



Journal of Educational Sciences

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



P-ISSN
2581-1657

E-ISSN
2581-2203

The Use of Animated Video Media on Student Learning Outcomes in the IPAS Subject for Fourth Grade Students at SD Negeri 9 Mambo

Nuraini Margareta*, Abdul Rahman, Nuraini, Zulnuraini, Mas'adi

Elementary School Teacher Education Program, Tadulako University, Palu, 94148, Indonesia

ARTICLE INFO

Article history:

Received: 22 May 2026

Accepted: 05 July 2026

Available Online: 15 July 2026

Keywords:

Use,
Media,
Animated Video,
Learning Outcomes

* Corresponding author:

E-mail: nurainimargareta05@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.10.7.p.915-927>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

This study aims to determine the effect of using animated video media on student learning outcomes in the IPAS subject for fourth grade students at SD Negeri 9 Mambo. This study employed a quantitative method using a quasi experimental design, specifically a Nonequivalent Control Group Design (pretest-posttest). The subjects of this study were 38 fourth grade students at SD Negeri 9 Mambo, comprising an experimental class (IV A) with 20 students and a control class (IV B) with 18 students. The sampling technique used was saturation sampling. The data collection instruments used were achievement tests in the form of pretests and posttests, as well as teacher and student observation sheets as supporting data. Data analysis was performed using an independent samples t test. The results showed that the average posttest score for the experimental class was 73, which was higher than that of the control class, which was 61.88. Furthermore, the results of the hypothesis testing showed a significance value of $0.039 < 0.05$, so H_0 was rejected and H_1 was accepted. Thus, it can be concluded that the use of animated video media has a significant effect on student learning outcomes in the IPAS subject for fourth grade students at SD Negeri 9 Mambo.

1. Introduction

Education is one of the key factors in improving the quality of human resources through a learning process that develops students' knowledge, skills, and attitudes. In the implementation of the Merdeka Curriculum, learning is designed to be student centered through active, meaningful, and contextual learning experiences so that students can develop the competencies needed in the 21st century. Astuti & Prasetyo (2023) state that IPAS instruction in the Merdeka Curriculum is designed to develop 21st century skills through active, contextual, and student centered

learning. Therefore, teachers do not merely serve as conveyors of information but also as facilitators capable of designing creative and innovative learning experiences tailored to students' characteristics. One approach that can be taken is to utilize instructional media that can create an engaging learning environment and help students understand the material more easily. The use of appropriate learning media is expected to increase student engagement during the learning process while supporting the achievement of optimal learning outcomes. One subject that requires the support of innovative learning media is Natural and Social Sciences (IPAS), as this subject requires students to understand various concepts related to natural phenomena and social life in an integrated and contextual manner.

Nevertheless, the IPAS learning process in elementary schools still faces various challenges. Instruction is still dominated by lecture-based methods and the use of textbooks, so students tend to act as mere recipients of information. This situation causes students to be less active in class, lose focus easily, and struggle to understand abstract concepts. The impact of this situation is evident in students' suboptimal learning outcomes, as there are still students who have not achieved mastery of the material. Based on preliminary observations at SD Negeri 9 Mambo, these issues were also found among fourth grade students while studying the topic "Regional Characteristics in Indonesia." During the learning process, students were still not very active in asking questions or participating in discussions, while the teacher relied heavily on lectures supplemented by textbooks; consequently, the presentation of the material failed to capture the attention of all students. This situation indicates the need for a learning medium capable of presenting material in a more engaging, interactive, and easily understandable way so that the learning process can proceed optimally and positively impact students' learning outcomes.

One alternative learning medium that can be used to address this issue is animated video. Animated video is an audiovisual medium that combines images, text, sound, animation, and illustrations so that learning materials can be presented in a more engaging and easily understandable way for students. Handayani (2023) explains that animated video can increase student attention and engagement during the learning process by presenting material in an engaging way, thereby helping students better understand the concepts being taught. The use of animated video media provides students with the opportunity to receive information through both visual and auditory channels simultaneously, thereby helping them better understand the concepts being studied. In this study, the animated video media used was developed using the Powtoon application an application that allows teachers to create learning materials in the form of animated videos that are engaging, communicative, and tailored to the characteristics of elementary school students.

Mayer (2021) through the Cognitive Theory of Multimedia Learning, explains that students find it easier to understand material when information is presented through a combination of words and images rather than using text or verbal explanations alone. Presenting information through multimedia helps reduce cognitive load and makes it easier for students to establish connections between new information and their prior knowledge. These findings are also supported by Caella & Yulianto

(2024) who reported that the use of animated video media not only improves learning outcomes but also increases students' interest in learning through more engaging and interactive presentation of material. Therefore, the use of animated video media is seen as capable of creating a more meaningful learning experience while supporting improved student learning outcomes.

Several previous studies have shown that the use of animated video media has a positive impact on both the learning process and learning outcomes. Aliyah & Purwanto (2022) reported that Powtoon assisted learning media can improve the learning outcomes of elementary school students because the material is presented in a more engaging, interactive, and easy to understand manner. Similar results were also found by Aini et al., (2021) who showed that the use of animated video media has a positive effect on the learning outcomes of elementary school students. Tiwow et al., (2022) also found that the use of Powtoon assisted animated video media has a significant effect on student learning outcomes. Arisandi et al., (2024) reported that animated video media contributes to improved learning outcomes in science for elementary school students through the presentation of more contextual material. Furthermore, Yuliati et al. (2022) explained that animated video media can enhance conceptual understanding by combining visual and audio elements, and animation in a single learning medium.

These findings are supported by Burhan et al., (2024), who reported that the use of animated video media in IPAS instruction helps improve students' conceptual understanding compared to conventional instruction. Irmayu et al., (2024) reported that the use of animated video media can increase students' interest in learning, making them more active participants in the learning process. Aulia et al., (2025) demonstrated that the use of animated videos combined with instructional models can significantly improve student learning outcomes. Masni et al., (2025) reported that animated video media is suitable for use in elementary school instruction because it helps students understand the material more easily, while Mutmainnah et al., (2025) found that the use of animated videos created with Powtoon has a positive impact on students' interest and learning outcomes.

However, most of these studies were conducted on different subjects, student characteristics, and research locations, and thus have not provided empirical evidence regarding the effect of using animated video media on fourth grade IPAS learning at SD Negeri 9 Mamboro, particularly on the topic of Regional Characteristics in Indonesia. Furthermore, previous studies have primarily focused on improving learning outcomes or student interest in different school contexts and subject matter, so their results do not fully reflect the application of animated video media in the context of this study. Therefore, this study was conducted to address this gap and provide empirical evidence regarding the effect of using animated video media on student learning outcomes in IPAS instruction at the elementary school level. Based on the above, this study aims to determine the effect of using animated video media on student learning outcomes in the IPAS subject for fourth grade students at SD Negeri 9 Mamboro.

2. Methodology

This study employed a quantitative approach using a quasi-experimental method with a Nonequivalent Control Group Design to determine the effect of using animated video media on students' learning outcomes in Natural and Social Sciences (IPAS) in the fourth grade at SD Negeri 9 Mamboro. A quantitative approach was used because the study aimed to test the relationship between variables through numerical data analyzed statistically (Sugiyono, 2020). The Nonequivalent Control Group Design was chosen because the study involved two groups that had been formed without a randomization process: the experimental class and the control class (Mustari, 2020). The research design used is presented in Table 1.

Table 1. Research Design

Class	Pretest	Treatment	Posttest
Experimental	O ¹	X ¹	O ²
Control	O ³	X ²	O ⁴

Notes:

X¹ : Treatment using animated video

X² : Treatment using conventional instruction (lectures & textbooks)

O¹ : Pretest in the experimental class

O² : Posttest in the experimental class

O³ : Pretest in the control class

O⁴ : Posttest in the control class

Based on Table 1, the study involved two groups: the experimental class, which received instruction using animated video media, and the control class, which followed instruction using conventional methods. Both groups took a pretest before the intervention to assess the students' initial abilities and a posttest after the learning process to measure changes in learning outcomes as a basis for comparing the effectiveness of the interventions.

The population in this study consisted of all 38 fourth grade students at Mamboro Public Elementary School No. 9, comprising 20 students in the experimental class and 18 students in the control class. The sampling technique used was saturation sampling, meaning that all members of the population were included as the study sample (Sugiyono, 2020). The experimental class consisted of 12 male students and 8 female students, while the control class consisted of 9 male students and 9 female students. Instruction in the experimental class utilized animated videos created using the Powtoon application, whereas the control class followed conventional instruction methods consisting of lectures and the use of textbooks. The research instruments included learning outcome tests, teacher observation forms, student observation forms, and documentation. The learning outcome tests were used to measure students' cognitive abilities through a pretest administered before the intervention and a posttest administered after the intervention, while the observation forms were used to gather information regarding the teacher's delivery of instruction and student engagement during the learning process. Documentation

was used as supporting data to supplement the research. The achievement tests were designed as multiple choice tests consisting of 15 items with four answer choices (a, b, c, and d). Each correct answer was scored as 1 and each incorrect answer as 0, so the maximum score a student could achieve was 15. The test items were designed based on cognitive ability indicators according to Bloom's Taxonomy, which include C2 (understanding), C3 (applying), C4 (analyzing), C5 (evaluating), and C6 (creating) (Anggriani, 2022).

Data collection began with administering a pretest to the experimental and control classes to determine the students' initial abilities before the intervention. Next, the experimental class participated in lessons using animated videos supported by the Powtoon app, while the control class participated in lessons using conventional methods with the same material over the course of three sessions. After all treatment sessions were completed, both classes took a posttest to assess students' learning outcomes following the instructional process. Observations of the teacher's delivery of instruction and student engagement were conducted during each session, while documentation was used as supporting data for the study. The data obtained were analyzed using IBM SPSS Statistics version 31 through descriptive statistical analysis to describe the pretest and posttest results, followed by an N Gain analysis to determine the extent of improvement in students' learning outcomes after the learning process. The interpretation of N-Gain values refers to the categories proposed by Hake, namely: $g > 0.70$ falls into the high category, $0.30 \leq g \leq 0.70$ falls into the moderate category, $0.00 < g < 0.30$ falls into the low category, $g = 0.00$ indicates no improvement, while $g < 0.00$ indicates a decline in learning outcomes. Before hypothesis testing was conducted, the data were first tested using the Shapiro Wilk normality test and Levene's test for homogeneity as prerequisites for parametric analysis. Subsequently, hypothesis testing was performed using an independent samples t test at a significance level of 0.05 to determine the effect of using animated video media on student learning outcomes (Rahardjo & Gudnanto, 2019).

3. Results and Discussion

Results

Reliability and Reliability Testing

The research instruments, consisting of the learning outcome test and observation sheets, were validated by expert lecturers before being used in the study. In addition, the animated video media developed using Powtoon was also validated by expert lecturers to ensure the appropriateness of the content, visual design, language, and instructional presentation for the IPAS learning material. Following the expert validation process, the learning outcome test was pilot tested on 37 fourth-grade students at SD Negeri 8 Mamboro. The instrument consisted of 15 multiple-choice items, which were analyzed using IBM SPSS Statistics version 31. The validity test results indicated that all test items had significance values below 0.05 and calculated correlation coefficients (r count) greater than the critical r table value,

indicating that all items were valid and suitable for use as research instruments (Sari & Hidayat, 2022). Furthermore, the reliability of the learning outcome test was examined using Cronbach's Alpha with the assistance of IBM SPSS Statistics version 31. The analysis produced a Cronbach's Alpha coefficient of 0.671 for the 15 test items. Since the coefficient exceeded the minimum acceptable value of 0.60, the instrument was considered reliable and appropriate for measuring students' learning outcomes (Wahyuni & Pratama, 2021).

Implementation of Animated Video Media

Instruction in the experimental class was conducted using animated video media developed with the Powtoon application on the topic of "Regional Characteristics in Indonesia" over the course of three sessions. The animated video media was designed in accordance with the learning objectives and used as part of the learning process in each session. The videos were played on a laptop connected to a projector for approximately 10 minutes so that all students could view the material together. The use of animated video media was carried out in stages, beginning with an apperception activity, followed by the screening of an animated video containing the learning material, and then followed by a question and answer session, group discussions, the presentation of discussion results, and concept reinforcement by the teacher based on the content of the video that had been shown. During the learning process, the teacher acts as a facilitator who guides students in observing the video content, discussing it, answering questions, and presenting the results of their discussions in accordance with the material being studied. Documentation of the animated video used and the learning process is presented in Figure 1 and Figure 2.

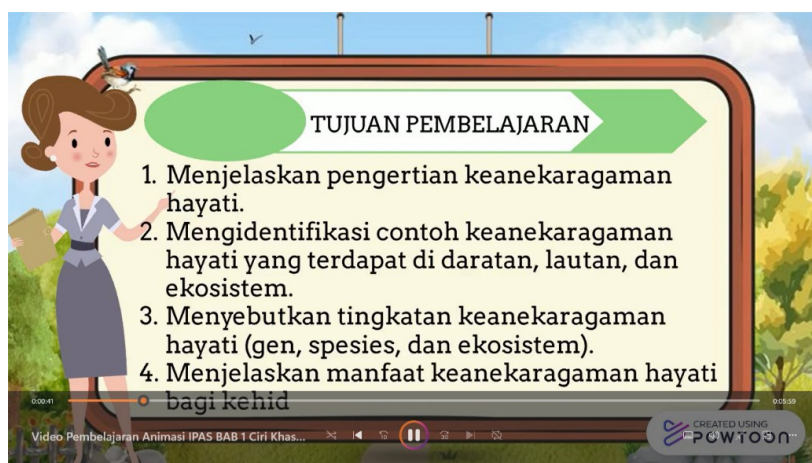


Figure 1. Animated Video

As shown in Figure 1, the animated video used in this study covers material on the distinctive characteristics of regions in Indonesia, presented through a combination of illustrations, animations, images, text, narration, and audio, so that the learning material can be presented systematically in accordance with the learning objectives.



Figure 2. The Learning Process Using Animated Video Media

Based on Figure 2, the teacher used animated videos to present the material and facilitated student learning through activities such as watching the videos, question and answer sessions, group discussions, presenting discussion results, and reinforcing concepts throughout the learning process. To support this learning process, observations were conducted on the teacher's delivery of instruction and student engagement over the course of three sessions. The results of the observations showed that the quality of teaching by teachers in the experimental class was in the "very good" category, with a percentage of 90% in the first session, rising to 95% in the second and third sessions, while in the control class it was in the "good" category, with a percentage of 80% in each session. Student engagement in the experimental class was also in the "very good" category, with a rate of 90% in the first session, rising to 95% in the second and third sessions, while the control class fell into the "good" category, at 75% in the first session and rising to 80% in the second and third sessions. Overall, the observation results indicate that the teachers' delivery of instruction and student engagement in both classes ranged from "good" to "very good," so that all stages of the learning process can be carried out in accordance with the research plan.

Descriptive Statistics

To determine the students' learning outcomes before and after the intervention, a descriptive statistical analysis was conducted on the pretest and posttest scores of the experimental and control classes. The results of the descriptive statistical analysis are presented in Table 1 and Table 2. Based on Table 1, the results of the descriptive statistical analysis show that the initial proficiency levels of students in the experimental and control classes did not differ significantly. The mean pretest scores for both classes remained in the low category, indicating that most students had not yet mastered the material before the instructional intervention was implemented.

Table 1. Descriptive Statistics for the Pretest Scores of the Experimental and Control Classes

N	Valid Missing	Pretest Class Experiment	Pretest Class Control
		20 0	18 2
Mean		51.7000	50.0000
Median		50.0000	53.0000
Std.Deviaton		15.97729	18.67682
Variance		255.274	348.824
Range		53.00	60.00
Minimum		27.00	20.00
Maximum)		80.00	80.00

This situation was also reflected in the learning achievement rates: in the control class, only 1 student (5.5%) achieved mastery, while 17 students (94.5%) did not. In the experimental class, 2 students (10%) achieved mastery, and 18 students (90%) had not yet achieved it. These findings indicate that the students' initial abilities in both classes were relatively equivalent, making them a suitable basis for comparing learning outcomes after the intervention.

Table 2. Descriptive Statistics for the Posttest in the Experimental and Control Classes

N	Valid Missing	Posttest Class Experiment	Posttest Class Control
		20 0	18 2
Mean		73.0000	61.0000
Median		80.0000	60.0000
Std.Deviaton		14.27180	17.66648
Variance		203.684	312.105
Range		46.00	60.00
Minimum		47.00	33.00
Maximum		93.00	93.00

Based on Table 2, the results of the descriptive statistical analysis show an improvement in learning outcomes in both classes after the learning process was implemented. The average posttest score in the experimental class showed a greater increase than that in the control class. This situation is also evident from the learning achievement rates: in the control class, 4 students (27%) achieved mastery and 14 students (73%) did not, whereas in the experimental class, 11 students (55%) achieved mastery and 9 students (45%) did not. These results indicate that the number of students who achieved learning mastery in the experimental class was higher than in the control class following the implementation of the instruction.

Normality Test

Before conducting hypothesis testing, a normality test using the Shapiro Wilk test was first performed to determine whether the research data were normally distributed. The test results are presented in Table 3.

Table 3. Normality Test Results

	Kolmogorov-smirnov			Shapiro-Wilk		
	Statistic	df	sig	Statistic	df	sig
Pretest IV A(Experiment)	.116	20	.200	.956	20	.459
Posttest IV A(Experiment)	.238	20	.004	.913	20	.072
Pretest IV B(Control)	.148	20	.200	.944	18	.337
Posttest IV B(Control)	.134	20	.200	.960	18	.603

Based on Table 3, all pretest and posttest data for both the experimental and control classes have significance values greater than 0.05, Therefore, it can be concluded that all the research data are normally distributed and satisfy one of the prerequisites for parametric analysis.

Homogeneity Test

After the data were confirmed to be normally distributed, a homogeneity test was conducted using Levene's test to determine whether the variances between the experimental and control groups were equal. The test results are presented in Table 4.

Table 4. Homogeneity Test Results

	Levene Statistics	df1	df2	sig
Based on Mean	.775	1	36	.384
Based on Median	.689	1	36	.412
Based on Median and with adjusted df	.689	1	35.7	.412
Based on trimmed mean	.780	1	36	.383

Based on Table 4, the results of the homogeneity test show that the significance value is greater than 0.05; therefore, the variances of the data in the experimental and control groups are considered homogeneous. Thus, the research data meet the prerequisites for hypothesis testing using an independent samples t test.

Independent Samples t test

After all the prerequisites for the analysis were met, a hypothesis test was conducted using the Independent Samples t-test to determine the effect of using animated video media on student learning outcomes. The test results are presented in Table 5.

Table 5. Results of the Independent Samples t test

	t	df	One-side p	Two-side p	Mean Difference	Std. Error difference
Equal variances assumed	2.142	36	.020	0.39	11.111	5.187
Equal variances not assumed	2.118	32.732	.021	0.42	11.111	5.246

Based on Table 5, the results of the independent samples t-test show that the significance value (Sig., 2-tailed) is less than 0.05; therefore, H_0 is rejected and H_1 is accepted. These results indicate that the use of animated video media has a

significant effect on student learning outcomes in the Natural and Social Sciences (IPAS) course for fourth-grade students at SD Negeri 9 Mambo.

Discussion

The results of the study indicate that the use of animated video media has a positive effect on student learning outcomes in the IPAS subject for fourth-grade students at SD Negeri 9 Mambo. These findings suggest that animated video media can support a more effective learning process compared to conventional teaching methods because the material is presented in a more engaging, systematic manner that aligns with the learning characteristics of elementary school students. During the learning process, students demonstrated strong engagement by paying attention to the material, participating in discussions, and taking part in every stage of the learning process. These conditions indicate that the use of animated video media not only helps teachers deliver the material but also creates a more active learning environment, thereby providing students with the opportunity to understand the material more effectively.

This improvement in learning outcomes can be explained by the characteristics of animated video media, which can combine visual, audio, text, illustration, and animation elements into a single learning medium. Presenting material through a combination of these various elements helps students visualize IPAS concepts that were previously difficult to understand when delivered solely through lectures. The illustrations shown in the video also provide a more concrete picture of the material, making it easier for students to connect new information with their prior knowledge. Furthermore, the simultaneous use of narration and animation helps maintain students' attention throughout the learning process, encouraging them to participate more actively in each stage of the learning activities. This is supported by observation results showing that student engagement during learning was rated as "very good," making the learning process more interactive and providing students with opportunities to build their understanding of the material being studied.

The findings of this study are consistent with a study (Amelia et al., 2025) showing that the use of animated video media has a positive effect on elementary school students' science learning outcomes because the material is presented in a more engaging and easily understandable way. These findings are supported by (Aulia et al., 2025), who explain that animated video media helps improve student learning outcomes by presenting material in a more interactive way, making it easier for students to understand the material being studied. Similar results were also reported by (Putri & Rahmi, 2024), who explained that animated video media helps improve science learning outcomes through a more interactive presentation of material, making it easier for students to understand the concepts being studied. Furthermore, (Azzahra et al., 2024)ⁱ state that animated video media contributes to improving elementary school students' understanding of science concepts because it combines moving images, sound, and illustrations that help students build a better conceptual understanding.

These findings reinforce the results of this study, which indicate that improved learning outcomes are influenced not only by the presentation of more engaging material but also by the ability of animated video media to help students understand previously abstract learning concepts, thereby making the learning process more meaningful. Overall, the results of this study show that animated video media can serve as an alternative learning medium for the IPAS subject in elementary school. This medium not only helps teachers present material in a more engaging and contextual way but also encourages students' active participation during the learning process, making it easier for them to understand the material. Thus, the use of animated video media can support the creation of more active, meaningful, and student-centered learning in line with the learning characteristics outlined in the Merdeka Curriculum.

4. Conclusion

Based on the results of the study, it can be concluded that the use of animated video media has an effect on student learning outcomes in the IPAS subject for fourth-grade students at Mamboro Public Elementary School No. 9. The use of animated video media helps students understand the learning material through the presentation of visual, audio, text, and animation elements developed using the Powtoon application, making the material easier to understand in accordance with the characteristics of elementary school students. Furthermore, the use of animated video media also encourages students to participate more actively in the learning process, such as paying attention to the presentation of material, watching the video, engaging in discussions, answering questions, and expressing their opinions during learning activities. The findings of this study indicate that animated video media can support the creation of learning experiences that are more engaging, interactive, and student-centered, making it a viable alternative learning medium for the IPAS subject in elementary schools. It is hoped that the results of this study will serve as a reference for teachers in utilizing digital-based learning media and as a guide for future researchers to conduct studies on different subject matter, educational levels, or variables, thereby yielding broader findings regarding the use of animated video media in learning.

Acknowledgement

Praise and thanks be to Allah SWT. It is through His grace that I was able to conduct this research and complete this thesis. I would like to express my deepest gratitude to everyone who provided me with direction, guidance, feedback, and motivation. I would like to thank Dr. Abdul Rahman, S.Pd., M.Pd., and Nuraini, S.Pd., M.Pd., as the faculty advisors for my thesis, as well as to Dr. Zulfuraini, S.Pd., M.Pd., and Mas'adi, S.Pd., M.Pd., as members of my final project examination committee, who provided extensive guidance, input, and constructive suggestions that enhanced the quality of this research. Thank you to Mamboro State Elementary School No. 9 for the opportunity and support provided throughout the research process. I would like to thank Ifriana, S.Pd., M.Pd., the principal, as well as the teachers, staff, and students of SD Negeri 9 Mamboro especially the fourth-grade students who

participated in this research. I would also like to express my gratitude to Imran and Mariam, the author's parents, as well as the author's family and friends, who have always provided prayers, support, motivation, and assistance to the author.

References

- Aini, N., Zuliani, R., & Rini, C. P. (2021). Pengaruh Media Video Animasi Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sdn 20 Pagi Jakarta Timur. *NUSANTARA: Jurnal Pendidikan Dan Ilmu Sosial*, 3(3), 417–426. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Aliyah, A., & Purwanto, S. E. (2022). Pengaruh media pembelajaran Powtoon terhadap hasil belajar matematika pada materi perkalian siswa kelas II sekolah dasar. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(3), 921–928. <https://doi.org/10.32884/ideas.v8i3.946>
- Amelia, F., Rizhardi, R., & Hermansyah. (2025). Pengaruh Penggunaan Video Animasi Terhadap Hasil Belajar Siswa Mata Pelajaran IPAS Kelas V SDN 230 Palembang. *Wahana Didaktika: Jurnal Ilmu Kependidikan*. <https://api.semanticscholar.org/CorpusID:279174543>
- Anggriani, F. (2022). Pengembangan Instrumen Tes Hasil Belajar IPA untuk Sekolah Dasar. *Jurnal Basicedu*, 6(4), 5432–5444. <https://doi.org/10.31004/basicedu.v6i4.3100>
- Arisandi, K., Dewi, N. L., & Putra, I. M. (2024). Pengaruh Media Video Animasi terhadap Hasil Belajar IPAS Siswa Sekolah Dasar. *Journal of Education Action Research*, 8(1), 50–60. <https://ejournal.undiksha.ac.id/index.php/JEAR/article/view/79471>
- Astuti, R., & Prasetyo, H. (2023). Penguatan keterampilan abad 21 melalui pembelajaran IPAS di sekolah dasar. *Jurnal Inovasi Pendidikan Dasar*, 8(2), 112–123.
- Aulia, D., Astuti, Y. P., & Wahdian, A. (2025). Pengaruh Media Pembelajaran Digital (Video Animasi) terhadap Hasil Belajar IPAS Siswa Kelas IV SDN Sapeken 1. *Jurnal Ilmiah Ilmu Pendidikan (JIIP)*, 8(2), 45–56. <https://www.jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/7653>
- Azzahra, F. D., Rini, C. P., & Oktrifianty, E. (2024). Pengaruh Media Video Animasi terhadap Pemahaman Konsep IPA Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar Perkhasa*, 10(2), 1000–1010. <http://jurnal.stkippersada.ac.id/jurnal/index.php/JPD>
- Burhan, M. A., Darniyanti, Y., & Ansori, L. (2024). Pengaruh Media Pembelajaran Video Animasi pada Mata Pelajaran IPAS Kelas V di SD Negeri 10 Koto Baru. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10(03), 195–203.
- Caella, Y., & Yulianto, H. (2024). The Effectiveness of Animation Video Media to Increase Interest and Learning Outcomes in Science Subjects. *Jurnal Penelitian Pendidikan IPA (JPPIPA)*, 10(1), 45–55. <https://doi.org/10.29303/jppipa.v10i1.8445>
- Handayani, D. (2023). Efektivitas Media Video Animasi terhadap Peningkatan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar Nusantara*,
-

- 8(1), 45–54.
- Irmayu, A., Caska, & Gimin. (2024). Use of Animated Video Learning Media to Increase Learning Interest. *Journal of Educational Sciences*, 8(2), 282–293. <https://doi.org/10.31258/jes.8.2.p.282-293>
- Masni, N., Hadiyanto, Montessori, & Bentri, A. (2025). Development of Animated Video Learning Media in Grade II Elementary School. *Journal of Educational Sciences*, 9(6), 5151–5162. <https://doi.org/10.31258/jes.9.6.p.5151-5162>
- Mayer, R. E. (2021). Multimedia learning with instructional video. In R. E. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (2nd ed., pp. 750–768). Cambridge University Press. <https://doi.org/10.1017/9781108894333>
- Mustari, M. (2020). *Metodologi Penelitian Pendidikan*. Rajawali Pers.
- Mutmainnah, M., Suardi, S., & Kaharuddin, K. (2025). The Effectiveness of the Discovery Learning Model Assisted by Powtoon Animated Video Media on Elementary School Students' Interest and Learning Outcomes in Social Studies. *Journal of Educational Sciences*, 9(4), 2366–2378. <https://doi.org/10.31258/jes.9.4.p.2366-2378>
- Putri, M. A., & Rahmi, L. (2024). Pengaruh Penggunaan Media Video Animasi terhadap Hasil Belajar IPAS pada Materi Kegiatan Ekonomi di Indonesia Siswa Kelas IV SDN 42 Pekanbaru. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(3), 11–21. <https://doi.org/10.36989/didaktik.v10i3.3721>
- Rahardjo, M., & Gudnanto. (2019). *Metode Penelitian Pendidikan*. UIN Maliki Press.
- Sari, D., & Hidayat, A. (2022). Analisis Validitas dan Reliabilitas Instrumen Penelitian Pendidikan. *Jurnal Penelitian Pendidikan*, 14(2), 115–123.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Tiwow, D., Wongkar, V., Mangelep, N. O., & Lomban, E. A. (2022). Pengaruh media pembelajaran animasi Powtoon terhadap hasil belajar ditinjau dari minat belajar peserta didik. *Journal Focus Action of Research Mathematic (Factor M)*, 4(2), 107–122. https://doi.org/10.30762/factor_m.v4i2.4219
- Wahyuni, S., & Pratama, R. (2021). Uji Reliabilitas Instrumen Penelitian Pendidikan Menggunakan Cronbach Alpha. *Jurnal Evaluasi Pendidikan*, 9(1), 45–52.
- Yuliati, D., Santoso, S., & Setiadi, G. (2022). Pengaruh penggunaan media pembelajaran Powtoon terhadap motivasi dan hasil belajar materi IPS pada siswa kelas IV sekolah dasar Kecamatan Cluwak Kabupaten Pati. *Jurnal Ilmiah Wahana Pendidikan*, 8(18), 132–144. <https://doi.org/10.5281/zenodo.7134076>

How to cite this article:

Margareta., Rahman, A., Nuraini., Zulfuraini., & Mas'adi. (2026). The Use of Animated Video Media on Student Learning Outcomes in the IPAS Subject for Fourth Grade Students at SD Negeri 9 Mamboro. *Journal of Educational Sciences*, 10(7), 915-927.