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Development of Animated Learning Media for the Pancasila Education Subject in Grade III Elementary School

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A B S T R A C T

This study was motivated by the limited teacher innovation in using learning media, where lectures and printed textbooks still dominate classroom activities, making it difficult for students to grasp abstract concepts. Therefore ,animated learning media was developed to enhance student comprehension, participation, and achievement in Pancasila Education for third grade elementary students. The research used a Research and Development (R&D) approach with the ADDIE model, consisting of five stages, Design, Development, Implementation, and Evaluation stages. The subjects were Grade III students at SD Negeri 19 Air Tawar Barat and SD Negeri 52 Parupuk Tabing. Data collection instruments included expert validation sheets, practicality questionnaires, and effectiveness tests, with analysis focusing on validity, practicality, and effectiveness. Results showed that the developed media achieved very valid scores from material experts (95%), media experts (91.25%), and language experts (100%). Practicality tests revealed positive responses from teachers (96.67%) and students (95.38%). Effectiveness was confirmed by an N-Gain score of 0.81, with average student scores rising from 59.72 (pretest) to 91.84 (posttest). In conclusion, the animated learning media was proven valid, practical, and effective, providing an engaging tool that supports a more interactive and meaningful learning process in Pancasila Education for elementary schools.

1. Introduction

Education is one of the fundamental pillars that determines the progress of a nation, as it reflects how effectively educational programs are implemented. High-quality education is achieved through effective learning processes that not only transfer knowledge but also shape students' character and skills. Education is understood as a cultural product that evolves dynamically and therefore requires continuous improvement to respond to societal changes (Azrul & Rahmi, 2020). Schools, as primary educational institutions, must design learning processes carefully by

considering the diverse characteristics of students. One important factor that strengthens learning quality is the use of innovative and engaging learning media that are aligned with students' learning styles and developmental stages (Putri & Rasyid, 2023). Recent studies have demonstrated that interactive multimedia can significantly enhance learning outcomes, as shown by Khusnunnisa & Andriani (2025) who found that Augmented Reality-assisted interactive multimedia improved student comprehension in elementary schools.

The National Education System Law No. 20 of 2003 defines education as a conscious and planned effort to create learning conditions that enable students to actively develop their spiritual strength, self-control, intelligence, noble character, and essential social skills. Therefore, the learning environment must facilitate meaningful interaction among teachers, students, and learning media (Rahmi, 2020). Along with rapid technological advancement, education has entered a transformative phase in which digital media function as instructional support rather than a replacement for teachers. Technology offers innovative tools that can increase student engagement and learning motivation (Reza & Nora, 2022). Furthermore, Febriyanti & Andriani (2025) reported that augmented reality-assisted interactive multimedia on human visual sense material successfully improved learning outcomes of elementary school students, demonstrating the potential of technology-enhanced learning materials. When integrated with value-based subjects such as Pancasila Education, digital media are able to strengthen both conceptual understanding and character development (Sari & Kurniawan, 2024).

Pancasila Education is one of the core subjects in Indonesian elementary schools and plays a crucial role in instilling national ideology and preparing students to become responsible citizens who love their homeland (Akhyar & Dewi, 2022). One of its essential topics is the application of Pancasila principles, which tends to be abstract in nature. Since elementary school students are still at the concrete operational stage of cognitive development, visualization becomes a crucial element in helping them understand abstract concepts. This condition highlights the importance of using appropriate learning media in the instructional process.

Learning media function not only as channels for delivering information but also as tools that support meaningful classroom interaction (Rahmadini & Rahmi, 2022). When teachers rely solely on lectures and textbooks, student engagement tends to decrease and learning becomes monotonous (Afandi, 2017). Observations in several elementary schools in Padang indicate that learning media used in Pancasila Education are still limited to textbooks, chalkboards, and other static aids. Although digital facilities such as laptops and projectors are available, they are underutilized, resulting in learning processes that do not fully accommodate students' developmental needs. This gap between available technology and its implementation has been highlighted by Mutmainnah et al. (2025), who found that discovery learning model assisted by Powtoon animated video media effectively increased elementary school students' interest and learning outcomes in social studies.

Findings from previous studies support these conditions. Repetitive teaching methods have been shown to cause student boredom in Pancasila learning (Alfianti et al., 2020; Mustika et al., 2024). In addition, the lack of varied learning media has been reported to reduce students' enthusiasm for learning (Mashuri & Budiyono, 2020). These challenges call for alternative solutions that are able to bridge the gap between abstract material and students' need for concrete learning experiences. Animated learning media, which combine sound, images, and movement, are considered a promising option (Toma, 2023). Through dynamic visualization, animated media can enhance student engagement and encourage active participation in the learning process (Hidayat & Santoso, 2022). Moreover, Astuti et al. (2025) demonstrated that implementation of problem-based learning model with animated video media improved student learning outcomes, suggesting that animated media can support various pedagogical approaches.

Empirical evidence further confirms the effectiveness of animation-based learning media. Animated videos have been proven to significantly improve student learning outcomes (Ponza et al., 2018). Animation has also been found to make learning materials more interesting and easier to understand, particularly in science subjects (Lukman et al., 2019). Increased student motivation through the use of animation has likewise been reported in mathematics learning (Mashuri & Budiyono, 2020). Recent research by Utami et al. (2025) confirmed that project-based learning model assisted by animated video media improved student learning outcomes in grade V elementary school, while Ardiana et al. (2025) reported that problem-based learning model assisted by Wordwall application enhanced student learning outcomes in grade V IPAS subject**.** Nevertheless, several challenges remain, including teacher's limited technical skills and the high demands involved in producing quality audio-visual content (Febiyanti et al., 2024). Despite these challenges, Tonda et al. (2024) successfully applied the PBL learning model assisted by video media to improve student learning outcomes at SMAN 1 Haharu, indicating that well-designed video-based media can overcome implementation barriers. Therefore, the development and implementation of animated learning media must be carefully designed and adapted to the educational context.

The effectiveness of animated media has been documented across various subjects and grade levels. Zahro et al. (2024) developed Big Book media based on Augmented Reality material on structure and function of plant parts for class IV elementary school and found positive results in student engagement and comprehension. These findings suggest that animated and augmented reality-based media can effectively support learning in elementary schools by making abstract concepts more concrete and accessible to young learners. The integration of visual, auditory, and kinesthetic elements in animated media aligns well with the diverse learning styles of elementary school students, particularly those in the concrete operational stage of cognitive development.

Based on this background, the development of animated learning media for Pancasila Education at the elementary school level is an urgent necessity. With appropriate design, animated media can help concretize abstract values, attract students' attention, and create meaningful and memorable learning experiences. The

multisensory characteristics of animation integrating text, visuals, sound, and motion are in line with the demands of modern learning. Accordingly, this study aims to develop animated learning media for teaching the application of Pancasila principles in grade III of elementary school. Specifically, the objectives of this study are to design and validate animation-based learning media, to assess its practicality, and to evaluate its effectiveness in improving students' motivation and learning outcomes. Through these efforts, this research is expected to contribute to the improvement of Pancasila Education through engaging and student-centered instructional media.

2. Methodology

Research Instruments

Research instruments serve as the compass that guides this study in assessing the feasibility and the quality of the developed product. Three main instruments were used in this research. First, the validation instrument, which consisted of assessment sheets completed by experts in material, media, and language. This instrument ensured that the animated learning media was accurate, relevant, and aligned with students' learning needs. Second, the practicality instrument, administered in the form of questionnaires distributed to teachers and students after they used the media, was intended to measure how easy, engaging, and useful the media was during the learning process. Third, the effectiveness instrument, implemented through pre-tests and post-tests, was designed to identify differences in students' understanding before and after using the media. Through these instruments, the researcher obtained a comprehensive overview of the product's validity, practicality, and effectiveness.

Data Collection

The process of data collection was carefully structured to represent the stages of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). In the Analysis stage, the researcher conducted observations and interviews with teachers and students to identify the actual conditions of Pancasila learning, students' needs, and common challenges encountered in the classroom. This information formed the foundation for the subsequent stages. In the Design stage, the researcher formulated learning competencies, selected relevant materials, and determined the strategies and media to be used. At this stage, the researcher also selected the software such as Canva and Kinemaster to develop the animated media. During the Development stage, the designed concepts were transformed into complete animated media. Visuals, narration, animation, and audio elements were combined to make the media more engaging and easier to understand. The product then underwent expert validation, and the feedback provided was used to improve and refine the media.

The Implementation stage involved testing the media in a real classroom setting. Teachers and students used the animated media during Pancasila lessons, and the

researcher distributed practicality questionnaires to gather responses. At the same time, pre-tests and post-tests were administered to measure students' learning outcomes. Finally, in the Evaluation stage, the researcher analyzed all validation results, questionnaire responses, and test data. This stage aimed to determine whether the animated media was not only valid but also practical and effective in supporting the learning process.

Data Analysis

Data analysis employed both quantitative and qualitative techniques to obtain a comprehensive understanding of the product's quality. First, the validity analysis was conducted by processing expert assessment scores using a Likert scale, which were then converted into percentages to determine the validity level. Second, the practicality analysis was carried out by analyzing teachers' and students' questionnaire responses to assess the ease of use, attractiveness, and usefulness of the animated media during learning activities. Third, the effectiveness analysis was performed by comparing students' pre-test and post-test results using the N-Gain score formula, which revealed the degree of improvement in students' understanding after using the media.

3. Results and Discussion

Result

Analysis Stage

The analysis stage serves as the foundation for development research, functioning to identify the needs that guide the creation of animated learning media for Pancasila Education in grade III of elementary school. This stage includes examining student characteristics, curriculum content, and teacher readiness as the basis for designing appropriate learning tools. At this level of cognitive development, elementary school students are in the concrete operational stage, where they begin to think logically but still rely heavily on concrete objects and visual representations. This condition makes visual learning media essential for helping clarify concepts. In addition, students at this stage tend to exhibit visual and auditory learning styles, making animated media that combine images, sound, and text highly effective in supporting their comprehension. Observations and interviews revealed that many students experienced difficulties understanding the material, often resulting in boredom and disengagement. Learning activities were still dominated by modules, worksheets, and printed materials, with minimal integration of technology-based resources. Insights from teachers also confirmed that students are more engaged when the learning materials are visually appealing and include images, videos, or animations that can be accessed through devices such as laptops, mobile phones, or projectors.

Based on these findings, learning media should be designed by utilizing available technology so that teachers can deliver learning materials more effectively and

students can have a more engaging learning experience. Such an approach underscores the need for teachers to innovate and adapt to the demands of twenty-first-century education. Therefore, this research seeks to develop animated learning media for Pancasila Education in grade III, aligned with the needs identified in the student analysis.

Curriculum analysis was also conducted by referring to the learning outcomes outlined in the Pancasila Education subject for grade III (Phase B) in the Merdeka Curriculum. These outcomes were then used to formulate specific learning objectives that would guide the development of animated media. The selected content focuses on the application of Pancasila principles in everyday life, a topic considered essential but often poorly understood due to the limited use of supporting instructional media. By presenting this material through engaging animations, students are expected to achieve learning objectives more effectively.

Furthermore, preliminary studies highlighted challenges faced by teachers in implementing the Merdeka Curriculum. Many teachers struggled due to the lack of suitable teaching media and rarely used videos or technology-based tools to support instruction. Instead, they relied mainly on textbooks, modules, and worksheets provided by publishers or accessed through government platforms. Although schools were equipped with projectors and internet access, these facilities were not optimally utilized. This reinforces the importance of developing innovative animated learning media that meets students' needs and supports teachers in delivering instruction more effectively.

Design Stage

The design stage serves as the initial phase in developing animated learning media, emphasizing the preparation of essential supporting materials. At this point, the researcher organizes the research instruments and begins crafting the media in alignment with the predetermined learning objectives. The instruments developed consist of a validity questionnaire, a practicality questionnaire, and pre-test and post-test items. The validity questionnaire evaluates the feasibility of the animated learning media, while the practicality questionnaire measures its usability for both teachers and students. Meanwhile, the pre-test and post-test items are designed to assess the effectiveness of the media in enhancing the learning activities and outcomes of third-grade elementary school students. During this stage, the researcher also begins designing the animated learning media based on the relevant subject matter. The design process employs Canva and Kinemaster to produce visually appealing and engaging content that aligns with the targeted learning goals. The components of the design are outlined in Table 1, titled Design of Animated Learning Media on the Application of Pancasila Principles.

Table 1. Design of Animated Learning Media on the Application of Pancasila Principles

No	Learning Material Designed	Description
1	Opening section	Contains the title of the animated learning media
2	Researcher's profile	Presented as the developer of the animated learning media
3	Learning objectives (ATP)	Derived from the Pancasila Education subject
4	Explanation of Indonesia's national foundation	-
5	The first principle of Pancasila	Text and symbol
6	Example of the first principle	Daily life application
7	Student story	Example of applying the first principle
8	The second principle of Pancasila	Text and symbol
9	Example of the second principle	Daily life application
10	Student story	Example of applying the second principle
11	The third principle of Pancasila	Text and symbol
12	Example of the third principle	Daily life application
13	Student story	Diversity in West Sumatra
14	Student story	Diversity in Kalimantan
15	Student story	Diversity in Indonesia
16	The fourth principle of Pancasila	Text and symbol
17	Example of the fourth principle	Daily life application
18	Student story	Example of applying the fourth principle
19	The fifth principle of Pancasila	Text and symbol
20	Example of the fifth principle	Daily life application
21	Student story	Example of applying the fifth principle
22	Closing section	Emphasizes the application of Pancasila values in daily life

Development Stage

At the development stage, all materials prepared during the design phase are transformed into a complete animated learning media for third-grade elementary school students. This phase aims to produce a refined product that has been improved based on expert evaluations. During this stage, validity testing is conducted, followed by necessary revisions, to ensure that the resulting media is appropriate, feasible, and ready to be implemented in the learning process.

a. Validity Test

In the development stage of this animated learning media, a validity test was conducted to evaluate the feasibility of the product. Validation was carried out by content experts, language experts, and media and design experts to ensure that the media aligns with students' abilities and learning objectives. The results of the validation served as the basis for determining the appropriateness of the product while providing guidance for improvement through suggestions and feedback from the validators. The validation involved four experts, including one language expert, two content experts, and one media and design expert, with one of them being a primary school teacher practitioner. The list of validators and their respective expertise is presented in Table 2.

Table 2 List of Animation Learning Media Validation Team

No	Name	Affiliation	Expertise
1	Drs. Muhammadi, S.Pd., M.Si., Ph.D	Postgraduate Lecturer in Primary Education, UNP	Content
2	Media Oktavani, M.Pd.	SDN 52 Parupuk Tabing Teacher	Content
3	Desvalini Anwar, S.S., M.Hum., Ph.D	Postgraduate Lecturer in Primary Education, UNP	Language
4	Dr. Rayendra, M.Pd	Lecturer, Educational Technology, UNP	Media/Design

Table 2 shows that the validation team consisted of qualified experts with relevant backgrounds. Two content experts ensured the material's suitability for the curriculum and learning objectives, the language expert focused on appropriate and clear language use, and the media and design expert assessed the technical and visual aspects of the animation. This diverse team enabled a comprehensive evaluation of all aspects of the learning media. The validation data were obtained through assessment instruments filled in by the validators. Before scoring the media, the validators first provided critiques and suggestions regarding the assessment instruments themselves, ensuring that they could accurately evaluate the animated learning media. Afterward, the validators conducted the evaluation and provided additional recommendations for improving the product, particularly regarding content clarity, visual presentation, and engagement. This process ensures that the media is not only valid but also optimized for classroom implementation. Content experts included a Master's-level lecturer in Primary Education at Universitas Negeri Padang and a primary school teacher. They evaluated the content's feasibility, alignment with the Merdeka Curriculum learning standards, its consistency with learning objectives, and its relevance to students' needs. The results of the content expert validation are presented in Table 3.

Table 3 Content Expert Validation Results

No	Component	Indicator	V1	V2
1	Content Feasibility	Alignment with CP and ATP of Merdeka Curriculum	4	5
		Alignment of animation topic with subject ATP	5	5
		Alignment of content with learning objectives	5	5
		Suitability of content for students' needs	4	5
2	Content Presentation	Completeness of presented content	5	5
		Sequence of content presentation	5	5
		Alignment of images, animation, audio, and media with content	4	4
		Consistency of content with learning topic	5	5

Table 3 indicates that the content experts assessed both the material's accuracy and presentation. The high average score of 95% shows that the animated learning media is highly suitable for classroom use, with only minor adjustments required, such as enlarging images and text to better illustrate Pancasila applications for students. The media and design expert came from the Educational Technology Study Program at Universitas Negeri Padang. This expert evaluated the suitability of text, audio, animation, and overall media quality, including font selection, audio

synchronization, animation relevance, and media quality. The results of the media and design expert validation are presented in Table 4.

Table 4 Media and Design Expert Validation Results

No	Component	Indicator	Score
1	Text	Appropriateness of font type	5
		Appropriateness of font size	5
		Alignment of text color with background	4
2	Audio	Accuracy of background music selection	5
		Synchronization with narrator voice	5
		Volume suitability	4
		Music selection relevant to content	5
3	Animation	Narrator articulation accuracy	4
		Alignment of animation with content	5
		Object movement suitability	5
		Animation placement accuracy	4
		Relevance of images to content	5
4	Media	Media quality suitability	4
		Duration suitability	4
		Accuracy of opening section	5
		Accuracy of closing section	4

Table 4 illustrates that the media and design aspects of the learning media are highly feasible, with an overall score of 91.25%. Recommendations from the expert included adding images corresponding to Pancasila principles, incorporating regional background music, varying animated student characters, and labeling traditional houses with their regions. These suggestions are critical for enhancing the media's engagement and educational effectiveness. The language expert assessed the appropriateness of the language, clarity of concepts, readability, and suitability for students' characteristics. The results of the language expert validation are presented in Table 5.

Table 5 Language Expert Validation Results

No	Component	Indicator	Score
1	Accuracy of language use	Correct Indonesian grammar	5
		Concepts are clearly explained	5
		Proper punctuation	5
2	Language suitable for students	Clear	5
		Communicative	5
		Interactive	5
3	Script/Narration presentation	Scientific terms explained	5

Table 5 shows that the language used in the animated media is fully appropriate, clear, and communicative, achieving a perfect score. This indicates that the language aspect of the product is highly feasible for classroom use and requires no further revision. Based on the three validation aspects (content, media/design, and language) a summary is presented in Table 6. All aspects were rated as very valid, with content scoring 95%, media and design 91.25%, and language 100%. These results confirm that the animated learning media for Pancasila Education in Grade III of elementary school is highly suitable for classroom use. The recommendations

from validators will be used as references to refine the media further, enhancing its effectiveness in supporting learning.

Table 6. Recapitulation of Content, Media, and Language Validation Results

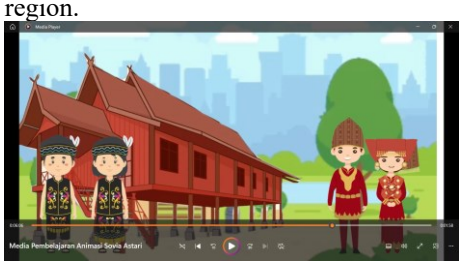
No	Aspect	Validity Score	Category
1	Content	95%	Very Valid
2	Media/Design	91.25%	Very Valid
3	Language	100%	Very Valid

b. Product Revision

The product revision stage was carried out based on the feedback and suggestions provided by the validators. Several improvements were made, including the addition of the names of traditional houses along with regional maps, enabling students to better recognize each traditional house and understand its geographical location. Examples of the application of Pancasila principles were also added to make the material more concrete and easier for students to understand. Furthermore, the images and text in the animations illustrating the Pancasila principles were enlarged to enhance visualization and capture students' attention effectively. Additional improvements included the incorporation of background music that reflects regional characteristics, specifically "Kambanglah Bungo" from West Sumatra and "Cik Cik Periuk" from West Kalimantan. The inclusion of these cultural elements aims to create a more enjoyable learning atmosphere and to provide students with a culturally relevant context for the material. Through these revisions, the animated learning media became more complete, informative, and engaging for students, increasing its educational value and appeal.

Table 7. Validator Input and Suggestions

No.	Revision Improvement	Suggestions (Improvements)
1.	Add information about the names of traditional houses and a map of the area 	Description of traditional house names and regional maps have been added. 
2.	Add information about the names of traditional houses and a map of the area 	Add information about the names of traditional houses and a map of the area 

No.	Revision Improvement	Suggestions (Improvements)
3.	Add images in accordance with the implementation of the Pancasila Principles 	Examples of the application of the Pancasila principles that have been added 
4.	Enlarge the animated image and text of the Implementation of the Pancasila Principles 	The animated images and text on the Implementation of the Pancasila Principles have been enlarged. 
5.	Add background music according to the typical music of the West Sumatra region. 	The background music of kambanglah bungo from West Sumatra has been added 
6.	Add background music according to the typical music of the West Kalimantan region. 	Background music of cik cik periuk from West Kalimantan has been added 

c. Product Trial

After completing the revisions, an individual trial or one-to-one evaluation was conducted with three students of varying abilities from Grade IIIb at SD Negeri 52 Parupuk Tabing. During this trial, students used the animated learning media, and afterward, a practicality sheet was administered to measure the ease of use and effectiveness of the media. The results of the individual trial showed an average

score of 98.33%, which falls into the "very practical" category. The next stage involved a small group evaluation with six students from the same class, also selected based on differing abilities. The average score obtained from this small group trial was 98.67%, which is also categorized as "very practical." Based on these trial results, it can be concluded that the developed animated learning media is highly practical and ready for implementation in teaching Pancasila Education in Grade III of elementary school.

Implementation Stage

After the animated learning media was declared valid based on expert validation and the results of the individual trial (one-to-one evaluation) and small group trial (small group evaluation), the next stage is implementation. This stage is crucial for testing the practicality of the animated learning media developed for teaching Pancasila Education in Grade III of elementary school. The implementation of the developed product was carried out in two schools, namely SD Negeri 19 Air Tawar Barat and SD Negeri 52 Parupuk Tabing in Padang City, in their respective Grade III classes. After the media was used in the learning process, the researcher conducted a practicality test by distributing practicality questionnaires to both teachers and students. The purpose of this practicality test was to assess the influence of the media on ease of use, perceived benefits, visual presentation, and the time required to use the animated learning media effectively during Pancasila Education lessons.

a. Practicality Test

After using the animated learning media, the next stage involved conducting a practicality test to evaluate the usability, effectiveness, and convenience of the media for both teachers and students. The practicality test was carried out after revisions had been made during the development stage, ensuring that the product was refined and suitable for classroom implementation. This evaluation aimed to measure several aspects, including ease of use, benefits, visual presentation, and the time required to use the media effectively during Pancasila Education lessons. Teachers and students assessed these aspects using practicality questionnaires, and the results were analyzed to determine whether the media could be successfully implemented in classroom learning.

Data regarding teacher practicality were obtained directly from Grade III teachers at SD Negeri 19 Air Tawar Barat and SD Negeri 52 Parupuk Tabing. After using the media in Pancasila Education lessons, the teachers completed the practicality questionnaires. Their assessments included observations of the learning process and feedback on the media's effectiveness. Teachers evaluated multiple indicators, such as the clarity of text layout, attractiveness of the background, size and type of text, color usage, overall appearance of the media, volume and clarity of music, alignment of media with learning materials, completeness of content, language clarity, ease of use, and comprehensibility of the material. These results are summarized in Table 8, which presents the scores provided by teachers from both schools.

Table 8. Summary of Practicality Test of Animated Learning Media by Teachers

No	Indicator	SDN 19 Air Tawar Barat	SDN 52 Parupuk Tabing
1	The layout of the text in the animated learning media is clear	5	5
2	The background display of the animated learning media is attractive	5	5
3	The text size in the animated learning media is clearly visible	5	5
4	The type of text in the animated learning media is appropriate	4	5
5	The colors used in the animated learning media are appealing	5	5
6	The overall display of the animated learning media is engaging	5	5
7	The volume of music and media is clear and adequate	4	4
8	The animated learning media used aligns with the material being taught	5	5
9	The content in the animated learning media is complete	4	5
10	The language used in the animated learning media is clear and easy to understand	5	5
11	The animated learning media is easy to use in learning	5	5
12	The material in the animated learning media is easy to comprehend	5	5
Total		57	59
Percentage		95.00%	98.33%
Average		96.67%	
Category		Very Practical	

Based on Table 8, the average practicality score from teachers was 96.67%, falling into the “very practical” category. These results demonstrate that the animated learning media is effective, user-friendly, and highly suitable for implementation in Grade III Pancasila Education classes. The high scores across all indicators show that the media effectively supports learning, engages students, and provides a clear and comprehensive presentation of the material. The practicality data from students were collected through questionnaires completed by Grade III students at SD Negeri 19 Air Tawar Barat and SD Negeri 52 Parupuk Tabing after using the animated learning media in the trial sessions. Students assessed the media based on ease of use, benefits, visual appeal, and overall learning experience. The results are presented in Table **9**, which summarizes the total scores, percentages, average, and practicality category for both schools.

Table 9. Summary of Practicality Test Results by Students

No	School	Total Score of All Users	Percentage	Average	Category
1	SD Negeri 19 Air Tawar Barat	1019	94.35%		

2	SD Negeri 52 Parupuk Tabing	1099	96.40%		
Average				95.38%	Very Practical

As shown in Table 9, the overall average practicality score from students was 95.38%, which is categorized as very practical. This confirms that the animated learning media is highly suitable and effective for Grade III Pancasila Education lessons. The positive responses from both teachers and students indicate that the media is easy to use, enhances student engagement, supports learning objectives, and is ready for full implementation without the need for further revisions. The high practicality scores demonstrate that the media successfully facilitates comprehension, makes learning more enjoyable, and can be reliably integrated into the classroom learning process.

Evaluation Stage

After conducting the practicality test, the next stage is the evaluation to measure the effectiveness of the animated learning media. The data for this stage were obtained from student learning outcomes, collected both before and after participating in the learning process using the animated learning media in Grade III Pancasila Education classes. Effectiveness was measured using Pre-test and Post-test results to determine the impact of the media on student achievement. The evaluation process was conducted in three stages, all carried out face-to-face in the classroom. The first stage involved administering the Pre-test to students to assess their initial understanding before using the animated learning media. The second stage was the learning process itself, where students engaged with the animated learning media designed for Pancasila Education, providing an interactive and engaging learning experience. The third and final stage involved administering the Post-test to measure the learning outcomes after using the media. This systematic approach allowed researchers to compare student achievement before and after using the media and to determine the effectiveness of the animated learning materials. The results of the effectiveness evaluation are presented in Table 10, which shows the average Pre-test scores, Post-test scores, N-Gain Score, and the effectiveness category for each school.

Table 10. Pre-test, Post-test, and N-Gain Scores of Students

No	School	Average Pre-Test	Average Post-Test	N-Gain Score	Category
1	SDN 19 Air Tawar Barat	60.33	90.94	0.80	Effective
2	SDN 52 Parupuk Tabing	59.11	92.74	0.82	Effective
Total		119.44	183.68	1.62	Effective
Average		59.72	91.84	0.81	

As shown in Table 10, there is a significant improvement in student learning outcomes before and after using the animated learning media. The average Pre-test score before using the media was 59.72, which increased to an average Post-test

score of 91.84 after the media was used. The N-Gain Score shows an average of 0.81, which falls into the category of effective improvement. These results indicate that the development of animated learning media for Grade III Pancasila Education is highly effective in enhancing students' understanding and learning outcomes. The media not only facilitates teachers in delivering the material but also actively engages students, making the learning process more interactive, enjoyable, and impactful. The significant improvement in scores demonstrates that the media can effectively support teaching and learning, improving comprehension and participation among students.

Discussion

Validity of Animated Learning Media for Pancasila Education in Grade III Elementary School

The development of animated learning media for Pancasila education in Grade III elementary school underwent a rigorous validation process by four expert validators: a media/design expert, a language expert, a content expert from a university, and a practicing teacher. Each validator had a distinct role: the media/design expert evaluated the visual appeal and interface of the media, the content expert assessed the accuracy and relevance of the learning materials and evaluation questions, and the language expert examined the clarity, correctness, and comprehensibility of the language used (Sugiyono, 2017).

The validation results indicate that the developed learning media achieved a "very valid" level of validity across all assessed aspects. For the content aspect, the material expert rated it at 95%, placing it in the very valid category. Similarly, the media/design aspect received a score of 91.25%, and the language aspect achieved a perfect score of 100%. This demonstrates that the media's language adheres to proper linguistic rules and is easily understood by students. Validity, derived from the term "validity," refers to the accuracy and appropriateness of a measurement tool in performing its intended function (Noerdjanah, 2020). A learning product is considered valid when it is theoretically grounded (content validity) and all its components are consistently interconnected (Rusdi, 2018).

Focusing on the content aspect, the media proved to be highly valid in terms of both material and learning objectives. The validation results suggest that the animated learning media positively impacts both teachers and students. By integrating animation, teachers are supported in delivering lessons effectively, and students are more engaged in the learning process. When learning media combines accurate content with engaging visual elements, it enhances the classroom atmosphere, optimizing the learning experience (Tonda et al., 2024). From a media and design perspective, the animated learning media also achieved very high validity. The media utilizes images designed to appear alive through animation techniques, creating movement that captures students' attention and helps visualize abstract concepts (Nuraini et al., 2025; Fitria, 2018). This dynamic visual presentation makes it easier for students to understand complex ideas while maintaining interest throughout the lesson. Regarding language, the media scored 100%, indicating

clear, concise, and grammatically correct language aligned with the General Guidelines for Indonesian Spelling (PUEBI). Effective language use is crucial in developing educational media that communicates ideas accurately and engages learners (Arsyad, 2019).

Based on the overall validation results, the animated learning media for Grade III Pancasila education can be classified as very valid and suitable for classroom implementation. These findings are in line with previous studies showing the effectiveness of animated learning media at the elementary level. Video animation media developed for Grade IV students obtained a small group validation score of 93.08%, which was categorized as very good, while animated video media for spatial geometry in Grade V achieved 84% content validity and 77% media validity, indicating that the media were valid and appropriate for use (Ponza et al., 2018; Mashuri & Budiyono, 2020).

Practicality and Effectiveness of Animated Learning Media for Pancasila Education in Grade III Elementary School

The practicality of the animated learning media for Pancasila education was assessed using questionnaires distributed to both teachers and students. The teacher questionnaire consisted of 12 items, and the results showed an average score of 96.67%, placing it in the "very practical" category. Similarly, the student questionnaire, also with 12 items, resulted in an average score of 95.38%, again classified as "very practical." These results indicate that the animated learning media is highly usable and beneficial for both teachers and students in the learning process. The high scores reflect that the media can be seamlessly integrated into teaching activities, enhancing both instructional delivery and student engagement, in line with previous findings on the feasibility of animated learning media in selementary school classrooms (Mutmainnah et al., 2025).

The effectiveness of the animated learning media was evaluated after confirming its validity and practicality, focusing on its impact on students' learning outcomes. Effectiveness was measured by comparing students' pre-test and post-test scores before and after using the animated learning media. The pre-test average score was 59.72, which significantly increased to 91.84 in the post-test after using the media. Additionally, the N-Gain score was calculated at 0.81, well above the 0.3 threshold, indicating that the animated media is highly effective in improving students' understanding of the material. Similar results have been reported in previous studies, which found that animated media significantly enhanced students' learning outcomes (Astuti et al., 2025).

Taken together, the results suggest that the animated learning media for Pancasila education in Grade III elementary school is not only valid and practical but also highly effective in improving students' comprehension. The media provides a dynamic and interactive learning experience, fostering active engagement, enjoyment, and meaningful understanding of Pancasila concepts. Therefore, animated learning media can be confidently recommended as an alternative

instructional tool that supports active, enjoyable, and effective learning tailored to the cognitive and developmental characteristics of elementary school students.

Practicality of Animated Learning Media for Pancasila Education in Grade III Elementary School

The practicality of the animated learning media was measured using questionnaires filled out by both teachers and students. The teacher questionnaire consisted of 12 items and yielded an average score of 96.67%, categorized as "very practical." Similarly, the student questionnaire, also with 12 items, produced an average score of 95.38%, indicating high usability from the learners' perspective. These results suggest that the media is user-friendly and effectively supports classroom activities by making the teaching and learning process smoother and more interactive. By providing clear, visually engaging, and interactive content, the media helps teachers deliver lessons efficiently while enabling students to understand abstract concepts with ease. Overall, the high practicality scores indicate that both teachers and students can easily integrate this media into daily learning activities without significant challenges (Mutmainnah et al., 2025).

Effectiveness of Animated Learning Media for Pancasila Education in Grade III Elementary School

Effectiveness was assessed after confirming the media's validity and practicality, focusing on its impact on students' learning outcomes. Pre-test and post-test data revealed a notable improvement: the pre-test average score was 59.72, which increased to 91.84 after using the animated learning media. The N-Gain score of 0.81 indicates that the media is highly effective, surpassing the 0.3 threshold for meaningful learning improvement. This demonstrates that the animation-based media significantly enhances students' comprehension of Pancasila concepts. Consequently, the animated learning media can be confidently implemented as a reliable educational tool in Grade III classrooms, offering an enjoyable and impactful learning experience that aligns with the cognitive and developmental needs of elementary school students (Astuti et al., 2025).

4. Conclusion

This research concludes that the animated learning media developed for Civic Education in Grade III elementary school is valid, practical, and effective. The media has been designed and refined to meet learning needs, making it suitable for use in the classroom. It facilitates students' understanding of abstract concepts while making the learning process more engaging and enjoyable. The study also highlights the benefits of integrating technology into learning, providing teachers with an effective tool to enhance student participation and learning outcomes. For future work, researchers are encouraged to further improve the quality and interactivity of the media, exploring innovative approaches to make learning even more effective and accessible for students. Overall, the research demonstrates that

well-designed educational media can significantly support teaching and learning processes in elementary education.

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