



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

Implementation of Problem Based Learning Model with Animated Video Media to Improve Student Learning Outcomes

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ARTICLE INFO

Article history:

Received: 27 Sept 2025

Revised: 13 Oct 2025

Accepted: 25 Oct 2025

Published online: 05 Nov 2025

Keywords:

Problem Based Learning Model,
Animated Video,
Learning Outcomes

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Article Doi:

<https://doi.org/10.31258/jes.9.6.p.5614-5624>

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ABSTRACT

This research was motivated by the low learning outcomes of Class VB students at SD Negeri 1 Gesik in the Pancasila Education subject, particularly on the topic of the diversity of Indonesian culture. The purpose of this study was to improve student learning outcomes through the implementation of the Problem Based Learning model assisted by animated video media. This research is a classroom action research study that follows the Kemmis and Taggart model, which consists of the stages of planning, action, observation, and reflection. The subjects of this study were 31 students of Class VB at SD Negeri 1 Gesik. The study was conducted in two cycles. The results showed that in the first cycle, students' mastery of the learning material reached a completeness percentage of 39%, with 12 students achieving the learning criteria. In the second cycle, there was a significant improvement, with 90% of students (28 students) achieving learning completeness. Therefore, it can be concluded that the application of the Problem Based Learning model supported by animated video media can enhance student learning outcomes in the Pancasila Education subject for Class VB at SD Negeri 1 Gesik.

1. Introduction

Rahman et al. (2022), education is a purposeful effort to create a learning environment in which students are encouraged to actively grow and develop their moral, intellectual, spiritual, and social potential, while also cultivating self-discipline, religious values, and practical skills. Hafizh et al. (2025), education plays a vital role in shaping students' knowledge and in developing attitudes and behaviors that reflect the nation's identity. Firdiana et al. (2024), the purpose of primary education is to equip students with the foundational skills needed to actively participate in society and to pursue further education at higher levels.

Putri et al. (2024), the educational process is a collaborative interaction between teachers and students that fosters the development of students' moral, social, emotional, and intellectual skills. Diki Maulansyah et al. (2023), teachers play an

important role in schools, not only as transmitters of knowledge but also as mentors who help students reach their potential. Dianasari et al. (2021), as a formal educational institution, the school must create a supportive and effective learning environment to foster students' character development. Shinta & Ain (2020), the role of the school is not only to provide academic knowledge but also to serve as a place for social interaction and the development of students' personalities.

Hasanah (2024), according to Law No. 20 of 2003 on the National Education System, education is a planned effort to create a learning environment that encourages students to actively develop their full potential. At the school level, Pancasila Education plays a key role in shaping students' character and values. Diah Pebriyanti & Irwan Badilla (2023), Pancasila Education is a subject designed to shape students' personalities in line with the noble values of the Indonesian nation. Nur Wijayanti & Muthali'in (2023), Pancasila Education shapes students' attitudes and behaviors while transferring knowledge based on core values such as religious and national unity.

Anis et al. (2024), most students lack enthusiasm for Pancasila Education lessons. Learning outcomes decline because students lack focus and don't ask questions about the material being taught. This problem occurs because teachers only assign assignments and use lecture-based teaching strategies that can bore students. Fitriyani et al. (2021), teachers need to use innovative and diverse methods to enhance student engagement and learning outcomes in overcoming classroom challenges. They must also create an interactive, enjoyable, and meaningful learning environment to motivate students to think critically and actively.

Observations and interviews conducted in the VB class of SD Negeri 1 Gesik showed that Pancasila Education is one of the most difficult subjects for students, especially the material on the cultural diversity of Indonesia. As a result, their average grades are low. Out of the 31 students, 25 have not yet grasped the material related to Indonesia's cultural diversity. This shows that students' learning outcomes have not yet met the expected criteria for achieving the learning objectives. One effective approach that teachers can adopt to overcome this problem is applying the Problem Based Learning model integrated with animated videos aimed at fostering better learning outcomes among student.

Handayani & Muhammadi (2020), the Problem Based Learning model is an instructional approach that actively engages students by presenting a problem as the starting point of the learning process. Through this model, students are encouraged to work collaboratively in groups, engage in discussions, and find solutions by utilizing their existing knowledge. Mayasari et al. (2022), the Problem Based Learning model effectively engages students, helping them develop real life problem solving skills, enhance critical thinking, and collaborate in groups. This approach leads to deeper conceptual understanding and better learning outcomes.

Wulandari et al. (2023), learning media are tools that help students understand lessons more easily and make the learning process more engaging. Wardani et al. (2024), the use of appropriate learning media helps make the classroom more

engaging and enjoyable while encouraging active student participation. Irawan et al. (2023), animated videos are an engaging learning medium because they combine visual and audio elements to help students understand the lesson material. Tullah et al. (2022), animated videos also serve as a medium that can improve learning outcomes and make a significant contribution to the overall effectiveness of classroom learning.

Manongga (2021), technology holds a vital role in education by offering broader and more adaptable access to learning materials, helping to make the learning experience more efficient, engaging and interactive. Faiz & Fadly (2024), technology is often considered a highly valuable educational tool, but it can also facilitate the spread of values that are not conducive to fostering positive character development. Faiz & Fadly (2023), integrating technology into learning can enhance the achievement of educational goals by enabling teachers to present more engaging content, such as videos, to improve students' understanding.

This study aims to improve students' learning outcomes in the Pancasila Education subject through the implementation of the Problem Based Learning model combined with animated video media. This approach is expected to enhance student engagement, foster interest, and build enthusiasm in the learning process about Indonesia's cultural diversity. The integration of the Problem Based Learning model and animated video media in Pancasila Education is considered an effective strategy to create a more interactive and enjoyable learning experience, thereby improving students' learning outcomes.

2. Methodology

The method used in this study is Classroom Action Research, which aims to improve the quality of the learning process and student learning outcomes through the implementation of the Problem Based Learning model with animated video media. Fauziyah et al. (2024), classroom action research is conducted in two cycles, where each cycle consists of four stages: (1) planning, (2) action, (3) observation and (4) evaluation along with reflection. The model used in this classroom action research is the Kemmis & McTaggart model.

The study was conducted at the Gesik 1 state primary school, located on Jl. Ki Ageng Tapa Gesik, Tengah Tani District, Cirebon Regency. The research was conducted in a grade VB class with 31 students. The reason for choosing this location was because the learning process was dominated by teachers using lecture methods and the use of limited learning media, only using books without involving technology, resulting in low student learning outcomes. The design of the Kemmis & McTaggart model can be seen in figure 1.

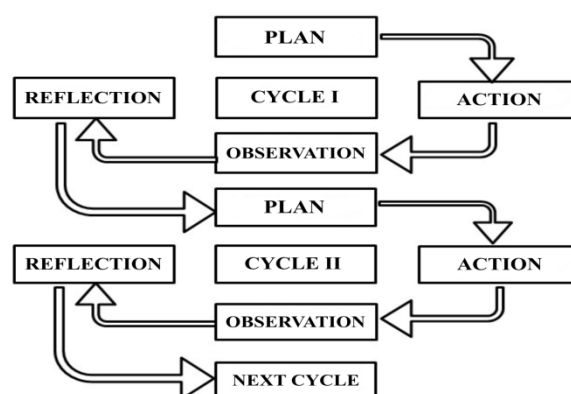


Figure 1. Kemmis & Taggart Model Classroom Action Research Design

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3. Results and Discussion

This research was conducted on the fifth grade students of class VB at SD Negeri 1 Gesik, totaling 31 students, consisting of 15 male and 16 female students. The initial observation before the implementation of the Problem Based Learning model combined with animated video media revealed that the learning process in the classroom was still conventional, with teaching methods that were relatively limited and lacked interactivity. In addition, the use of technology based learning media was minimal, learning activities were monotonous, and students tended to be passive, showing low engagement in critical thinking and lacking the ability to solve problems independently. Furthermore, students demonstrated low understanding in the Pancasila Education subject, particularly on the topic of Indonesia's Cultural Diversity. These conditions consequently affected their learning outcomes, which had not yet met the expected targets.

This condition indicates that students need a more interactive and contextual learning model and media that can stimulate curiosity, develop critical thinking skills, and encourage them to learn actively, collaboratively, and creatively. Therefore, the implementation of the Problem Based Learning model combined with animated video media is considered appropriate to address these issues. Through this model and media, students are expected to become more active in problem solving and collaboration within groups, thereby improving their learning outcomes in the Pancasila Education subject, particularly on the topic My Indonesian Cultural Diversity. In addition, the implementation of this model is also expected to foster students sense of responsibility, self-confidence, and communication skills in expressing ideas and opinions logically and systematically.

In conducting the research, the learning activities were carried out using the Problem Based Learning model combined with animated video media. The learning process began with an introductory activity, in which the teacher presented an animated video that illustrated contextual problems commonly encountered by students in their daily lives, particularly those related to the topic My Indonesian Cultural Diversity. The animated video was designed attractively by integrating visual elements, narration, and relevant illustrations to capture students' attention from the very beginning of the lesson. The use of this media aimed to help students understand concepts more concretely, foster curiosity, and enhance learning motivation. The researcher presents figures 2 and 3 below, which display the animated video learning media used for the topic of Indonesia's Cultural Diversity.



Figure 2. Animated Video About The Diversity of Traditional Dances



Figure 3. Animated Video About Ways to Preserve The Diversity of Traditional Dances

After that, the students were divided into several groups to discuss possible solutions based on the problems presented in the video. The discussion was conducted actively, with each group member participating in expressing opinions and exploring various alternative solutions. The teacher acted as a facilitator, guiding the discussion to remain focused on the issues being addressed. The learning activities took place in an interactive and conducive atmosphere, as students were directly engaged in critical thinking and problem solving. To assess the development of learning outcomes and the effectiveness of the Problem Based Learning model using animated video media, data were collected through a pretest in Cycle I and a posttest at the end of Cycle II. The collected data were then

analyzed to determine the improvement in learning outcomes and the effectiveness of the implemented learning model and media.

Results

Pre-Cycle Learning Outcomes

This section explains the research findings and analyzes the data based on the initial information. In the first observation, the teacher explained the topic my Indonesian cultural diversity. A class discussion and question and answer session were then conducted to gauge student participation. Students were then given a test sheet to evaluate their learning outcomes. The researcher used these test results as a basis for making enhancements planned for the following cycle during the pre research phase are presented in table 1 and figure 4 offers a visual representation of these results.

Table 1. Recapitulation of Pre-Cycle Learning Outcomes

No	Data Analyzed	Pre-Cycle
1.	Total number of students	31
2.	Number of students who took the test	31
3.	Number of students who completed	6
4.	Number of students who have not completed	25
5.	The highest score	80
6.	Lowest value	40
7.	Total scores obtained	1.805
8.	Average value	58
9.	Classical Completion Criteria	19%
Complete Description		Not Finished

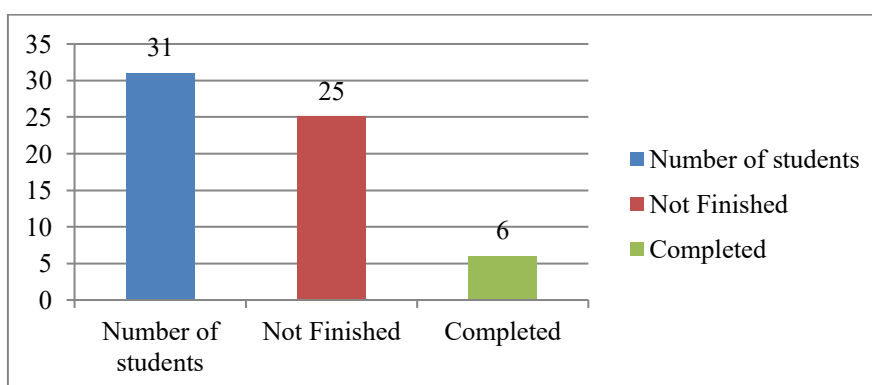


Figure 4. Pre-Cycle Learning Outcomes

Based on table 1 and figure 4, which shows a recapitulation of pre-cycle learning outcomes, it can be seen that many students had not achieved the completeness before the researcher used the Problem Based Learning approach combined with animated videos. Among the 31 students, just 6 equivalent to 19% managed to score above the established learning targets. The remaining 25 students, with a percentage of 81%, had not achieved it. The poor student performance was mainly caused by difficulties in understanding the content of the Pancasila Education subject, particularly the topic of Indonesia’s cultural diversity. To address this issue, the

researcher plans to conduct the study in two cycles, aiming to evaluate progress in student learning outcomes through the implementation Of the Problem Based Learning approach supported by animated video.

Learning Outcomes of Cycle I

Before implementing the Problem Based Learning model with animated video media, students were first given a pre-test consisting of 20 multiple choice questions, each worth 5 points, making the maximum possible score 100 points. This test aimed to determine the students' initial abilities before the learning intervention was carried out. Through this pre-test, the researcher was able to map the students' level of mastery of the material and identify the aspects that needed improvement. The results of the students' pretest achievements are presented in detail in table 2, while a visual comparison is shown in figure 5 to provide a clearer illustration of the students' scores.

Table 2. Recapitulation of Student Learning Outcomes in Cycle I

No	Data Analyzed	Cycle I
1.	Total number of students	31
2.	Number of students who took the test	31
3.	Number of students who completed	12
4.	Number of students who have not completed	19
5.	The highest score	90
6.	Lowest value	40
7.	Total scores obtained	1.970
8.	Average value	63
9.	Classical Completion Criteria	39%
	Complete Description	Not Finished

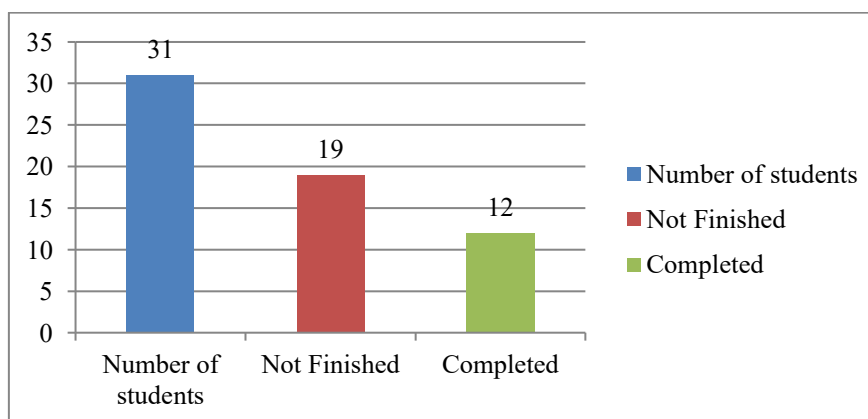


Figure 5. Learning Results of Cycle I

Based on table 2 and figure 5, the learning results of class VB students during cycle I indicate that 12 out of 31 students achieved scores exceeding the set learning objective criteria, while the other 19 students fell below the expected standard. This indicates that in order for the researcher to achieve the expected objectives, changes must be made in the next cycle.

Learning Outcomes of Cycle II

In cycle II instruction was delivered through the Problem Based Learning approach integrated with animated video media. At the conclusion of the lesson, students completed a posttest as a formative assessment. The outcomes indicated an improvement in learning performance compared to cycle I. The data revealed an improvement in the mean score, reaching 84. Additionally, students showed a stronger understanding of the material. The integration of animated video content contributes significantly to improving student learning outcomes. A summary the data on student learning outcomes in cycle II are displayed in table 3 and visual representation can be found in figure 6.

Table 3. Recapitulation of Student Learning Outcomes in Cycle II

No	Data Analyzed	Cycle II
1.	Total number of students	31
2.	Number of students who took the test	31
3.	Number of students who completed	28
4.	Number of students who have not completed	3
5.	The highest score	100
6.	Lowest value	60
7.	Total scores obtained	2.600
8.	Average value	84
9.	Classical Completion Criteria	90%
	Complete Description	Finished

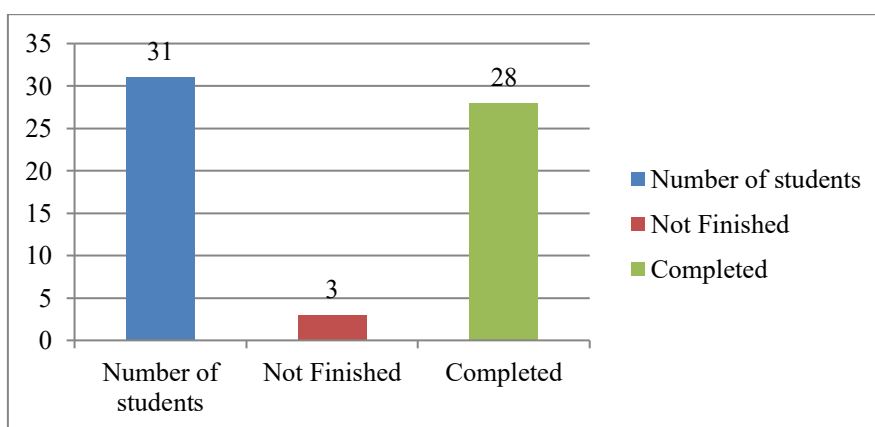


Figure 6. Learning Results of Cycle II

Based on table 3 and figure 6, the results of learning achieved by Class VB students in cycle II for the Pancasila Education subject particularly on the theme of Indonesian cultural diversity using the Problem-Based Learning approach combined with animated video media reveal that 28 out of 31 students reached the mastery level, representing 90% of the class. Meanwhile the remaining 3 students or 10%, had not yet achieved mastery. The results demonstrate a clear improvement in the students learning outcomes when compared to those from cycle I. As the targeted 90% classical mastery level had been achieved, the study was concluded at cycle II, since the learning outcomes had already shown significant progress.

Discussion

The study was conducted in two cycles in order to evaluate student learning outcomes at each process. A noticeable improvement in student score percentages was observed, progressing from the pre cycle phase to cycle I and further to cycle II. During the first cycle, several challenges emerged that disrupted the effectiveness of the lesson. These included students showing a lack of concentration and unresponsive attitudes at the start which impeded the smooth flow of classroom activities. Moreover, the observation process carried out by both the teacher and the students was not maximized. Many learners did not meet the predetermined learning objectives and their level of participation throughout the session was relatively low. As a consequence, only 39% of students achieved the desired learning outcomes in this phase. After reflecting on this problem, the researcher took action by increasing supervision of learning activities and improving the learning process so that learning outcomes could improve.

The researcher proceeded to cycle II after making several improvements to address the issues identified during the reflection phase of cycle I. The execution of cycle II adhered to using the same structure as in the previous cycle, encompassing planning, action, observation, and reflection. During this phase student learning outcomes showed a significant improvement reaching 90%. Students demonstrated increased enthusiasm and active involvement in the learning activities. Teacher performance also showed progress, and students responded more positively to the instruction delivered. Of the 31 students, 28 achieved the required learning completion score, while only 3 did not. Based on these results, it appears that student learning outcomes on Indonesian cultural diversity improved significantly through the use of the Problem Based Learning model combined with animated video media. Because student learning outcomes had improved, this research was completed in cycle II.

4. Conclusion

Based on the results of the classroom action research conducted over two cycles, it can be concluded that the implementation of the Problem Based Learning model with animated video media has a positive impact on improving students' learning outcomes. The learning activities carried out in the first and second cycles demonstrated that this approach was effective in enhancing students' understanding of the material. This effectiveness is evident from the increasing number of students who were able to achieve learning mastery at each stage of implementation. Prior to the intervention, students' average learning outcomes were relatively low, and most had not met the mastery criteria. After the first cycle, learning outcomes improved, although some students had not yet reached the expected standards. In the second cycle, the improvement was more significant, as the majority of students demonstrated a solid understanding of the material. This indicates that the learning process became more meaningful, as students were actively involved in identifying problems, engaging in discussions, and finding solutions through animated video media. With the achievement of the predetermined success indicators, the research

was concluded at the end of the second cycle. These findings confirm that integrating the Problem Based Learning model with animated video media can serve as an effective alternative strategy to enhance students' learning outcomes and engagement in elementary school learning.

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How to cite this article:

Astuti, P. D., Dianasari., & Fadly, A. (2025). Implementation of Problem Based Learning Model with Animated Video Media to Improve Student Learning Outcomes. *Journal of Educational Sciences*, 9(6), 5614-5624.