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Development of Animated Video Learning Media in Grade II Elementary School

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A B S T R A C T

Learning is still teacher-centered, there is a lack of student interest and motivation in learning, and students appear unenthusiastic when the teacher explains the learning material, so the learning process is not yet optimal. The purpose of this research is to develop animated video learning media for Pancasila Education subjects in Grade II Elementary School that are valid, practical, and effective. This type of research is R&D using the ADDIE model. The subjects of this research are students in classes II B and II C at one of the Islamic schools in Padang Panjang City. The data collection instruments used were validation sheets, teacher response questionnaires, and effectiveness tests (in the form of a weekly student worship recapitulation sheet). The data analysis techniques used are validity analysis, practicality analysis, and effectiveness analysis. The data analysis techniques used are validity analysis, practicality analysis, and effectiveness analysis. The results of the content expert validity obtained a score of 97%, media expert validity 80%, and language expert validity 93%; 2) teacher response practicality with a percentage score of 99.33% (very practical); 3) the effectiveness test showed that animated video learning media is effective in improving students' worship application results.

1. Introduction

In this era of 5.0, educational development is marked by technological advancements (Fitri et al., 2024). Technological developments will facilitate the learning process, although technology is developing and easily accessible, the creation of learning media must be adapted to the characteristics and needs of the students (Norita & Hadiyanto, 2021; Aisyah et al., 2023). Learning media is an intermediary between students and the knowledge taught by educators, taking the form of audio (sound), visual (images), or audiovisual (sound images/video) (Ningsih & Ardiansyah, 2020; Rohza & Montessori, 2022; Adinda et al., 2024). Therefore, the development of technology-based learning media is very important to continue to be developed.

One effective learning medium that educators can use is audio-visual media. Audio-visual media can stimulate the senses of hearing and sight, making the learning process using audio-visual media easier for students to absorb (Astari et al., 2024). Elementary school students are generally still in the concrete operational cognitive development stage, where they require visualization to meet their need for concretization. Therefore, educators really need to make the material concrete in learning.

Pancasila Education learning on the material of applying the principles of Pancasila is considered abstract, but this material must still be studied in elementary school. Through a learning medium that can make things concrete, such as audio-visual media, one of which is cartoon animation videos that are appropriate for the developmental stage of the students. Learning media can make content more engaging and interactive, making it easier for learners to understand and remember the information presented. This can also help break up the monotony of text-based learning, so learners don't feel bored or disconnected. Learning media can be used for various purposes, including illustrating complex concepts, demonstrating how to perform specific tasks, and providing real-world examples. It can be used in various fields, including mathematics, science, language, and art. Overall, learning media can be a powerful tool for enhancing and expanding the learning experience.

This research is based on several studies previously conducted (Ponza et al., 2018) (Mashuri & Budiyono, 2020). Based on these previous studies, it can be concluded that animated videos are suitable for use as a learning medium to support the delivery of material in the learning process at school, which is expected to improve student learning outcomes and create a more enjoyable learning experience, thereby increasing students' focus on understanding the material.

Based on the observation results conducted at one of the Islamic schools in Padang Panjang City during Pancasila Education lessons on the application of Pancasila values, several obstacles were found in the learning process, namely: (1) the media used by teachers was still conventional, such as books, pencils, blackboards, and markers, which made students feel bored; (2) teachers did not keep up with developments in science and technology in developing learning media; (3) teachers used small images as learning media, making it difficult for students sitting in the back to see them. Based on these problems, the researcher attempts to provide an alternative solution to address the issue by developing audio-visual media in the form of animated videos for teaching the application of Pancasila principles in Pancasila education subjects in Grade II of Elementary School.

2. Methodology

This type of research is Research and Development, using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model, with the aim of testing the product's usefulness in stages until it can benefit the general public (Mesra, 2023). ADDIE is a model that is systematically structured to address learning problems related to learning media that are appropriate for the needs and

characteristics of students. The researcher chose the ADDIE model because it has stages that align with the media the researcher developed, and the evaluation stage allows the researcher to measure the success of the product before and after use, providing feedback for product updates so it can be used even though the curriculum and learning have been updated, and users can utilize the media developed by the researcher.

Data collection and analysis techniques were carried out using validity sheets, practicality sheets, and observation sheets. The validation sheet is used to measure whether or not a developed learning medium is valid. The validation of the animated video media was carried out by three validators: a media expert, a content expert, and a language validator. The validators will provide an assessment based on the existing aspects by filling in checkmarks in the columns of the provided validation sheet. This validation sheet uses a Likert scale. A Likert scale is used to measure a person's or a group of people's attitudes, perceptions, and opinions toward the design of a developed product. The Likert scale used by the researcher in this validation sheet is: 1) Very Poor; 2) Poor; 3) Fair; 4) Good; and 5) Very Good.

Practicality tests were conducted to determine the practicality of the animated video media, which were carried out Through questionnaires given to educators and students after using the animated video media. The questionnaires consisted of 5 criteria: Strongly Agree (SA) with a score of 5; Agree (A) with a score of 4; Somewhat Agree (SA) with a score of 3; Disagree (D) with a score of 2; and Strongly Disagree (SD) with a score of 1. Observation sheets were used to measure the effectiveness of the animated video learning media application, with assessment aspects including: obligatory prayers; congregational prayers; Dhuha prayers; giving alms; reciting the Quran; memorizing the Quran; helping parents; praying before eating; and praying after eating.

3. Results and Discussion

Analysis

Researchers conducted preliminary research by performing an initial analysis Through observation of the learning process implementation. The researchers interviewed the classroom teacher. Table 1 below will show the analysis of the results of this study:

Table 1. Initial Analysis Results

No	Process	Result
1	Analyzing Needs	• The visual media provided by the teacher was too small, making it difficult for students sitting in the back to observe. • The other media used by the teacher was still conventional, namely books, pencils, a whiteboard, and markers. This made it difficult for the children to visualize the learning.
2	Analyzing Student Conditions	• Students in class 2B are aged 7-8 years old.

		• The minimal use of audio-visual or other media makes students less likely to apply learning in their lives.
3	Analyzing the need for material on the application of the first principle of Pancasila	• The material presented in classes 2B and 2C is the application of the first principle of Pancasila. • The lecture method is the primary method used to deliver this material. • In their daily lives, many students still do not fully practice worship according to the first principle of Pancasila.
4	Analyzing Previous Media	• Animated media videos on the application of Pancasila are widely available on various digital platforms like YouTube and Instagram, but general examples of Pancasila application are more prevalent than specific examples of the first principle of Pancasila. • The existing animated videos on learning the first principle of Pancasila only contain a few examples of worship.
5	Curriculum Analysis	• The learning achievement used is the learning achievement for Pancasila Education in 2nd grade of the Merdeka curriculum. • The formulation of learning objectives is used for the material in the development of animated video learning media.

Design

Design is the second stage in this research, involving the conceptualization of the animated media and the collection of data on the elements supporting its production. Activities at this stage include developing research instruments, creating the basic concept of the media, determining aspects of learning media development, and preparing production tools. The research instruments prepared are validation sheets, practice sheets, and observation sheets. Creating the basic media concept and determining media development aspects are done by referring to the following table 2 below:

Table 2. Basic Media Aspects

No	Aspect	Result
1	Media Type	Animation Animation
2	Type	2D
3	Animation Duration	Series 1: 3 minutes 14 second Series 2: 4 minutes 16 second Series 1-2 (3): 3 minutes 29 second
4	Number of Series	2
5	Media Resolution	720 HD
6	Language Used	Indonesian
7	Extension (Media Format)	Multimedia (.mp4)

After determining guidelines based on the basic aspects of the media to be developed, as listed in Table 2 above, the next stage is to create a draft or design for the media. This design process is carried out by considering the suitability between learning objectives, student characteristics, and the content to be presented in the media. Furthermore, aesthetics, ease of use, and effectiveness of message delivery are also important considerations in the design process. The results of this design stage are then realized in the form of an initial design that describes the content of the designed product, as can be seen in Table 3 below:

Table 3. Media Development Aspects

No	Aspect	Result
1	Story Title	Application of the First Principle of Pancasila
2	Characters	Father, Mother, Salma, Salma's younger sibling, Salma's friends.
3	Character Traits	Salma: Diligent, gentle, highly curious Father: Wise, loving, kind Mother: Loving and patient Salma's younger sibling: Kind Salma's friends: Kind, Respectful of others
4	Story Theme/Topic	Application of the First Principle of Pancasila
5	Story Theme Details for Each Series	Salma's Story The Purpose of Worshiping Allah The Benefits of Obligatory Prayers
6	Story Premise	Salma learns the benefits of worship from her mother and father.
7	Story Synopsis	Salma and her family are diligent in their worship. When the evening call to prayer sounded, Salma and her family prayed the evening prayer together in congregation. After the evening prayer, Salma recited the Quran with her family. Then have dinner together. Before eating, Father led the prayer first so that God would bless Salma and her family's sustenance. The next day, Salma and her friends played together. They played in a park near Salma's house. Salma's friends had different religions than Salma. When the afternoon call to prayer sounded, Salma asked for permission to go home and perform the afternoon prayer. Salma's friends. Appreciating and allowing it. Salma sat with her mother and then asked about the purpose of our worship to Allah. Mother patiently explained to Salma the purpose and benefits of worshiping Allah, and Salma thanked Umi.

Production equipment preparation needs to be done before conducting the research. This aims to: (1) ensure the smooth process of research; (2) guaranty the quality of results; (3) achieve cost and time efficiency; (4) anticipate technical needs; and (5) reduce the risk of research failure. The preparation of production equipment can be seen in the following table 4:

Table 4. Production Tool Formulation

No	Type	Tool
1	Hardware	Samsung Galaxy A13
2	Software	Canva, Kinemaster, Audio Recorder

Develop

In this development stage, the researcher produces the animation, performs post-production, and after the media product is completed, it is validated by media experts, content experts, and language experts. The animation production stage involves creating the cartoon and its background, animating it, and recording the sound. Creating Muslim cartoons and backgrounds was done by searching for Muslim cartoons or Muslim women that fit the story and the background items

needed to create the story, as well as supporting videos available on Canva. Specifically for the Muslim/Muslimah cartoons, the researcher removed their mouths on Canva. Next, voice recording was done. The recording process used the audio recorder on the phone. Then, the moving mouth animation (green screen) was downloaded from a YouTube link.

The post-production stage is the final step of combining everything in Kinemaster. The researchers combined these items in the KineMaster application. The downloaded background was imported into KineMaster, followed by adding the cartoon with its mouth removed. Then, the moving mouth animation was added and adjusted. After that, the researcher inserted the recorded audio, then added a soundtrack such as the call to prayer and appropriate background music. As shown in the table 5 below:

Table 5. Post-Production Results

No	Picture	Description
1		Opening section containing the animation title taken from the character Salma.
2		Introductory and overview section about the first principle of Pancasila.
3		Description
4		Salma and her family eat together and don't forget to pray before and after meals.
5		The purpose of worshiping Allah is as a form of our gratitude to Allah.

The step taken by the researcher after creating the media is to validate its feasibility. Validation is done Through the consideration of media experts, content experts, and language experts. This validation is carried out to review feasibility based on the questionnaire created by the researcher. Before the validator assesses the animated

media, they first provide criticism and suggestions regarding the assessment instrument for animated media. In addition to assessing the animated media, the validator offers criticism and suggestions on the development of the animated video learning media at the end of the instrument.

Implementation

The implementation stage was carried out with 30 students from class II of an Islamic school in Padang Panjang City. The animation media was implemented for 3 weeks in 2025 April Through several stages as follows:

1) Week 1: The researcher recapped the students' worship practices to see their application of the first principle of Pancasila from their communication books, provided an introduction to the material on applying the first principle of Pancasila, and used animation videos I-II about applying the first principle of Pancasila.
2) Week 2: The researcher conducted a second recap to see the progress in students' worship practices in applying the first principle of Pancasila from their communication books, provided an introduction to the material on applying the first principle of Pancasila, and used animation video III about applying the first principle of Pancasila.
3) Week 3: The researcher conducted a third recap to see the progress in students' worship practices in applying the first principle of Pancasila from their communication books.
4) The researcher displayed the animation media using a projector and sound system, and also provided an introduction to the material on applying the first principle of Pancasila.
5) These results will serve as an indicator for the researcher regarding the effectiveness of the animation media for applying the first principle of Pancasila. The video screening was conducted for 2 weeks: week 1, animated videos I-II; week 2, animated video III. Each video link was provided to the homeroom teachers and shared with the parents.

Evaluation

This evaluation stage is the final stage and the series of developments carried out by the researcher. It involves a formative evaluation of the development results, based on the feasibility of the animated media according to media, material, and language experts, assessing the practicality of the media, and evaluating the effectiveness of the animated media in applying the first principle of Pancasila. The validation results show that the average validation score from content experts is 97%, which falls into the very valid category. The average validation score from media experts is 80%, which falls into the valid category. The average validation score from language experts is 93%, which falls into the very valid category. This is considered a development product deemed suitable for field use, although there are some areas that need improvement.

Based on the practicality test of the animated video learning media, primary data was obtained from class II B and II C teachers from one of the Islamic schools in

Padang Panjang City. Teachers fill out questionnaires after using animated video learning media in Pancasila Education lessons. After testing the product, the teacher provided an assessment and suggestions regarding the practicality of this animated video learning medium. The teacher assessed the product's use, observed the learning process, and completed the provided practicality questionnaire. The average practicality score by teachers is 99.33%, which falls into the very practical category.

The effectiveness test was conducted in three stages: the initial worship summary before being given the animated video learning media, the second stage being the worship summary after the learning process where students were given the animated video learning media, and the third or final stage being the final summary after being given the animated video learning media. Child worship before the intervention did not show any children in the Proficient category or on a Large Scale. 26 students (86.66%) were on a Small Scale, and 4 students (13.33%) did not show any improvement. Child worship development before the intervention did not show any children in the Proficient category. 18 (60%) children were on a Large Scale, 12 (40%) children were on a Small Scale, and there were no children in the Not Yet category. Child worship development after video 3 was 26 (86.6%) children in the Proficient category, 4 (13.3%) children on a Large Scale, no children on a Small Scale, and no children in the Not Yet category. The results of the effectiveness test can be summarized as in Diagram 1 below:

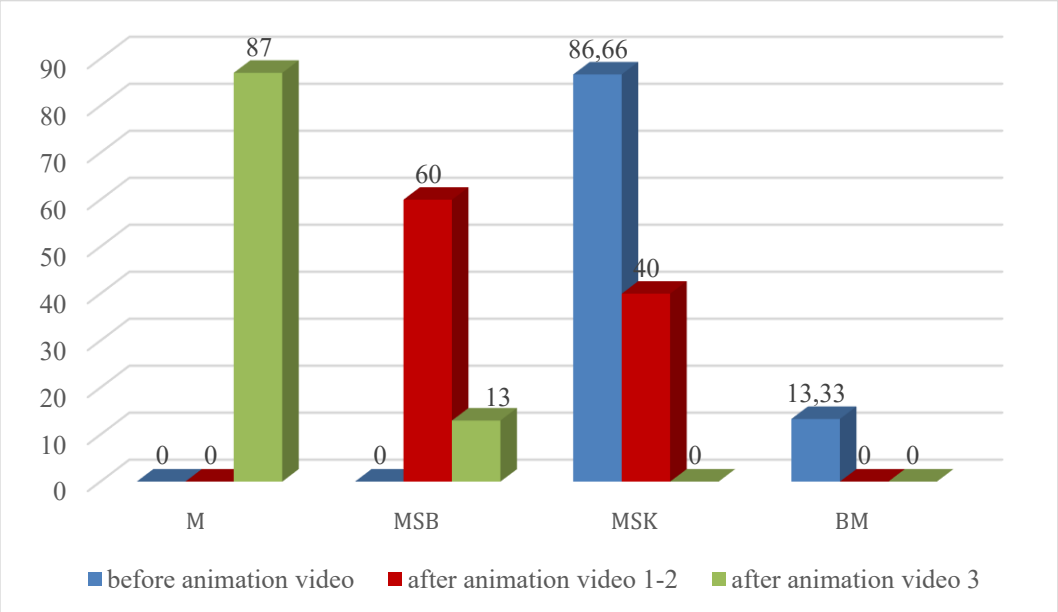

Diagram 1. Diagram of Animated Video Learning Media Effectiveness Test

Note:

M : proficiency (*Mahir*)
MSB : frequently demonstrated proficiency (*Mahir Sebagian Besar*)
MSK : occasionally demonstrated proficiency (*Mahir Sebagian Kecil*)
BM : did not demonstrate proficiency (*Belum Mahir*)

From the graph above, it can be described that after the implementation of animated video learning media, there was an improvement in students' practice of worship in accordance with the first principle of Pancasila. Before being given animated video learning media, 0% of students were proficient in performing worship, 0% of students frequently demonstrated proficiency, 86.6% of students occasionally demonstrated proficiency, and 13.33% of students did not demonstrate proficiency. After being given animated video learning media 1-2, 0% of students were proficient in performing worship, 60% of students frequently demonstrated proficiency, 40% of students occasionally demonstrated proficiency, and 0% of students did not demonstrate proficiency. After being given animated video learning media 3, 87% of students were proficient in performing worship, 13% of students frequently demonstrated proficiency, 0% of students occasionally demonstrated proficiency, and 0% of students did not demonstrate proficiency.

The validation results for the media/design aspect indicate valid criteria. This can be seen from the aspects of appearance and programming in animated video learning media for the Pancasila Education subject in Grade II of Elementary School. This video can visualize abstract learning materials for students (Fitria, 2018). Video learning media, including animated videos, have moving images. This adds appeal to the delivery of learning materials. Animated learning media videos can be used in the learning process.

The material aspect shows validation results with very valid criteria, with the content and learning being the assessed aspects. The assessment results from the validators indicate that the animated video learning media is very valid in terms of material. Learning media has a positive impact on both teachers and students. Based on research by Amiansyah et al (2023) the presence of this animated video learning media can help teachers in the learning process. Amiansyah et al. (2023) also emphasize that animated video learning media created perfectly, meaning it has appropriate media and teaching material elements, can influence the learning atmosphere, making the learning process more optimal.

From a linguistic perspective, a validation result of 93% was obtained, which is considered very valid. The assessment of the language aspect includes text readability, clarity, adherence to language rules, and effective and efficient language use. This score was given by the validator because the language used already complies with the correct rules of Indonesian and is in accordance with the General Guidelines for the Spelling of the Indonesian Language (PUEBI), the language used is clear, easy to understand, and communicative. Language use is something that needs to be considered in the development of good learning media (Ramadhani & Rahayu, 2022). In formal learning or education, the use of Indonesian is more suitable as an effort to unite diversity. The use of good and correct Indonesian language in elementary school learning will help students read, write, and understand texts more easily. If using the mother tongue, there is a tendency for words to be written incorrectly, as there are no standard rules for writing the mother tongue, which is often used in daily life, especially in oral communication with those around us.

Based on the validity results of the animated video learning media development for Pancasila Education subjects in Grade II of Elementary School, the elementary school falls into the valid category and can be used in the learning process. This is supported by previous research (Ponza et al., 2018) in their study titled "Development of Animated Video Media in Elementary School Fourth Grade Student Learning." The results of this study showed that in small group testing, a score of 93.08% (very good category) was obtained. Therefore, it can be concluded that the learning animation video is valid for use in the learning process. Furthermore, research conducted by (Mashuri & Budiyono, 2020) titled "Development of Animated Video for Solid Geometry Material for 5th Grade Elementary School" obtained a material validation score of 84% and a media validation score of 77%, and was declared 'suitable' and 'valid' for use. Meanwhile, the results of learning media validation with 5th-grade teachers showed that the media assessment percentage reached 89% and the material assessment reached 87%. Therefore, the media was declared highly suitable for field implementation. And research conducted by (Susilawati et al., 2023) titled "Pengembangan Video Animasi Mata Pelajaran Pendidikan Pancasila Kelas IV dalam Kurikulum Merdeka di Sekolah Dasar " received a very good validity score, with a very valid category, indicating that the product is suitable for testing in research. The validator did not provide any improvement suggestions, indicating that the product already meets the expected standards.

The practicality test of animated video learning media in the Pancasila Education subject in Grade II of Elementary School was conducted using an instrument in the form of a questionnaire filled out by teachers. The practicality test questionnaire for teachers consists of 15 statement items. The practicality test conducted by the two teachers yielded an average score of 99.33%, categorized as very practical. The aspects assessed in the practicality test of using animated video learning media in the Pancasila Education subject in Grade II Elementary School are beneficial and practical for teachers and students. This is in line with the research results by (Susilawati et al., 2023)which show that animated video learning media is suitable for the learning process in elementary school.

The assessment results show that the practicality of animated video learning media is categorized as very practical for use by students and teachers in learning. The effectiveness of animated video learning media was tested after validity and practicality tests. The effectiveness of the animated video learning media product was determined by the results of the recapitulation of the first Pancasila principle application questionnaires. Students experienced an increase in worship in accordance with the application of the first Pancasila principle after using animated video learning media.

The results of the effectiveness test on the implementation of worship according to the first principle of Pancasila show an 87% increase in students who are proficient in worship. This is also supported by the results of research conducted by Susilawati et al. (2023) the learning test results show that animated videos are very effective. Based on the results of student worship implementation, it can be said that learning using animated video learning media is effective for use in the learning process.

The final results of student worship implementation are higher compared to previous worship implementation results, so student worship implementation results have increased. The increased results of applying these acts of worship are said to indicate effective learning. Based on the findings above, it can be concluded that animated video learning media in Pancasila Education subjects in elementary school is effective for student learning activity and application.

4. Conclusion

Based on the results and discussion presented above, it can be concluded that the development of animated video learning media for the subject of Civic Education in Grade II of Elementary School was successfully implemented and achieved the intended research objectives. The media demonstrated a high level of validity in terms of content, design, and language, as assessed by expert evaluators. Furthermore, the animated video media was considered highly practical for teachers to use in classroom settings, as it aligns well with the characteristics and learning needs of young learners. In terms of effectiveness, the implementation of the animated video media had a positive impact on improving students' understanding and practice of the values of the First Principle of Pancasila, particularly in relation to their religious observance. Therefore, this study can be regarded as successful, as the developed learning media proved to be not only valid and practical but also effective in enhancing the quality of learning outcomes. This success also indicates that animated video-based learning media can serve as an innovative solution to create more engaging, interactive, and meaningful learning experiences for elementary school students. However, this study has certain limitations, particularly regarding the limited scope of its implementation, which was confined to a single grade level. Consequently, further research with a broader scope is recommended to ensure that the findings can be generalized and applied to a wider range of learning contexts.

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