

UTILIZING CAPCUT-BASED EDUCATIONAL VIDEO MEDIA TO INCREASE THE EFFECTIVENESS OF AKIDAH AKHLAK LESSONRahma Yuda¹, Silvia Susrizal², and Leila Mahdavi³¹ Mahmud Yunus State Islamic University of Batusangkar, Indonesia² Mahmud Yunus State Islamic University of Batusangkar, Indonesia³ University of Tabriz, Iran**Corresponding Author:**

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Abstract

The world today is increasingly advanced and developing in the field of technology, with various features being discovered. This technological development has also had a major impact on the world of education, specifically on learning media, which will benefit students and educators. One of these features is the Capcut application, which can be used to create various types of learning videos. This study aims to reveal how the Capcut application can be used as a medium for teaching ethics and morals, which will improve students' performance in learning ethics and morals. This study uses a quantitative research method with a survey model, in which the researcher provides a Google Form to educators and students on the use of learning videos using the Capcut application in learning faith and morals. The results of this study indicate that the Capcut application can provide benefits, ease of access, and complete features for students in improving their performance in learning faith and morals. The limitation of this study is that the researcher only used Google Forms as a platform to determine the extent of the use of the Capcut application in faith and morals lessons.

Keywords: Capcut, Learning Media, Religious Ethics.

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INTRODUCTION

Information technology and the internet have had a huge impact on society in the social, educational, and economic spheres, as well as in all aspects of life, especially education (Romo-Avilés et al., 2020; Nurhidayati et al., 2023; Alghuwainem, 2025). The rapid development of information technology requires all parties to be skilled, creative, and as innovative as possible in using various applications that have emerged as learning media to develop and improve skills and quality, a person's potential, and can help solve problems in the world of education. (Romo-Avilés et al., 2020; Bock & Oelsnitz, 2025; Lestari & Ekohariadi, 2024). The internet has become a daily necessity for people around the world. Using just one device, namely a mobile phone, they can do everything even from a great distance, such as video calls and sending messages to friends abroad (Ramadhan et al., 2020; Reedy, 2023; Balla et al., 2025). Technology is so advanced that it can be used for things that have a positive impact on society.

The usefulness of the internet and technology is greatly felt in the world of education today, as it allows the use of various platforms and applications that provide convenience and benefits for learning media, such as Capcut, Google Meet, Zoom, and many other applications, so that learning can be more creative and less boring (Dong et al., 2020; Qazi et al., 2024; Widiasanti & Alfarizi, 2023). Students will be motivated to develop and improve their knowledge or insight and even think critically in the future (Xu et al., 2025; Ashimova & Turekhanova, 2022 ; Zhuang et al., 2021). In the current era, technology is considered a solution to problems, facilitating activities and even supporting the world of education. Education can be defined as an effort to shape good character, broad thinking, and insight so that one can think about what steps are good for the future and become an educated person (Hindricks et al., 2021; Li et al., 2020; Cathrin & Wikandaru, 2023).

In today's era, the development of the internet and technology is undoubtedly useful. It can be seen and felt that even four-year-old children can use technology such as mobile phones via the internet (Bazzi et al., 2021; Andriani, 2024; Myrzalieva & Omorbaeva, 2024). Owning an Android-based gadget has become a popular right among the public and is no longer unfamiliar in today's era. In general, people only focus on gadgets to watch various shows, whether for learning or entertainment (Reedy, 2023; Darwin et al., 2023; Runsewe et al., 2024). Sometimes people use gadgets only to play games, use TikTok, or take photos, which is a waste because there are many learning applications in gadgets that provide benefits in the world of education. Educators are now focused on creating interesting applications for learning, and it is certain that educators have confirmed to students that they should not feel awkward in accepting learning.

Educators must be adept at selecting good applications or learning media and must also consider the circumstances and conditions of the students who will be taught using learning media through the Capcut application (Polsinelli et al., 2020; Radianti et al., 2020; Sirregar et al., 2025). Especially for students who live in areas that cannot be reached by the internet or are located in remote areas, it is impossible for educators to force their students because not all students have good economic conditions, and if forced, it will cause stress for the students. This is in contrast to schools located in urban areas, where the internet network is adequate for accessing various learning media and other activities to be maximized in the learning process in the world of education (Grasselli et al., 2020; Firdausi, 2025; Astari & Yulianto, 2025). Therefore, educators can easily access video-based materials, and students can develop and improve their learning through applications such as Capcut.

The Capcut application is one of the leading and most popular applications in the Play Store because it has a variety of interesting and excellent features for video editing for the learning process of faith and morals (Sirregar et al., 2025; Ekowati et al., 2024; Priandini et al., 2023). Despite the advantages of the Capcut application, there are several disadvantages, one of which is that the application requires too much capacity, so not all Android devices can use the Capcut application. It is only intended for Android version 5.0 and above, and the use of the

Capcut application consumes a lot of internet data (Huang et al., 2020; Xie et al., 2023; Hoque et al., 2020). These shortcomings do not diminish the popularity of Capcut, because behind these weaknesses, there are many advantages, including its ease of use for creating educational videos, its many effects and filters, its cool and varied templates, and the fact that it produces videos that make people interested in using Capcut.

Knowing the use of the Capcut application in the subject of faith and morals, the researcher will analyze the results using an online questionnaire and the results will be presented in the form of a diagram to make it easier to obtain the research results. The research results to be reviewed will certainly differ, therefore the researcher will collect the opinions of educators and students regarding the use of the Capcut application in faith and morals education, whether the Capcut application can help as a learning medium or not (Ma'rof & Abdullah, 2025; Pahmi, 2022; Bayir & Uğurlu, 2024). Usually, faith and morals lessons use video-based methods so that students become interested. Educators here play a role in utilizing the Capcut application to increase students' knowledge about faith and morals learning (Chen et al., 2020; Huang et al., 2020; Tang et al., 2020), because online-based media can facilitate understanding of religious and moral education material.

The purpose of using the Capcut application is to make learning more interesting and increase students' motivation to learn religious and moral education. This allows students to determine the suitability of video-based learning media through the Capcut application, as well as to find out how students and educators respond to animated videos using the Capcut application for religious and moral education subjects. Not only that, the Capcut application also helps deliver material through interesting videos so that students can easily absorb material on religious and moral education. Here, assistance from the school is also needed so that the Capcut learning media can be maximized in the school. Perhaps there are students who do not have internet quota, so the school can distribute Wi-Fi usage in the school to help students use the Capcut application, because not all students come from wealthy families.

Based on the above description, the researcher became increasingly interested in studying further the extent to which the Capcut application can be used as an animation-based learning medium for learning about faith and morals. The purpose of this study is to find out how educators utilize technology in the learning process, as well as whether students are able to receive video-based learning from the Capcut application provided by educators. The researcher hopes that students will be motivated to utilize and develop comprehensively related to the media of learning about faith and morals. It is hoped that the use of the Capcut application can be further developed and continue to be used in other subjects, not only focused on faith and morals, so that applications for other learning media can be developed further to make learning more effective and efficient.

RESEARCH METHOD

Research Design

The research method used to study the use of the Capcut application as a learning medium is a quantitative method (Moscetti et al., 2019; To et al., 2020; Willett et al., 2019). This method aims to conduct observations and interviews as well as analysis to find out how learning videos through the Capcut application are used as a learning support tool in a high school. This research was conducted at the beginning of the odd semester in 2021 (Caton et al., 2018, 2018; Hayes, 2018). This is useful for finding out how students respond to using Capcut as a learning support medium at the school concerned, and at the same time, it can be seen what obstacles students face in utilizing the Capcut application as a means of supporting faith and moral learning.

Research Target/Subject

The research subjects were students enrolled in the high schools studied. Students became respondents to find out their responses to the use of the Capcut application as a medium for learning faith and morals.

Research Procedure

In this study, the researcher distributed questionnaires to students as a means of revealing how students responded to using the CapCut application as a learning support medium. The survey results were then described in percentages according to the respondents' answers.

Instruments, and Data Collection Techniques

With the results obtained, the researcher will describe the percentage results of the survey conducted on students as a supporting medium for learning faith and morals. In the results listed later, the researcher will convey and explain how students responded to the use of learning videos through the Capcut application. Thus, it will be known how all students respond to the use of the Capcut application to support the learning process with the help of technology.

The main instrument used in this study was an online questionnaire containing questions that had been validated by the supervising lecturer. The data was then collected using Google Forms and supplemented with interviews.

The results of the research data that has been collected and the interviews that have been conducted. Previously, the researcher had prepared a list of questions to be distributed through the lecturer who guides media literacy. and the criticism and suggestions from the relevant lecturer validators can be used as a reference or direction for researchers in distributing questionnaires comprehensively to students who will be surveyed about the use of learning videos using the Capcut application for learning faith and morals (Bazzi et al., 2021; “Front Matter,” 2021; Xu et al., 2020). This aims to enable researchers to identify the obstacles in using the application as a means of learning faith and morals in schools so that researchers can then provide solutions to overcome the obstacles that hinder the use of the Capcut application as a means of Akidah Akhlak lesson.

Data Analysis Technique

The collected research data will be analyzed using quantitative methods to see the percentage results obtained from the attached questionnaire grid. The attached questionnaire consists of ten questions, each with five options selected by students according to their individual feelings. Furthermore, the percentages obtained will be described in a descriptive form so that the results of the discussion that have been collected can be analyzed and discussed in relation to the opinions of experts. Later, if there are corrections from the facilitator, they will be attached to obtain relevant results. Finally, the discussion will also include the revised research conclusions in accordance with the agreement of the experts who are in agreement in presenting the research conclusions with relevant narratives. This will be implemented in the schools concerned.

RESULTS AND DISCUSSION

Technological advances have had a huge impact on the world of education. This is because education will always be closely related to the use of internet-based technology. This has become a form of supporting facilities and infrastructure in the teaching of faith and morals. For students, technology plays a very helpful role in learning faith and morals, because the world of education is closely related to internet applications today. For the internet education level, it is very clear that it is very useful as a learning support tool because it can access learning media. In the world of education, the benefits felt by educators and students in an education can be in the form of increasing motivation in using technology as a learning support tool. The researchers observed the target schools and obtained data that could be analyzed to determine how technology is utilized and how innovation in faith and morals education is developed using the Capcut application.

The development of information and communication technology today has been felt and utilized, one of which is in the world of education. With this technological development, there are also many interesting and useful applications that can be utilized as learning media in education. One of the applications used as a learning medium is Capcut. The use of Capcut in the world of education as a medium for learning faith and morals is very helpful in the learning process. By displaying interesting videos in faith and morals learning, it is very easy for students to understand the material through the videos displayed. Through the Capcut application, educators have no difficulty in using it as a learning medium because there are already excellent features in the application. Therefore, the use of learning videos using the Capcut application in faith and morals lessons is unquestionable because it has helped in the learning process in faith and morals lessons.

Currently, the CapCut application can be seen in use in every educational institution, where educators have taken advantage of the CapCut application in teaching faith and morals. The goal is that the CapCut application is easy to access, display, and facilitate understanding of the material in faith and morals lessons. It is no surprise that educators and students are interested in the Capcut application as a learning medium. It is not just some educators who utilize or use Capcut, but rather its use can be said to be widespread. The use of videos made with the Capcut application as a learning medium in faith and morals lessons has been implemented because the Capcut application in all levels of education has helped in the learning process and made it easier for students to understand the material presented through these videos. Students' level of understanding has also increased with the Capcut application as a learning medium in faith and morals lessons.

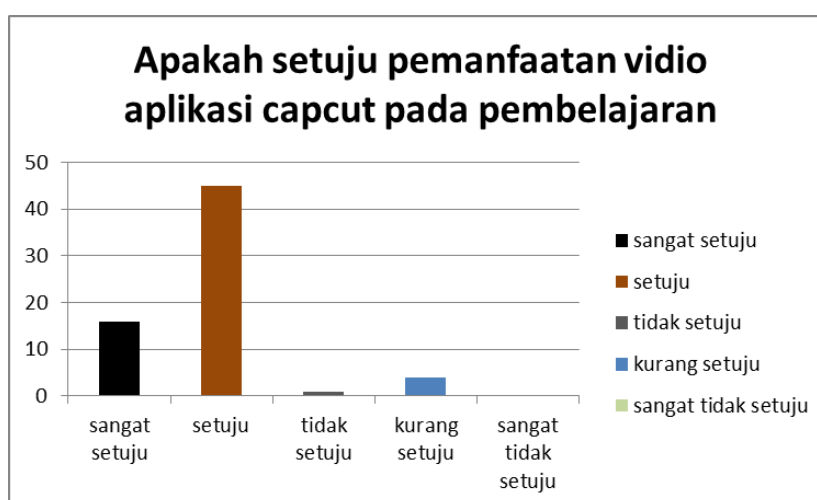


Figure 1. Do you agree with the use of Capcut videos in learning?

Based on the diagram above, it can be seen that the students' opinions regarding the discussion on the use of Capcut app videos in learning. From the data above, it can be seen that the respondents had 4 different answers, namely strongly agree, agree, disagree, while strongly disagree was not chosen by any of the respondents. The students varied, with 16 respondents answering strongly agree, 45 respondents answering agree, 1 respondent answering disagree, and 4 respondents answering disagree. When analyzed, the data above shows that most respondents chose strongly agree and agree compared to disagree and somewhat disagree. In fact, no respondents chose strongly disagree regarding the use of Capcut videos in learning. This research was conducted by distributing an online questionnaire via WhatsApp. The diagram above shows that students mostly chose to agree because they understood the lessons presented by teachers through videos using the Capcut application, which also helped them improve their knowledge of faith and morals. The diagram also shows that there were 4 students who disagreed, possibly because they did not understand the lessons presented through the Capcut application videos and needed more direct explanations from teachers.

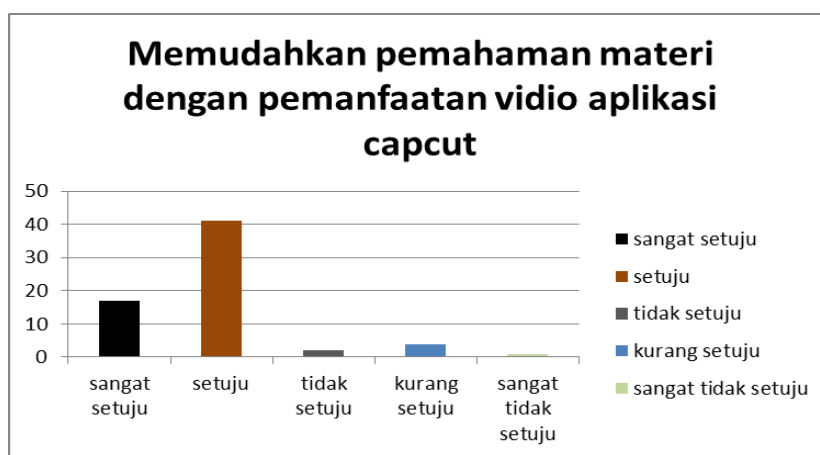


Figure 2. Facilitating understanding of the material through the use of videos from the Capcut application

The diagram above shows the respondents' views or opinions on how easy it is to understand the material with videos through the Capcut application. From this, it can be seen that 64 respondents found the use of the Capcut application in learning faith and morals to be very useful. The respondents chose different answers, with 17 respondents choosing strongly agree, 41 respondents choosing agree, 2 respondents choosing disagree, and 4 respondents choosing somewhat disagree. One respondent strongly disagreed. Analysis of the data obtained from the respondents shows that most respondents agreed that the Capcut app video greatly facilitated their understanding of the material in the Aqidah Akhlak learning process. This is because information and communication technology provides supporting features for learning media, such as the Capcut app, which makes it easier for educators and participants to deliver material. Meanwhile, those who chose disagree, somewhat disagree, and strongly disagree to the question were very few, because some of them were not familiar with the Capcut application. However, based on the results of the respondents, it can be concluded that most respondents chose agree and strongly agree that the Capcut application video facilitates understanding of the material.

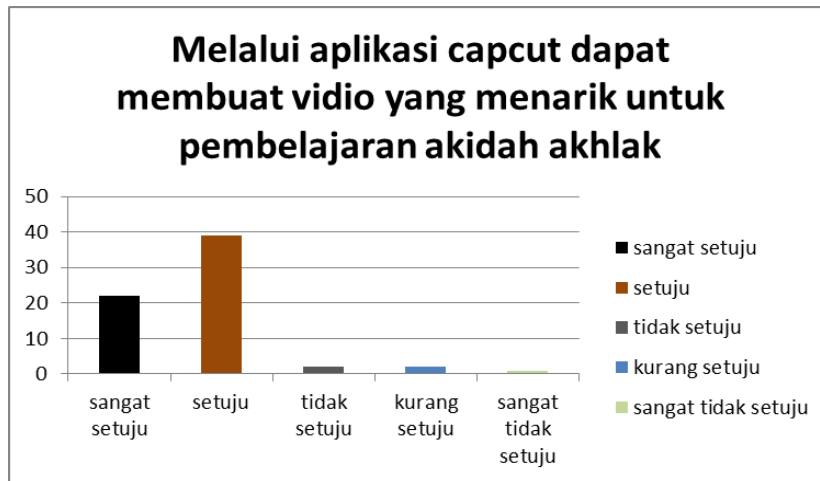


Figure 3. The Capcut application can be used to create interesting videos for learning about faith and morals

Based on the respondents in the diagram above, we can see the views or opinions of respondents regarding the use of the Capcut application to create videos for learning about faith and morals. From the above, we can see that there were 64 respondents. These respondents gave five different answers, namely strongly agree, agree, disagree, somewhat disagree, and strongly disagree. Twenty-two respondents chose the answer strongly agree, 39 respondents chose agree, two respondents chose disagree, two respondents chose somewhat disagree, and only one respondent chose strongly disagree. When analyzing the data above, it can be seen that most respondents chose strongly agree and agree compared to disagree, somewhat disagree, and strongly disagree. The Capcut application can be used to create interesting videos for learning about faith and morals. Thus, it can be seen that the Capcut application is indeed used and utilized for learning about faith and morals. The use of the Capcut application is indeed interesting in creating videos for learning about faith and morals. Many also agree that the Capcut application has interesting features for creating videos.

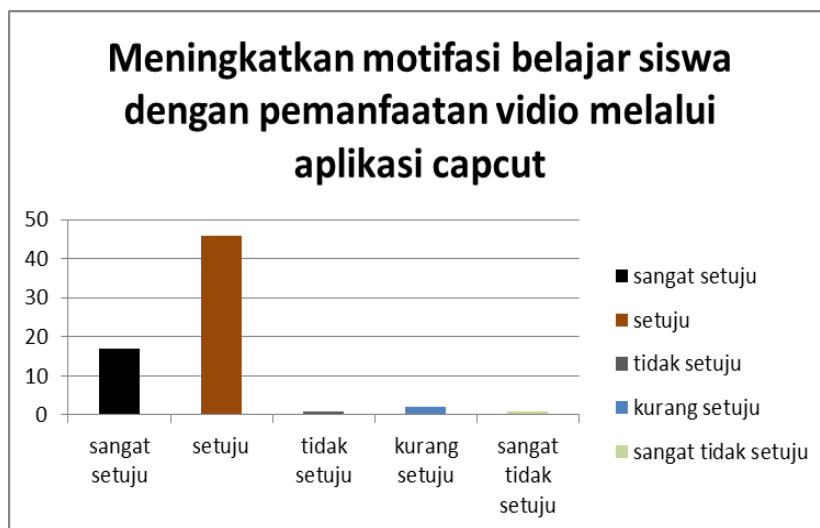


Figure 4. Increasing student learning motivation by utilizing videos through the Capcut application

Based on the bar chart above, we can see the percentage of respondents related to increasing student learning motivation through the use of videos via the CapCut app. From the results above, it can be seen that there were 64 respondents. Of these, 17 respondents chose the answer "strongly agree," 46 respondents chose "agree," 1 respondent chose "disagree," 2

respondents chose "somewhat disagree," and only 1 respondent chose "strongly disagree." This shows that the use of videos through the Capcut application in the process of learning faith and morals has increased students' learning motivation. This proves that the use of videos with the Capcut application can indeed increase student motivation in learning. Thus, it has become an alternative learning medium for the smooth running of the akidah akhlak learning process, as can be seen from the percentage in the diagram above, which shows that this application can increase student motivation when learning, as proven by surveys in various schools.

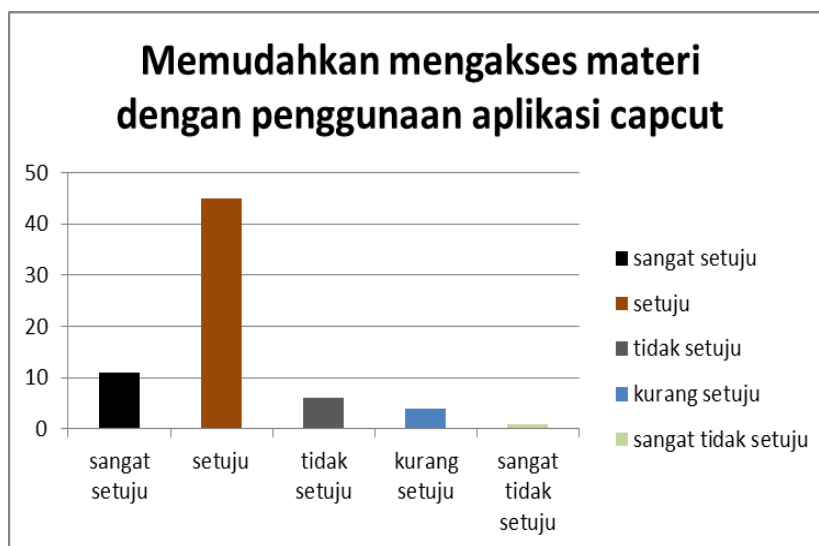


Figure 5. Easier access to material with the use of the Capcut application

Based on the diagram above, we can see the percentage of 64 respondents related to easy access to material using the Capcut application in learning faith and morals. From the data above, we can see that the opinions of various respondents chose four different types of answers, namely: strongly agree, agree, disagree, somewhat disagree, and strongly disagree. Eleven respondents chose strongly agree, 45 respondents chose agree, only 6 respondents chose disagree, 4 chose somewhat disagree, and only 1 respondent chose strongly disagree. This shows that the Capcut application facilitates access to material in the teaching of faith and morals. However, when comparing the number of respondents who chose "agree" with those who chose "strongly agree," especially when compared to those who chose "disagree" and "somewhat disagree," there is a significant difference. This suggests that respondents agree that the CapCut app facilitates access to materials in akidah akhlak learning, as indicated by the survey conducted earlier.

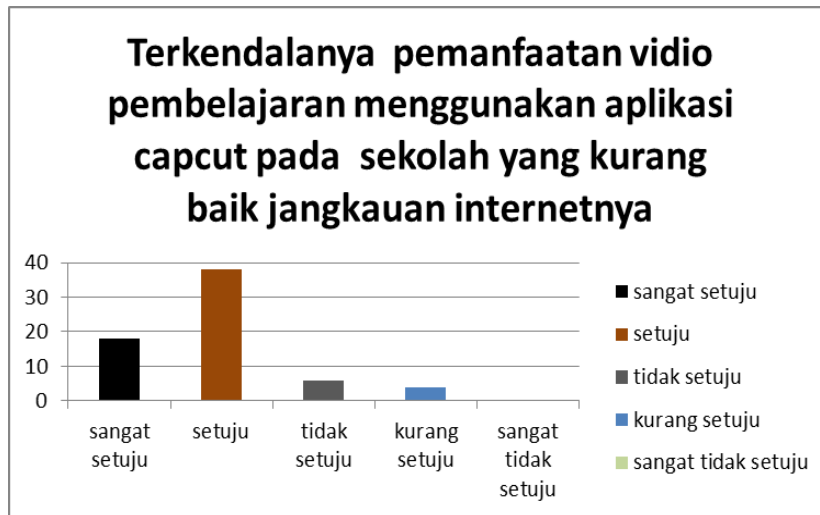


Figure 6. Obstacles to the use of learning videos using the Capcut application in schools with poor internet coverage

Based on the bar chart above, it can be seen that the percentage of 64 respondents related to the constraints on the use of learning videos using the Capcut application in schools with poor internet coverage. From the data above, it can be seen that respondents chose three different answers, namely strongly agree, agree, disagree, disagree, and strongly disagree, while strongly disagree was not chosen by any respondents. The data shows that 18 respondents chose the answer "strongly agree," 38 respondents chose "agree," only 6 respondents chose "disagree," and only 5 respondents chose "somewhat disagree." This was after learning about the discussion of the constraints on the use of educational videos using the Capcut application in schools with poor internet coverage. It can be concluded that based on the data collected through an online survey using Google Forms, the highest opinion from the data above is agree, because the Capcut application is indeed quite constrained in schools with poor internet coverage. Therefore, the use of the CapCut application as a medium for teaching faith and morals is indeed intended only for schools with good internet coverage that can access the CapCut application.

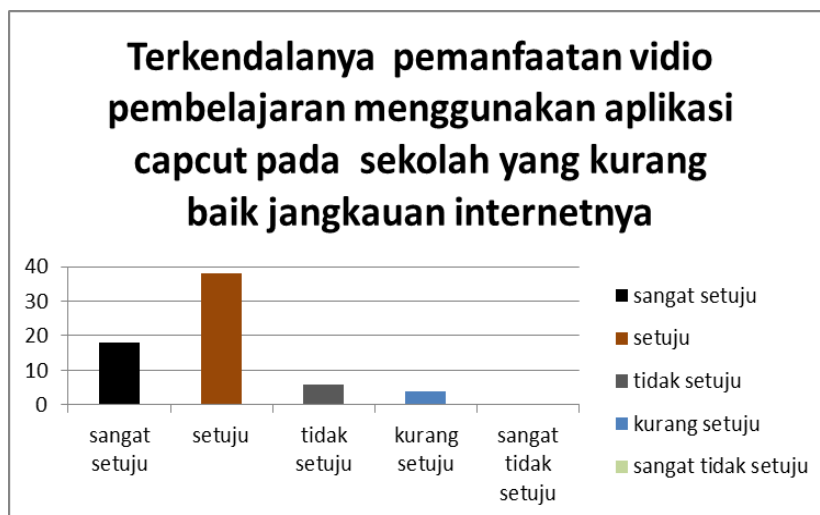


Figure 7. Facilitating the editing of religious and moral education videos

Based on the respondents in the diagram above, we can see the views or opinions of 64 respondents on the ease of editing videos for learning akidah ahklak. From this, we can see that

the responses from the 64 respondents consisted of five different answers, namely strongly agree, agree, disagree, somewhat disagree, and strongly disagree, while the answer strongly disagree was not chosen by any respondent. Nineteen respondents chose the answer strongly agree, 43 respondents chose the answer agree, 1 respondent chose the answer disagree, and only 3 respondents chose disagree. Analyzing the data above, it can be seen that most respondents chose the answers agree and strongly agree compared to disagree and somewhat disagree regarding how easy it is to edit videos for learning about faith and morals. From the data above, it can be seen that editing videos using the Capcut application is easy to do in learning about faith and morals.



Figure 8. Students gain a better understanding of the learning material through the use of videos from the Capcut application

Based on the bar chart above, it can be seen that 64 respondents only chose five different answers to the question "Students understand the learning material better with the use of videos from the Capcut application." From the above results, it can be seen that 64 respondents chose the answers strongly agree, agree, disagree, somewhat disagree, and strongly disagree, while none chose strongly disagree. Of the five answers, 13 respondents chose strongly agree, 42 respondents chose agree, only 4 respondents chose disagree, and 6 respondents chose somewhat disagree. By looking at the results of this data, it can be seen that all respondents agree or strongly agree that the use of videos from the Capcut app helps students better understand the learning material on faith and morals. With this, students will feel the benefits of using videos from the Capcut app.

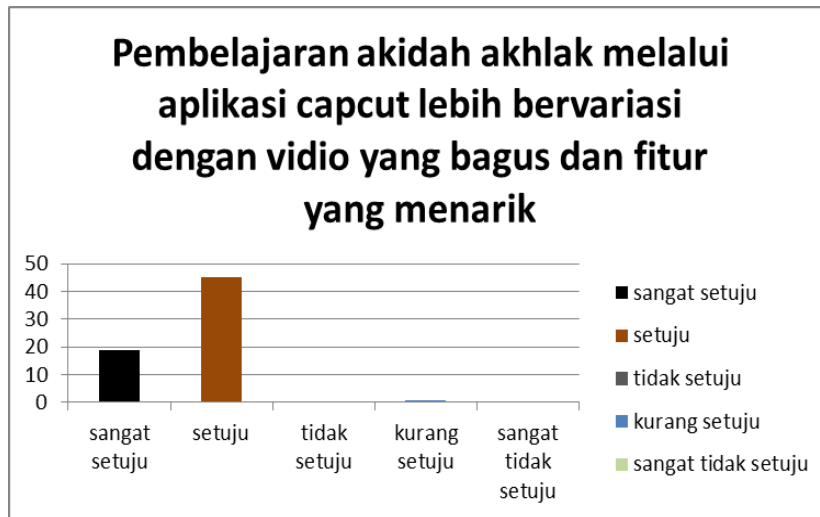


Figure 9. Learning aqidah akhlak through the Capcut application is more varied with good videos and interesting features

Based on the diagram above, it can be seen that 64 respondents only chose 2 answers to the question "Learning aqidah akhlak through the Capcut application is more varied with good videos and interesting features." From the above results, it can be seen that 19 respondents chose the answer "agree," 45 respondents chose the answer "somewhat agree," and none of the respondents chose the answers "disagree," "somewhat disagree," or "strongly disagree," as can be seen from the diagram. When analyzed from the data obtained, it can be seen that most respondents agreed and strongly agreed. This is related to the fact that learning faith and morals through the Capcut application is more varied with good videos and interesting features. Therefore, the learning media with the Capcut application is indeed more varied and has better videos, making it effective in learning faith and morals.

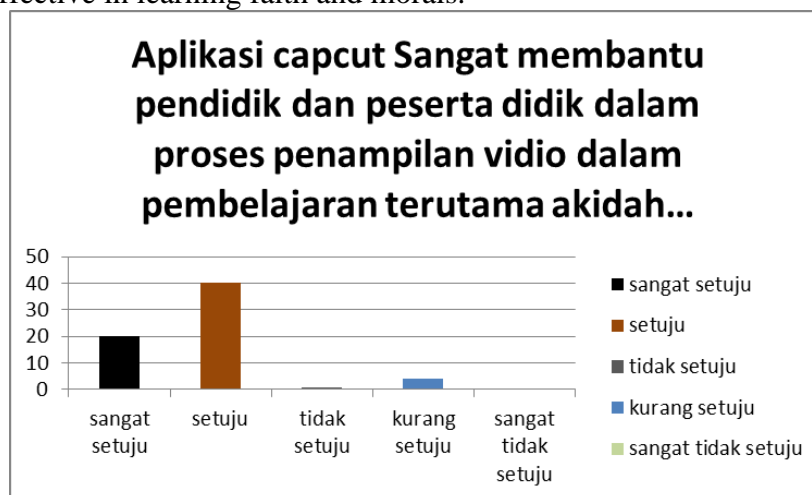


Figure 10. The Capcut application greatly helps educators and students in the process of presenting videos in learning, especially in learning faith and morals.

Based on the bar chart above, it can be seen that the percentage of 64 respondents related to the CapCut application greatly helps educators and students in the process of presenting videos in learning, especially in learning faith and morals. From the data above, it can be seen that 64 respondents chose four different answers and one did not answer, namely strongly agree, agree, disagree, and somewhat disagree, while the answer strongly disagree was not chosen by the 64 respondents. The data shows that 20 respondents chose strongly agree, 40 respondents chose

agree, only 1 respondent chose disagree, and only 4 respondents chose somewhat disagree. It was found that the Capcut application greatly helps educators and students in the process of presenting videos in learning about faith and morals, as evidenced by the survey results, where respondents strongly agreed and agreed with this statement.

The results of the analysis conducted in this study support previous research that mentions the use of educational videos using the Capcut application in teaching faith and morals. The results of the study state that the Capcut application should be improved and its capacity reduced so that it can be used on various types of mobile phones, which means that the Capcut application should be updated more frequently. In this regard, the researcher found new points from the current study that differ from previous studies, namely that there are many benefits to using the Capcut application for video presentations in akidah akhlak learning. Although there are several obstacles or barriers to using it, based on the results described above, it can be seen that there are more benefits than disadvantages or weaknesses and obstacles in the Capcut application as a learning medium. This is because in the discussion above, the researcher has described the effectiveness of using videos through the Capcut application in teaching faith and morals. It can be seen from the use of learning videos using the Capcut application in the teaching of religious principles and morals that the learning process is such that educators and students can understand well through videos from the Capcut application. The researcher has also revealed the benefits or positive impacts of this religious education learning media system, as well as providing feedback or perspectives from teachers and students on the use of educational videos using the CapCut application in religious education.

CONCLUSION

Based on the results of the discussion on the use of educational videos using the Capcut application in the process of learning Aqidah Akhlak, the researcher concludes that in reality, in the current world of education, the Capcut application is widely used by educators in the learning process. The Capcut learning application is one of the methods used in the learning process to improve student achievement. The purpose of the Capcut application is to increase students' interest in learning so that they are more enthusiastic and motivated to learn. The Capcut application can develop students' creative ideas in the learning process. This research can be maximized, therefore the researcher hopes that the Capcut application in faith and morals learning will not only be used in the faith and morals learning process but can also be used in various other aspects of learning. As the researcher has explained, the Capcut application prevents students from becoming bored and tired of learning because the features displayed by the Capcut application are quite interesting for religious and moral learning videos, as the use of learning videos using the Capcut application has been made as interesting as possible. This is where educators and students are required to be more active in these learning videos.

Regarding researchers who use quantitative methods, this method makes it very easy for researchers to describe the questionnaires that they have distributed using Google Forms. Therefore, researchers hope that respondents will be helpful in this matter, as it greatly assists educators in developing broad insights so that students in faith and morals learning can be more advanced in all aspects of technology and applications. The CapCut application is one of the supporting tools in the learning process. Therefore, it can be concluded that the CapCut application can be used as a supporting tool in faith and ethics learning.

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shortcomings and errors in the writing of this research article. Therefore, the authors welcome criticism and suggestions so that they can improve their writing in the future.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation, Other contribution.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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