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## Use of Animated Video Learning Media to Increase Learning Interest

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### ABSTRACT

Lack of student interest in learning can be a problem because it will affect the quality and results of learning. One solution that can be done to overcome low student interest in learning is by using animated video learning media. The purpose of this study was to determine the effect of animated video learning media on student interest in learning. This research data is pre-test and post-test data conducted at SMA Negeri 1 Bukit Batu. Using quantitative research with experimental methods. The results of hypothesis testing conducted with the N-Gain score obtained results  $0.7648 > 0.7$  which means the effectiveness is high. For N-Gain Percent the average value obtained is  $76.4811 > 76$  which means effective. It is concluded that the use of animated videos can effectively increase students' interest in learning.

## 1. Introduction

The low quality of education, especially in our country, is still a serious problem. Indonesia itself is categorized as a country with a low level of education. One of the educational problems that exist in our country today is the quality or quality of education which is still relatively low. Education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, moral dignity, skills needed by themselves, society, nation and state (Desmita et al., 2021). Education is one of the important things that humans must have. Education plays a role in preparing human resources who are able to think independently, critically, because education is the basic capital for quality human development (Santi et al., 2016).

The condition of the low quality of the education unit shows the low performance of educational institutions (Mardianawati et al., 2022). Given the importance of education for human life, problems related to this field must be resolved

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immediately. This is with the aim that later the quality and quality of education in our country can be better and increase rapidly. One of the solutions that can be done to overcome the problem of the low quality of education in our country today is to improve the quality of learning.

Learning is a core activity in the educational process. The learning process is an interaction between teachers who teach and students who learn with the necessary facilities and infrastructure (Gimin, 2019). In the learning process, the interest of students to take part in the learning process is one of the important things that must be considered. Learning interest is defined as a characteristic of the ability and concentration of attention, feelings of liking, desire and interest of students in a problem or topic discussed in the learning process which is shown through enthusiasm, participation, activeness in learning and feeling motivated and trying to know and understand the subject matter (Fadillah., 2016; Sirait., 2016, Rusmiati., 2017).

High and low motivation in learning can be determined by internal and external factors. The internal factor means that there is an encouragement that comes from the student himself, while the external factor is an encouragement that comes from outside such as the availability of libraries, wifi, learning parks and so on.

Knowing what factors can attract students' interest in the learning process is very important for teachers to know and understand. This is with the aim that later the teacher can make efforts to improve in carrying out the learning process so that the learning outcomes or learning achievements of students can increase and learning objectives can be achieved properly. The factors that can affect student interest in learning include (1) internal factors, which are factors that come from within the students themselves that will affect interest in learning later such as motivation in students, students' health conditions, curiosity in students, attention or concentration of students and the need or motive that arises from within students to take part in the learning process, (2) external factors, namely factors that come from outside the student which will affect interest in learning such as family, community environment, facilities available at school which can support the learning process and the atmosphere during learning (Al Fuad., 2016; Syahputra., 2020).

Learning achievement is the result of student achievement in carrying out tasks or learning activities through the provision of knowledge or skills in school subjects which are usually indicated by test scores or numbers given by the teacher (Fudhla et al, 2023). The drive for achievement in students is needed to be able to generate enthusiasm in achieving the desired target or standard of achievement (Rauf et al., 2020). For this reason, the role of the teacher in increasing students' interest in learning is very important in order to obtain better achievement and learning outcomes. In addition, another important thing that must be considered in implementing the learning process is the selection of appropriate teaching materials. Teaching material is a set of materials/substances of lessons (teaching material) that are arranged systematically, presenting a complete figure of the competencies that will be mastered by students in learning activities. The

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development of teaching materials must aim at what students need to learn. For this reason, educators must dare to innovate to design teaching materials that are more effective and communicative (Hamisah et al., 2022).

One of the ways that can be done so that learning material can be delivered more effectively and efficiently is by utilizing learning media in the continuity of the teaching and learning process. The use of learning media in the learning process will be able to arouse new desires and interests, and generate motivation for students in the teaching and learning process (Wahyuningtyas, 2020). Learning media is a tool in the delivery of information, messages and teaching materials in the form of graphic, photographic or electronic tools to capture, process, compile, visual or verbal information to achieve learning objectives and enable students to acquire knowledge and skills (Agustien et al., 2018; Nurrita., 2018; Apriansyah., 2020; Nurfadhillah., 2021). Another opinion explains that learning media is anything that has a use as a means of conveying messages conveyed by educators to their students, so that it can stimulate students' thinking, emotions, and interest in the learning process (Tafonao, 2018).

The use of technology essentially aims to facilitate human work in everyday life. The development of the digital world in education also has a significant influence on the interaction patterns of teachers and students (Rosmandi et al., 2021). Especially as a teacher in today's advanced era, teachers are required to be able to utilize the facilities and infrastructure available at school. For this reason, teachers must be creative and innovative in utilizing existing resources as well as possible to support the achievement of optimal learning goals.

Technological progress is something that we cannot avoid in this life, because technological progress will go according to the progress of science where every innovation is created to provide positive benefits for human life (Jamun, 2018). One of the resources that can be utilized by teachers as instructors is learning media which can later help in explaining learning materials. The use of learning media will later be able to foster students' interest in learning new things in the learning material delivered by the teacher so that it can be easily understood (Nurrita, 2018). That way it can also be said that the existence of interesting, unique and innovative learning media is expected to be a trigger for students in the learning process so that they are more eager to learn.

The function of learning media is as a teaching aid that affects the conditions and environment arranged and created by the teacher (Suryani, 2018). In addition, one of the functions of using learning media is to motivate or increase student interest in learning. The use of appropriate learning media will affect student interest in learning (Wayan, 2018). For this reason, in order to increase students' interest in learning in the classroom, teachers can utilize interesting learning media. The media that can be used include animated video learning media. Animated video is defined as a moving image in the form of a show consisting of a combination of media in the form of writing, tabulation, and sound that forms an animated unit that is packaged in an attractive manner in which there is a variety of information

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in order to achieve learning objectives (Sudiarta., 2016, Ayuningsih., 2017, Walangadi., 2020).

The application of animated video media in learning gets a deep connection and influence on students both in terms of attention, interest, motivation, and so on. Students will also feel happy to follow the learning process if the teacher utilizes interesting learning media. If later the child is happy to learn, his potential will develop perfectly both thinking, creativity and life in society. So in addition to learning objectives can be achieved more optimally, the use of interesting learning media such as this animated video will also be able to develop the abilities, attitudes and ways of thinking of students.

Based on the results of direct observations or observations made by researchers at SMA Negeri 1 Bukit Batu and conducting interviews with subject teachers, there are still many students whose interest in learning is still lacking, which can be seen from the attitudes and behavior of students, including not paying attention to the teacher explaining the learning material, lack of participation and curiosity of students in the learning process. In addition, many students also carry out other activities outside the learning process such as chatting with their classmates, playing and so on.

Another thing can also be seen from the level of student understanding that is still lacking in the material presented in the learning process, which also results in student learning outcomes that are not optimal, where there are still students whose exercise and test scores are not complete or below the completeness value. The low level of student interest in learning in these problems has caused researchers to be interested in conducting research on increasing student interest in learning by using animation media. This is of course also with the hope that students' interest and learning outcomes can improve.

From some previous studies related to animated video learning media, no one has used quantitative research types with experimental methods as the data analysis technique used. In addition, there has been no research related to the title of the application of animated video learning media that has not been applied to economic learning with the material of payment systems and tools. Researchers conducted this study with the aim of describing the effect of using animated video learning media in increasing student interest in learning.

## **2. Methodology**

This type of research is quantitative research with a descriptive approach. This type of descriptive quantitative research is a method that aims to create a picture or description of a situation objectively using numbers, starting from data collection, interpretation of the data and the appearance and results. This research was conducted at SMA Negeri 1 Bukit Batu. The sampling technique used was purposive sampling. Purposive sampling is a sampling technique with certain

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considerations (Sugiyono, 2016). The sample used was class X 6 which amounted to 33 students.

Data collection techniques are carried out in two ways, namely observation and questionnaires. Observation is a data collection technique that has specific characteristics when compared to other techniques (Sugiyono, 2016). Observation is a data collection technique carried out through an observation, accompanied by notes on the state or behavior of the target object. The questionnaire is a data collection instrument that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2016). The questionnaire was filled in twice, namely at the pre-test and post-test stages. Data processing is done in two ways, namely descriptive statistical analysis and hypothesis testing with independent sample t-test and N-Gain test analysis.

The animated video used in the post-test stage learning process is a video taken from YouTube social media. Researchers conducted the learning process of economics subjects with the material of payment systems and tools. The video used in the learning process is a video which was previously selected and selected in advance with the economics teacher. The criteria for video selection are that the animation video must be interesting and in accordance with the learning material. The animated video used can be seen in Figure 1.



Source: YouTube video screenshots by Eduraya Teknologi (2021) and Everyday Learning (2022)

Figure 1. Animation Video Used

### 3. Results and Discussion

#### *Descriptive Statistics Analysis*

##### a) *Pre-test* Stage Learning Interest

The following is the result of descriptive statistical analysis of the distribution of students' interest in learning at the pre-test stage can be seen in table 1 below:

Table 1. Distribution of Learning Interest of Class X 6 Students of SMA Negeri 1 Bukit Batu Pre-test Stage

No.	Interval	Category	Frequency	Percentage
1	63 – 75	Very High	1	3%
2	52 – 62	High	5	15,2%
3	40 – 51	Simply	6	18,2%
4	28 – 39	Low	17	51,5%
5	15 – 27	Very Low	4	12,1%
<b>Amount</b>			<b>33</b>	<b>100%</b>

Based on table 1, it can be concluded that the interest in learning felt by students at the pre-test stage is still low. This can be seen from the average answer which is 17 students or 51.5%. This means that the level of learning interest of most students in class X 6 SMA Negeri 1 Bukit Batu is categorized as still low or it can be said that students feel less interest in participating in the learning process.

##### b) *Post-test* Stage Learning Interest

Then, the results of descriptive statistical analysis of the distribution of students' interest in learning at the Post-test stage can be seen in table 2 below:

Table 2. Distribution of Learning Interest of Class X 6 Students of SMA Negeri 1 Bukit Post-test Stage

No.	Interval	Category	Frequency	Percentage
1	63 – 75	Very High	12	36,45
2	52 – 62	High	18	54,5%
3	40 – 51	Simply	2	6,1%
4	28 – 39	Low	1	3%
5	15 – 27	Very Low	-	-
<b>Amount</b>			<b>33</b>	<b>100%</b>

Based on table 2, it can be concluded that students' interest in learning felt by students at the post-test stage is high. This can be seen from the average answer which is 18 students or 54.5%. So it can be concluded that the level of interest in learning of students in class X 6 SMA Negeri 1 Bukit Batu is categorized as high or it can be said that some students feel interested in participating in the learning process.

##### c) Usefulness of Animated Videos at the *Post-test* Stage

For the results of descriptive statistical analysis of the distribution of the usefulness of student animated video learning media can be seen in table 3 below:

Table 3. Distribution of Animated Video Learning Media class X 6 SMA Negeri 1 Bukit Batu

No.	Interval	Category	Frequency	Percentage
1	63 – 75	Very High	8	24,2%
2	52 – 62	High	21	63,6%
3	40 – 51	Simply	3	9,1%
4	28 – 39	Low	1	3%
5	15 – 27	Very Low	-	-
<b>Amount</b>			<b>33</b>	<b>100%</b>

Based on table 3, it can be concluded that the usefulness of animated video learning media is in the high category. This can be seen from the average answer which is 21 students or 63.6%. This means that some students of class X 6 SMA Negeri 1 Bukit Batu feel that the use of animated video learning media will have a good or positive impact on the continuity of the learning process carried out.

### *Hypothesis Testing*

#### a) Requirement Test

Before testing the hypothesis, a requirement test is carried out using the variance homogeneity test. Variance homogeneity test is an analytical technique carried out to determine whether the data being observed comes from a homogeneous population or not. The results of the variance homogeneity test analysis can be seen in table 4 as follows:

Table 4. Variance Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Interest to learn	Based on Mean	0,155	1	64	0,695
	Based on Median	0,240	1	64	0,626
	Based on Median and with adjusted df	0,240	1	63,004	0,626
	Based on trimmed mean	0,184	1	64	0,669

Based on the results of the variance homogeneity test analysis in table 4, it is known that the sig value is 0.695, where this value is greater than 0.05 or ( $0.695 > 0.05$ ). Thus it can be concluded that the data on the learning interest of class X 6 students in the pre-test and post-test for data distribution is homogeneous.

#### b) Research Hypothesis Test

After the data obtained is homogeneous, then conduct hypothesis testing. The hypothesis test used in this study is to use an independent sample t-test. Independent sample t-test is one of the data analysis techniques used to determine whether there is a mean difference between two independent groups or two groups

that are not paired and the two groups of data come from different subjects. The results of the independent sample t-test analysis can be seen in table 5 as follows:

Table 5. Independent Sample T-Test Results

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Interest to learn	Equal variance assumed	0,155	0,695	-53,936	64	0,000	-29,15152	0,54049	-30,23126	-28,07177
	Equal variance not assumed			-53,936	63,980	0,000	-29,15152	0,54049	-30,23127	-28,07176

Based on the results of the Independent Sample T-Test analysis in table 5, it can be seen that the Sig value. (2-tailed) 0.000 which is smaller than 0.05 (0.000 < 0.05) Thus it can be concluded that there is a significant difference between the data on the learning interest of class X 6 students in the pre-test and post-test of the research conducted.

#### c) N-gain score test analysis

After testing the hypothesis, then do the N-gain score test. Normalized gain or N-gain score is a technique in data analysis that is commonly used to determine the effectiveness of the use of a treatment or certain procedures in a study. The results of the N-gain score test analysis can be seen in table 6 as follows :

Table 6. N-gain score test results

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
NGain_Score	33	0,62	0,90	0,7648	0,06335
NGain_Persen	33	61,76	90,00	76,4811	6,33456
Valid N (listwise)	33				

In table 6, it can be seen that for the N-Gain score the mean value obtained is 0.7648 which is greater than 0.7 (0.7648 > 0.7) which means that the effectiveness is high. Furthermore, for N-GaPin Percent the mean value obtained is 76.4811 which is greater than 76 (76.4811 > 76). Thus it can be concluded that the N-Gain percent is in the effective category which means that the use of animated video learning media is effective for increasing student interest in learning.



## ***Discussion***

### ***Learning Interest at the Pre-test Stage***

Based on the results of research conducted by researchers on the learning interest of class X 6 students at the pre-test stage where in the learning process with no application of animated video learning media from descriptive analysis it is known that the interest possessed by students is still lacking. This is also seen from the 4 indicators, namely feelings of pleasure, interest, focus and willingness of students to participate in the learning process which are also in the lower category.

### ***Learning Interest at the Post-test Stage***

Based on the results of research conducted by researchers on the learning interest of class X 6 students where in the learning process the animated video learning media is applied from descriptive analysis, it is found that students' interest in participating in the learning process can be said to be good. This can also be seen from the 4 indicators, namely feelings of pleasure, interest, focus and willingness of students to follow the learning process in the good category. This proves that the application of this animated video learning media has a good effect on increasing student interest in learning.

### ***The usefulness of Experimental Class Learning Media***

Based on the results of research conducted by researchers in Class X 6 which was used as an experimental class, namely a class in which the learning process applied animated video learning media, the results of descriptive analysis showed that the application of animated videos had a very positive impact on students. This can be seen where from 8 indicators which include clarifying the presentation of messages, clarifying the presentation of information, increasing attention, directing attention, overcoming space limitations, overcoming time limitations, providing a common experience and allowing interaction are in the good category. This is of course in line with the benefits of using learning media where the use of learning media makes the learning process run effectively and efficiently.

### ***The Effect of Animated Video Learning Media on Learning Interest of Students of SMAN 1 Bukit Batu***

The test results regarding the Effect of Animated Video Learning Media on Student Learning Interest of SMA Negeri 1 Bukit Batu show that for the N-Gain score the mean value obtained is 0.7648 which is greater than 0.7 ( $0.7648 > 0.7$ ) which means that the N-Gain Score is in a high category which means that the effectiveness is high. Furthermore, for the N-Gain Percent, the mean value obtained is 76.4811 which is greater than 76 ( $76.4811 > 76$ ), which means that the N-Gain Percent value is in the effective interpretation, it can be interpreted that the use of animated video learning media can effectively increase student interest in learning.

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#### 4. Conclusion

The development of technology that is increasingly advanced today has affected various fields including education. Many people utilize technology in their daily lives, including educators. One of the utilizations made by educators in the field of technology is learning media. The use of learning media can have a big influence on the learning process carried out by educators because it will affect the quality and learning outcomes. Not only making their own, educators can also take advantage of social media, for example such as Instagram, YouTube and so on to find teaching materials, learning methods and even appropriate learning media so that they can be used. by continuing to utilize technology and increasingly modern times, educators must also be able to keep up with current developments. That way the utilization should be optimized again by educators to continue to find good learning media. it is hoped that this can help improve the quality of supporting the quality of education in Indonesia.

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