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The Effect of the Use of Animated Videos on Student Learning Outcomes in Social Science Subjects in Grade III of the Madani Integrated Model State Elementary School

Jessicka Klarita Ombitaka*, Herlina, Sisriawan Lapasere, Arif Firmansyah, Dyah Aini Purbarani

Department of Primary Teacher Education, Tadulako University, Palu City, 94111, Indonesia

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* Corresponding author:

E-mail:

jessickaklaritaombitaka@gmail.com

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ABSTRACT

This study examined the effect of animated video media on the learning outcomes of third-grade elementary school students in the Natural and Social Sciences (IPAS) subject at SD Negeri Model Terpadu Madani. A quantitative approach with a pre-experimental one-group pretest–posttest design was employed. The participants were 30 third-grade students selected through saturated sampling. Data were collected using a validated and reliable multiple-choice achievement test administered before and after the implementation of animated video-based instruction on the topic *Various Landscapes in Indonesia*. Data analysis included descriptive statistics, the Shapiro–Wilk normality test, and the Wilcoxon Signed-Rank Test. The results showed an improvement in students' learning outcomes after the intervention, with a statistically significant difference between pretest and posttest scores. The findings indicate that animated video media effectively enhanced students' understanding of the learning material. By integrating visual and auditory elements, the media increased students' engagement, supported conceptual understanding, and encouraged active classroom participation. Therefore, animated video media can be considered an effective instructional alternative for improving elementary school students' learning outcomes in IPAS. Future research with more rigorous experimental designs and larger sample sizes is recommended to strengthen the generalizability of these findings.

1. Introduction

Learning in the classroom is stated as a good quality learning if an educator can create a good learning environment as well as conducive in terms of students being actively involved in the learning process that is being carried out (Rahayu et al.,

2026; Saputra & Gymnastiar, 2025). This process focuses not only on the imparting of knowledge, but also on developing skills, attitudes and values that help learners understand and apply concepts in real life. In line with efforts to realize quality learning, the selection of subjects and materials that are relevant to students' lives is very important. Natural and Social Sciences (IPAS) is a subject that integrates the concepts of science and social studies to help students understand the relationship between natural phenomena, social life, and surrounding technology (Riyanto & Kawuryan, 2025). IPAS studies the reciprocal relationship between humans and the natural and social environment through a scientific, contextual, and problem-solving approach oriented to real problems. Through IPAS learning, students are trained to observe, question, reason, and try to understand natural events and human activities in society (Rohmah, 2026).

According to (Rohmah, 2026; Surul & Septiliana, 2023) the IPAS subject has been known since the gradual implementation of the “Kurikulum Merdeka” (Independent Curriculum) in Indonesian schools beginning in 2021. Previously, under the 2013 Curriculum, these subjects were kept separate as IPA (Natural Sciences) and IPS (Social Sciences). IPAS emerged as a form of integration of the two fields so that learning is more integrated and contextual with daily life. Thus, IPAS was not known in the previous curriculum because it was a new innovation of the Independent Curriculum. According to (Sawitri et al., 2024) the purpose of learning IPAS is to foster curiosity, critical thinking, and concern for the environment, as well as develop analytical and solution thinking skills so that students are able to face life's challenges scientifically and responsibly.

The goal of learning IPAS can be achieved optimally, it requires support from various learning components, one of which is the use of appropriate and interesting learning media. Media helps learn in ways such as attracting attention, overcoming time, space, and size limitations, and fostering interest and motivation. Students participate in the learning process, optimizing the drive to learn, the use of media during the learning process is intended to increase students' attraction to the Lesson material. Several studies published in the *Journal of Educational Sciences* have emphasized the importance of innovative learning media and technology integration in improving learning quality and student outcomes.

Research conducted by (Tahir, 2026) found that the utilization of technology-based learning strategies contributes positively to student engagement and learning achievement. Similarly, (Ningrum et al., 2026) reported that interactive learning media encourage active participation and increase students' motivation during classroom activities. Furthermore, (Ardiana & Lapasere, 2025) revealed that the integration of digital learning resources helps students understand abstract concepts more effectively and supports meaningful learning experiences. Research by (Wati & Hakim, 2025) also showed that the use of innovative instructional media significantly improves students' cognitive achievement and classroom participation. In addition, (Lamanasa et al., 2025) concluded that technology-assisted learning environments provide opportunities for students to develop critical thinking skills and achieve better learning outcomes. These findings indicate that

the selection of appropriate learning media plays an important role in creating effective and meaningful learning, particularly in elementary school settings.

According to (Indah Mafazatin Nailiah & Erwin Rahayu Saputra, 2022; Kotimah, 2024; Nuraisyah et al., 2024) the development of technology and increasingly diverse learning needs, various types of media have been developed to support the learning process, one of which is animation-based media. Animation is a visual representation in the form of moving images, resulting from the arrangement of objects in a regular manner according to the movements that have been set at each time interval (Putra et al., 2024). In the context of learning and entertainment, animation is used to convey a message, explain concepts, or tell a story in an interesting and easy-to-understand way. With its ability to present dynamic and interactive visualizations, animation is one of the effective media in helping students understand abstract and complex learning materials (Pradana, 2025; Wijaya, 2025).

Learning outcomes refer to the achievements obtained by students after participating in the learning process. These results include three main aspects: cognitive (knowledge), affective (attitude), and psychomotor (skill) (Huda et al., 2025; Jannah et al., 2024). The success of students' learning outcomes is greatly influenced by how the learning process is designed and implemented, including the selection of media used by teachers. Teachers' efforts to facilitate the delivery of information in learning need to have learning media that is interesting for students. The managed learning pays attention to the development aspect of science and technology. The use of learning media is very important to support the success of student learning. The teacher's task in learning is to make students learn through the creation of interesting and meaningful learning strategies and environments. Learning can be said to be successful if students can receive and master the material well (Rahmadani et al., 2024; Sulfemi, 2019).

A learning is said to be successful if students are able to achieve the Learning Goal Achievement Criteria (KKTP) that have been set. The success of learning is not only determined by the methods used by teachers, but also by learning media that is able to help students understand the material optimally. Based on the results of initial observations made on third grade students of SD Negeri Integrated Model Madani, information was obtained that the students' social studies learning outcomes were still relatively low. Of the total 30 students, some students have not been able to achieve the Learning Goal Achievement Criteria (KKTP) that have been set. The results of interviews with classroom teachers also reinforced these findings. Teachers conveyed the lack of student participation during learning activities, where many students seemed passive, and lacked focus. Social studies learning takes place using textbook media, so students have difficulty in visualizing abstract material. As a result, students are less actively involved so that understanding and learning outcomes are low.

Based on these conditions, there is a need for innovation in the learning process that can help students understand IPAS material in a more concrete, interesting, and easy-to-understand way. One of the efforts that can be made is through the use of

learning media that is in accordance with the characteristics of elementary school students. Learning media is seen as the right solution because it can help present material visually and support the learning process that is already running. One of the learning media that can be used is animation video media. According to (Agustiningsih et al., 2026; Ayuni & Rahman, 2026), the use of animated video media has been proven to have a significant influence on student learning outcomes in science subjects in elementary school.

Animated video media is able to combine elements of moving images, colors, and sounds so that they can attract students' attention, improve learning outcomes, and help students understand IPAS concepts better. With the use of animated video media, it is hoped that student learning outcomes in science subjects can increase and students are able to achieve the Learning Goal Achievement Criteria (KKTP) that have been set. Based on the description above, the researcher is interested in conducting a research entitled "The Effect of the Use of Animation Videos on Student Learning Outcomes in Social Science Subjects in Grade III of SD Negeri Model Terpadu Madani" because animation video media in schools is a reference for better student learning outcomes.

2. Methodology

This study uses a quantitative approach with a type of pre-experimental design research using a one group pretest and posttest design. According to (Sugiyono, 2019), quantitative research is a research method used to test hypotheses based on statistically analyzed numerical data. The one group pretest and posttest design was used because the study aimed to determine the effect of the use of animated video media on student learning outcomes in Natural and Social Sciences (IPAS) subjects through measurements before and after treatment in the same group. In this design, measurements are taken twice, namely before and after the treatment is given. Before treatment, students are given a pretest (O_1) to find out the student's initial ability in science subjects. Furthermore, students are given treatment in the form of learning using animation video media (X), then after the treatment is completed, students are given a posttest (O_2) to find out the learning results after the use of animated video media. The results of the pretest and *posttest* were then compared to determine the effect of the use of animated video media on student learning outcomes in science subjects.

The use of a one group pretest-posttest design was chosen because the research was conducted in one class that had been determined by the school so that the researcher had limitations in dividing experimental classes and control classes. In addition, this design was chosen to see changes in student learning outcomes directly before and after the use of animated video media. However, the researchers realized that this design had limitations because it did not involve a control group and was therefore more susceptible to internal validity threats, such as the history effect (the influence of events outside the treatment during the study) and the maturation effect (changes in students' abilities naturally over time). Therefore, the results of this

study are interpreted carefully in accordance with the context of the research implementation.

The research was carried out on third grade students of SD Negeri Model Terpadu Madani with a sample of 30 students. The sample extraction technique used is saturated sampling *or* total sampling, which is a sampling technique by making all members of the population as a research sample because the population is relatively small and allows for research as a whole. The procedure for implementing treatment is carried out through several stages, namely the preparation, implementation, and evaluation stages. In the preparation stage, the researcher compiles learning tools, prepares animated video media, question grids, and learning outcome test instruments used in the research.

At the implementation stage, students are first given a pretest to find out the initial ability related to the IPAS material "Variety of Landscapes in Indonesia". After that, learning was carried out using animated video media for 2 meetings with a duration of 2×35 minutes per meeting. In learning activities, teachers display animated videos using learning tools in the classroom as the main medium for delivering material. Students are directed to listen to the content of the video, observe the visualization of the material displayed, discuss the learning content, conduct questions and answers with the teacher, and do exercises related to the material. At the end of the treatment, students were given a posttest to find out the changes in learning outcomes after the use of animated video media. The data collection technique in this study uses a learning outcome test to measure the level of student understanding before and after treatment. The test instrument is in the form of multiple-choice questions in the science subject of the material "Diversity of Landscapes in Indonesia" which is prepared based on indicators of competency achievement. Before being used in research, the instrument is first tested for validity and reliability.

The validity test of the instrument is carried out through content validity and empirical validity. The validity of the content is carried out through expert judgment by validators who are competent in the field of basic education on the suitability of indicators, grids, and question items. Furthermore, empirical validity was carried out through instrument trials to 31 students using the help of SPSS version 25 with Pearson Product Moment correlation. The decision-making criteria are carried out by comparing the value of r calculated *with* the r of the table at a significance level of 5% or based on the significance value (*Sig.*), where the question item is declared valid if the value of $\text{Sig.} < 0.05$. After the instrument was declared valid, a reliability test was carried out using Cronbach's Alpha formula assisted by SPSS version 25. The instrument is declared reliable if it has a Cronbach's Alpha value of > 0.60 . The test results showed that the instrument met the reliability criteria so that it was suitable for use in the study.

The data analysis techniques used include descriptive statistical analysis, normality tests, and hypothesis tests. Descriptive analysis is used to find out the average value (*red*), minimum scores, maximum scores, and standard deviations of student learning outcomes. The normality test is carried out using the Shapiro-Wilk with

the criterion that if the significance value is > 0.05 , then the data is normally distributed, while if the significance value is < 0.05 , then the data is not normally distributed. If the data is not normally distributed, then hypothesis testing is carried out using nonparametric tests Wilcoxon Signed-Rank Test at a significance level of 0.05 to determine the difference in student learning outcomes before and after the use of animated video media.

3. Results and Discussion

The results of this study are presented in two parts. First, the implementation of the animated video media during the learning process is described to provide a clear overview of the instructional treatment administered to the participants. This description is intended to illustrate how the intervention was conducted before presenting the statistical findings. Subsequently, the research findings obtained from the instrument testing and data analysis are presented to examine the effect of the animated video media on students' learning outcomes.

Implementation of Animated Video Media

To provide a clearer description of the treatment administered during the study, the implementation of the animated video media is presented in Figures 1 and 2. The animated video served as the primary instructional medium during two learning sessions on the topic "Various Landscapes in Indonesia." The video combined colorful animations, clear narration, background music, and contextual visual illustrations to present the learning material in a more engaging and meaningful manner. Through the integration of visual and auditory elements, the video was designed to help students better understand geographical concepts that are often difficult to visualize through conventional teaching methods. During the learning process, students actively observed the animated scenes, listened to the explanations provided in the narration, and participated in classroom discussions guided by the teacher to reinforce their understanding of the material. The implementation of the animated video media throughout the learning activities is illustrated in Figures 1 and 2, with the first stage of the implementation presented in figure 1.

Figure 1 illustrates one scene from the animated learning video used during the instructional process. In this section, students were introduced to various types of Indonesian landscapes through animated illustrations accompanied by narration explaining the characteristics of mountains, rivers, beaches, highlands, and lowlands. The combination of moving images and audio explanations enabled students to observe geographical features more concretely than through conventional textbook-based instruction.



Figure 1. Animated Video Introducing Various Landscapes in Indonesia

During this activity, students were encouraged to pay close attention to the visual presentation while identifying the characteristics of each landscape shown in the video. After students had been introduced to the characteristics of various landscapes, the learning activities proceeded with a contextual explanation of how geographical conditions influence human activities in different regions. This stage encouraged students to apply the concepts they had learned by observing real-life examples presented through the animated video. The implementation of this learning activity is illustrated in figure 2.

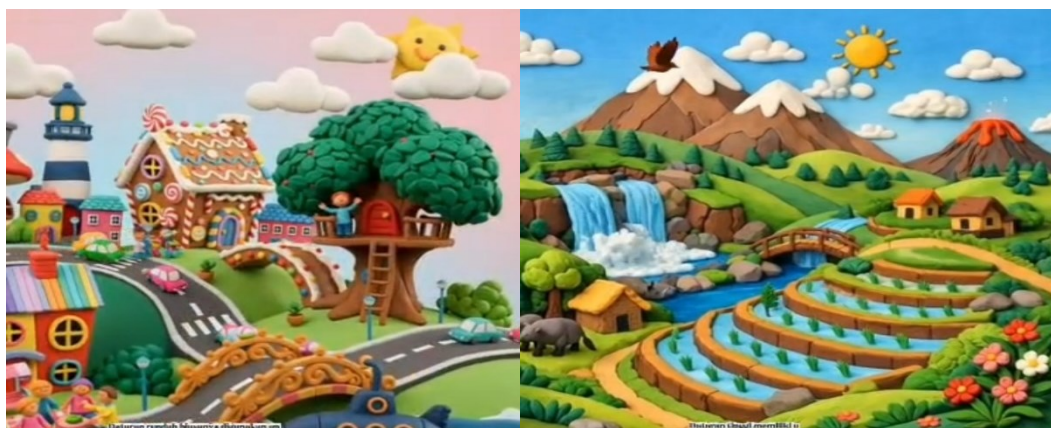


Figure 2. Animated Video Showing Human Activities in Different Landscapes

Figure 2 presents another scene from the animated video illustrating various human activities that take place in different geographical environments. The animation demonstrates how people's occupations and daily activities are influenced by the surrounding landscape, such as farming in highland areas and fishing in coastal regions. After watching the video, students participated in classroom discussions, shared their observations, answered questions posed by the teacher, and completed learning exercises related to the material. These activities encouraged active student

participation while reinforcing the concepts presented in the animated video. After the implementation of the animated video media was completed, data were collected and analyzed to examine its effect on students' learning outcomes. The research findings are presented through instrument testing, descriptive analysis, normality testing, hypothesis testing, and discussion of the results.

Validity Test

Before the instrument is tested, validation is first carried out by an expert lecturer. The validated instruments were in the form of grids and multiple-choice questions for the IPAS subject of Landscape Variety material, which initially amounted to 25 questions. The validation process is carried out by validators filling out the validation sheets that have been provided and providing comments and suggestions on each question item. Based on the results of validation and input from validators, there are 10 questions that are declared unsuitable for use so they must be deleted. After revision, the test instruments used in this study became 15 multiple-choice questions that were declared valid and feasible to be tested. Furthermore, the 15 questions were tested on 31 students of SD Inpres 1 Tondo and analyzed using the help of the SPSS version 25 program. The r-table value is determined from the number of respondents used, so that with 31 respondents, an r-table value with a significance of 5% is obtained, which is 0.355. The results of the research instrument validity test can be seen in table 1.

Table 1. Validity Test Results

No Question	Paerson Correlation	Nilai Sig.	Conclusion
Question 1	.526	.002	Valid
Question 2	.530	.002	Valid
Question 3	.374	.038	Valid
Question 4	.527	.002	Valid
Question 5	.680	.001	Valid
Question 6	.320	.079	Invalid
Question 7	.269	.143	Invalid
Question 8	.380	.035	Valid
Question 9	.430	.016	Valid
Question 10	.479	.006	Valid
Question 11	.265	.149	Invalid
Question 12	.443	.013	Valid
Question 13	.489	.005	Valid
Question 14	.550	.001	Valid
Question 15	.443	.013	Valid

Based on the results of the validity test in the table, it shows that out of the 15 questions tested, only 12 questions are valid, while the other 3 questions need to be eliminated because they are too easy and do not challenge students' abilities

Reliability Test

The reliability test is carried out after the test instrument has been validated. The research instrument is said to be reliable if it produces the same results even though measurements are made many times. The reliability test of this test instrument uses the help of the SPSS program version 25 which is automatically calculated using Cronbach's Alpha formula. The following are the calculation results using the Cronbach's Alpha formula, presented in table 2.

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.724	12

Based on the reliability test, a Cronbach's Alpha value of 0.724 was obtained, which means that it is realistic with a good category to be used in the study.

Descriptive Analysis

The results of descriptive analysis using the SPSS application version 25 for windows. The results of this analysis show various results consisting of average values, minimum values, maximum values, and standard deviations as in the table 3.

Table 3. Descriptive Analysis Results

Descriptions		Statistic	Std. Error
Pretest Scores	Red	54,03	2,306
	Median	58,00	
	Std. Deviation	12,629	
	Minimum	25	
	Maximum	75	
Posttest Scores	Red	85,67	1,107
	Median	87,00	
	Std. Deviation	6,065	
	Minimum	75	
	Maximum	91	

Based on the results of the descriptive analysis, it is known that the sample number is 30 students. The average score of the student pretest was 54.03, while the average score of the posttest was 85.67. This shows an increase in student learning outcomes after being given treatment. The minimum pretest score is 25 and the maximum score is 75, while in the posttest the minimum score is 75 and the maximum score is 91. Thus, descriptively it can be concluded that there is an increase in student learning outcomes after the use of applied learning media.

Normality Test

The normality test is carried out with the aim of assessing whether the data obtained is normally distributed or not. The normality test in this study used the Shapiro Wilk test with the help of the SPSS Statistics 25 program. The test criterion used to measure normality in this study is that if the Sig value is > 0.05 , then the data is distributed normally. Meanwhile, if the Sig value is < 0.05 , the data is not normally distributed. For more details on the normality test results explained previously, see the following table 4.

Table 4. Normality Test Results

Test of Normality			
Result	Statistic	df	Sig
Pretest	.914	30	.019
Posttest	.761	30	.000

Based on the results of the normality test using the Shapiro-Wilk method, the significance value of the pretest was 0.019 and the posttest was 0.000. Since the second value is less than 0.05, it can be concluded that the data is not normally distributed. Therefore, the hypothesis test was continued using the Wilcoxon Signed-Rank test.

Wilcoxon Signed-Rank Test

Hypothesis testing is used to test the statistical correctness of a statement as well as to draw conclusions about whether the accepted hypothesis is accepted or rejected. In this study, hypothesis testing was carried out to determine the difference in student learning outcomes before and after treatment. Based on the results of the normality test which showed that the data was not normally distributed, the hypothesis test was carried out using a nonparametric test, namely the Wilcoxon Signed-Rank Test. This test was conducted with the help of the IBM SPSS version 25 program. Hypothesis testing was carried out at a significance level of 0.05. The decision-making criteria are if the significance value (Sig.) < 0.05 , H_0 is rejected and H_a is accepted, whereas if the significance value (Sig.) > 0.05 , H_0 is accepted and H_a is rejected. From the results of the Wilcoxon Signed-Rank Test, for more details, please see the following table 5.

Table 5. Wilcoxon Signed Rank Test Results

Wilcoxon Signed Rank Test Results	
N	30
Test Statistics	465.000
Z (Standard Test Statistics)	4.797
Sig	< 0.001

Based on the results of the test using the Wilcoxon Signed-Rank Test, a significance value (Asymp. Sig. 2-tailed) was obtained of < 0.001 . Since the significance value is less than 0.05, H_0 is rejected and H_{0is} is accepted. This shows that there is a significant difference between the results of the pretest and posttest of students.

Discussion

The implementation of learning using animated video media in this study was carried out during two meetings with a duration of 4×35 minutes each on the IPAS material "Various Landscapes in Indonesia". Before learning starts, students are given a pretest to find out the initial abilities related to the material to be studied. In the core learning stage, the teacher shows an animated video of about four minutes containing explanations about various types of landscapes in Indonesia, such as mountains, rivers, beaches, highlands, and lowlands. The video is shown twice to help students understand the content more thoroughly. During the video, students are directed to pay attention to the content of the show and observe the shapes of the landscape that are visually displayed.

After the video was broadcast, the teacher gave a further explanation of the material that had been presented through an animated video and connected it with the IPAS learning material. At this stage, students engage in simple discussion activities related to the content of the video and are given the opportunity to express questions and opinions about the material studied. Furthermore, students work on exercises as a form of strengthening their understanding of the material "Variety of Landscapes in Indonesia". The learning process shows that the use of animated video media is not only used as a viewing medium, but also as a means to help students understand concepts through observing, discussing, and practicing activities.

The improvement of student learning outcomes in this study can be explained through multimedia learning theory which states that students will find it easier to understand information if the material is presented through a combination of visual and audio elements at the same time. The use of animated videos in this study allows students to obtain information through the display of moving images, sounds, and visual explanations that help students understand the material more concretely. The material "Variety of Landscapes in Indonesia" which was previously difficult to imagine only through books or verbal explanations has become easier to understand because students can see the visualization of the shape of the landscape directly through the medium of animated videos.

In addition, the results of this study can also be explained through cognitive learning theory which states that the learning process takes place when students actively receive, process, and store information in memory. Animated video media helps increase students' attention during learning so that the information received is easier to process and understand. Repeating the video twice also helps strengthen students' retention of information against the material being studied because students gain the opportunity to recall important concepts shown in the show.

The characteristics of animated video media also contribute to improving student learning outcomes. Animated video media has the advantage of presenting material through a combination of moving images, colors, sounds, and interesting visualizations so that it is able to maintain students' attention during the learning process. In this study, students seemed to be more involved in learning because the

material presented was not only heard but also visually observed. Visualization of landscapes through videos helps students understand abstract concepts to be more concrete, making it easier to understand IPAS material.

The results of this study are in line with previous research which showed that the use of animated video media is able to improve learning outcomes and student involvement in science learning. Research by (Agustiniingsih et al., 2026) shows that Powtoon assisted animation video media is able to increase students' attention and understanding of IPAS learning. These findings are also strengthened by (Ayuni & Rahman, 2026) who stated that video media helps students understand abstract material through more interesting and contextual visualization. Thus, the results of this study strengthen empirical evidence that animated video media can be an effective alternative learning media in improving the learning outcomes of elementary school students.

However, this study has some limitations. First, the study used a one-group pretest-posttest design without a control group so that the improvement in learning outcomes could not be fully compared with the group of students who did not receive treatment. This condition allows for internal validity threats, such as the history effect and maturation effect, which can affect changes in student learning outcomes. Second, the number of research samples only involved 30 students from one school, so the results of the study had limitations in generalization in the broader school context. Therefore, the results of this research need to be understood according to the context of its implementation.

The implications of this study show that the use of animated video media can be used as an alternative learning media that helps teachers convey social studies materials in a more concrete, interesting, and easy-to-understand manner for elementary school students. In addition, further research is suggested using experimental designs involving control groups and larger sample sizes so that the influence of animated video media on student learning outcomes can be tested more robustly.

4. Conclusion

This study concludes that the use of animated video media positively affects the learning outcomes of third-grade elementary school students in the Natural and Social Sciences (IPAS) subject. The implementation of animated video media successfully provided a more engaging and meaningful learning experience by integrating visual and auditory elements that helped students understand the topic Various Landscapes in Indonesia more concretely. The findings indicate that animated video media encouraged students to participate more actively in classroom discussions, facilitated conceptual understanding, and supported the achievement of the intended learning objectives. Therefore, animated video media can serve as an effective instructional alternative for elementary school teachers seeking to improve students' learning outcomes and classroom engagement. Nevertheless, this study was conducted using a one group pretest and posttest

design in a single class, which limits the generalizability of the findings. Future research is recommended to employ more rigorous experimental designs involving control groups, larger sample sizes, and different educational settings to obtain more comprehensive evidence regarding the effectiveness of animated video media.

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