammum material for grade VII MTs students. The development process is carried out by utilizing ChatGPT to compose prompts and scene designs, Google Flow to create images and videos per scene, and CapCut to combine all video pieces into one complete learning product. The final product is in the form of a 3 minute 16 second learning video which contains the definition of tayammum, the requirements of tayammum, the pillars of tayammum, the permissibility of tayammum, the procedure of tayammum, and things that cancel tayammum.

The results of expert validation showed that the Artificial Intelligence-based learning video on tayammum material obtained a score of 109 out of a maximum score of 136 with a percentage of 80.15%. The results are in the valid category and are suitable for use with minor revisions. After obtaining the validator's suggestions, the product was revised on the aspects of the title and learning objectives, class goals, clarity of tayammum practice, visual suitability, language, and interactivity. Revisions are made before the video is tested on students.

The results of the student response questionnaire showed that the learning video obtained a score of 599 out of a maximum score of 680 with a percentage of 88.09%. The results are in the very good category. The students' responses showed that the video was considered interesting, clear, easy to understand, and helped students in learning the tayammum material. Thus, Artificial Intelligence-based learning videos on tayammum materials are suitable for use as PAI learning media for grade VII MTs students.

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