



Application of Project Based Learning Model Assisted by Animated Video Media to Improve Student Learning Outcomes in Grade V Elementary School Elementary School

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ABSTRACT

This research aims to improve student outcomes by applying a project-based learning model assisted by animation video media in the Science Class V subject of SD Alhairaat Tondo. The research method used is class action research, which refers to the diagram presented by Kemmis and Mc Taggart. Based on the results of the research on the application of the project-based learning model assisted by animation video media to improve student learning outcomes in the Science Class V subject of SD Alhairaat Tondo, this is shown by the percentage of student learning outcomes in the initial test of 21.42%. After taking action in cycle 1, the average score percentage increased to 67.85 %. And when the action was repeated in the second cycle, the percentage of students' average scores increased again to 89.28%. Meanwhile, in the analysis of data for classical learning completeness in the initial test, the percentage of classical learning students was only 21.42% and did not meet the set learning completeness standard, which was 70%. Meanwhile, in the second cycle after taking action, the percentage of classical learning completeness reached 89.28%. The conclusion is that the application of the project-based learning model assisted by animation video media can improve the learning outcomes of grade V students of SD Alhairaat Tondo.

1. Introduction

Learning is one of the most important components of education where improving the quality of education is the main factor in improving the quality of human resources Juwati et al (2021). According to Rofiq in Prayogo & Ramadhan (2024) Natural and Social Sciences (IPAS) are sciences that study living and inanimate objects as well as human life as individual and social beings. Social studies learning is designed to provide a holistic understanding of the relationship between natural and social phenomena, as well as how they affect daily life. The development of the current era based on IT, the application of learning models and media in the teaching and learning process to design interesting and fun learning. According to Desfandi et al (2021) argues Project Based Learning is a learning model that

involves students in solving problems and providing opportunities for students to learn independently, and the culmination will produce works or products created by students.

Andrasari, (2022) stated that learning media is an intermediary used by a teacher in conveying learning in order to attract students' attention when learning. Based on interviews and initial observations conducted by researchers at SD Alkairaat Tondo, especially grade V in the IPAS learning process, it was found that there are several problems, namely: 1) In the delivery of learning materials, teachers still use conventional methods and are not balanced with learning models and supporting media, so that students do not focus on learning during learning. 2) During the learning process, students become bored during the learning process, this is because the teacher only uses the lecture method from the beginning of the learning to the end of the learning which results in students not understanding the material explained by the teacher, 3) When the division of the clapper there are only 1-2 students who play an active role in the discussion forum, this is because students are still very difficult to understand the material to be discussed and the students There is still a lot of playing, talking, and not focusing during the discussion process, so that teachers find it difficult to direct students to play an active role in the discussion process.

Based on the initial observation that has been carried out by the researcher with the teacher, out of 28 students in class V there are 6 students (21.42%) that complete or reach the KKM of 70. Interesting and fun learning media must be facilitated with varied learning models in order to create a learning atmosphere that attracts students' interest in learning, one of the interesting learning models is the learning model project based learning. Suparno in Surya et al (2018) explained that project based learning It is a learning that directs students to work in groups in order to create or carry out a project together, and present the results of the project in front of other students. According to Lia et al (2023) that animated video is the movement of an image with different images in a predetermined time so as to give the impression of motion and there are also sounds that support the movement of the image, such as the sound of conversation or dialogue and other sounds. The look in an animated video can be customized to the needs of the video creator.

Based on the results of these observations, the researcher considers it necessary to improve student learning outcomes by using a more interesting and effective learning model and using animated video learning media so that students are more active, focused and easily understand the material presented.

2. Methodology

The type of research used by the researcher in conducting this research is classroom action research (PTK). The design of this class action research follows a research model that refers to the diagram proposed by Kemmis and Mc Taggart which includes four stages, namely 1) Action Planning, 2) Action Implementation, 3)

Observation, 4) Reflection. A picture of the diagram presented by Kemmis and Mc Taggart can be seen below in figure 1.

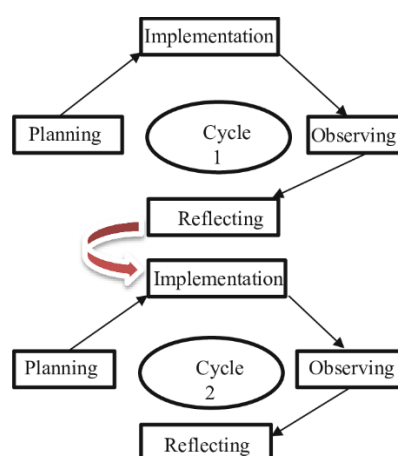


Figure 1. Class Research Action Design

3. Result and Discussion

Before carrying out the pre-action of Cycle I and Cycle II, the researcher first made observations at SD Alkhairaat Tondo, namely during the learning process taking place in the classroom. At this stage, to analyze students' abilities in the subject of Social Studies, the theme is to get to know the human respiratory organs and respiratory mechanisms. The researcher provides an initial test or pre-action, which is in the form of multiple-choice questions totaling 20 question numbers. However, before conducting this study, the researcher had obtained permission from the Principal and Homeroom Teacher of Class V. The results of the initial test/Pre-Action can be seen in table 1 below.

Table 1. Results of Initial/Pre-Action Test Analysis

No	Revenue Acquisition	Aspect
1	Number of students in class V	28
2	Number of students completed	6
3	Number of students who did not complete	22
4	High score	85
5	Lowest score	20
6	Average score	51.60
7	Classical learning completion percentage	21.42%

Based on the table above, it is known that out of the 28 students in class V, there are only 6 students who have completed or have reached the minimum completion criteria of KKM, which is 70, and there are 22 students who have not completed or have not reached the KKM with an average score of 51.60 students.

Results of Cycle I Actions

Planning Stage

At this stage, the researcher has prepared several things, namely: Cycle I Module which has been adjusted to the material to be taught and has been adjusted to the Project-based learning model, in addition to that, the researcher has also prepared evaluation question sheets, student worksheets, teacher and student activity observation sheets, and psychomotor observation sheets (Student Skills).

Stages of Action Implementation

The stage of implementing the action in the first cycle will be carried out on February 10, 2025. In the research carried out, the researcher acted as a teacher assisted by a class V teacher. The material taught in cycle I is the material on getting to know the human respiratory organs and the mechanism of human respiration which in this learning activity is carried out 4 times for cycle I and cycle II which are divided into three stages, namely introduction, core activities, and closing activities in accordance with the teaching module. The results of the analysis of the first cycle test can be seen in table 2 below.

Table 2. Results of Final Test Analysis of Cycle I

No	Revenue Acquisition	Aspect
1	Number of students in class V	28
2	Number of students completed	19
3	Number of students who are not completed	9
4	High score	85
5	Lowest score	50
6	Average score	66.60
7	Percentage of classical learning completeness	67.85 %

Based on the table above, it can be concluded that the test results in the first cycle of 28 students obtained a percentage of classical learning completeness, which was 67.85%. In this cycle, it can be seen that the percentage of students' classical learning completeness has increased from the initial test which was 21.42%. And the result of the percentage in the first cycle was 67.85%.

Observation stage

1. Results of Observation of Teacher Activities

Observations made on teacher activities in the learning process by applying the project-based learning model using the teacher activity observation sheet instrument carried out by the homeroom teacher in grade V. Data on the results of teacher activities in cycle I can be seen in table 3 below.

Table 3. Results of Observation of Teacher Activities in Cycle I

No	Revenue Acquisition	Aspect
1	Number of students in class V	28
2	Total score	60
3	Maximum score of all	76
4	Percentage score	78.94%
5	Good Category	Good

Based on table 3, the results of observation of teacher activities in Cycle I of Meetings 1 and 2 where activities were carried out during learning by applying *the* project-based learning model in the classroom, a percentage score of 78.94% was obtained. And is in the good category.

2. Results of Student Activity Observation

Observations were made on student activities in the learning process by applying *a* project-based learning model assisted by animation video media using an instrument of student activity observation sheets. The results of the observation of the first cycle students can be seen from table 4 below.

Table 4. Observation Results of Cycle I Students

No	Revenue Acquisition	Aspect
1	Number of students in class V	28
2	Total score	63
3	Maximum score of all aspects	84
4	Percentage score	75%
5	Good Category	Good

Based on table 4, the results of observation of student activities in cycle I where activities carried out during learning took place by applying the project-based learning model in the classroom, a percentage score of **75%** was obtained and was in the good category.

Reflection on Cycle I Actions

The following is a general explanation of the findings for aspects that must be improved in the learning process of cycle I can be seen in table 5 below.

Table 5. Reflections on Learning Cycle I

No	Reflection	on Action	Findings
1	Teacher Activities	During the Learning Process Expecte for teachers in the classroom teachers are still lacking during the learning proce in controlling the clast be better in.	Manage the class so that creating an atmosphere conducive learning and fun.
2	Student Activities	During the learning process It is expected for teachers to in the classroom, where students are still better at attracting often noisy and difficult for students'.	Arranged in the division paying attention to the teacher's direction A learning curve.
3	Learning Outcomes	There are 9 students whose results are expected to increase teacher learning has not been achieved in terms of providing reinforcement completeness score on the learning material.	Teahers are expenced to further improve in providing reinforcement of the learning material

Results of Cycle II Actions

Action Execution Stage

At the stage of implementing the second cycle of actions, the learning activities carried out are almost the same as the activities in the first cycle, namely the researcher acts as a teacher assisted by the teacher of class V. The material taught in the first cycle is the material on recognizing the human digestive organs. The meeting for cycle II was divided into three stages, namely the introduction, core activities, and closing activities in accordance with the teaching module. The results of the analysis of the final test of cycle II can be seen in table 6 below.

Table 6. Results of Analysis of the Final Test of Cycle II

No	Revenue Acquisition	Aspect
1	Number of students in class V	28
2	Number of students completed	25
3	Number of students who did not complete	3
4	Highest score	100
5	Lowest score	65
6	Average score	83.21
7	Percentage of classical learning completeness	89.28%

Based on the table above, it can be concluded that 28 total students in class V, there are 25 students who completed with an average student score of 83.21 and a percentage of classical learning completeness of 89.28%.

Observation Stage Cycle II

1. Results of Observation of Teacher Activities Cycle II

Observations made on teacher activities in the learning process by applying *the project-based learning model* using the teacher's activity observation sheet instrument carried out by the homeroom teacher in grade V. The results of the observation of teacher activities in cycle II can be seen in table 7 below.

Table 7. Results of Observation of Teacher Activities in Cycle II

No	Revenue Acquisition	Aspect
1	Number of students in class V	28
2	Total score	71
3	Maximum score of all	76
4	Percentage score	93.42%
5	Kategori	is very good

Based on table 7, it can be concluded that the learning activities carried out by the researcher through the application of the project-based learning model in cycle II received a percentage score of 93.42%. From the category and being in the category is very good.

2. Results of Student Activity Observation

Observations were made on student activities in the learning process by applying a project-based learning model assisted by animated video media using student activity observation sheet instruments carried out by a student friend, namely Fidya Raihan.

Table 8. Observation Results of Cycle II Students

No	Revenue Acquisition	Aspect
1	Number of students in class V	28
2	Total score	77
3	Maximum score of all aspects	84
4	Percentage score	91.66%
5	Kategori	is very good

Based on the results of observation of student activities during the learning process taking place in cycle II, a percentage score of **91.66%** was shown. With the category of excellent.

Discussion of Research Results

Learning Outcomes

As a result of the discussion, the researcher found that applying the project-based learning model students were very enthusiastic and enthusiastic in learning, because the project-based learning model is a learning model that attracts students to be more active in learning because students make a project that has been adjusted to the material that has been learned coupled with the use of learning animation video media in the classroom. The use of animated video media in the project-based learning model helps teachers in making it easier to explain the material.

So it can be concluded that the use of animated video media in classroom learning, especially in the project-based learning model, is very helpful for teachers in explaining the material. This makes it easier for students to understand by connecting the material that has been learned with the addition of interesting visualizations. Based on the statements that have been stated, the application of the project-based learning model assisted by animated video media can improve student learning outcomes. This can be seen from the increase that occurred in the initial test and the final test of cycle II, which was **68.46%**. The following is a Figure 2 shows the results of the project made by the students.

Teacher Activities

Observation activities or observations of teachers' activities in cycles I and II were carried out by homeroom teachers in class V on behalf of Mrs. Murni S.Pd. The results of teacher activities during learning carried out during the second cycle have shown an improvement. In cycle I there are still several aspects that need to be improved by teachers during the learning process, such as in the delivery of learning materials, teachers have been able to convey the material quite well, although there

are still some parts of the teacher's way of describing the material that can be further deepened so that students better understand the concepts being taught.



Figure 2. of the results of the project made by the students

When using the learning method in the first cycle, the teacher has used methods that are in accordance with the learning objectives, but it needs variety and strategy to be more attractive and increase student participation, class management in the first cycle there are several activities where learning can be unstructured, this shows that the teacher's activities in the learning process by applying the project-based learning model With the help of animated video media, there has been an increase from cycle I to cycle II, and in cycle II teachers have improved aspects that were still lacking in the previous cycle I. This can be seen from the increase in teacher activity in cycle I to cycle II, which is 14.48%.

Student Activities

Observation activities or observation of student activities in cycles I and II were carried out by fellow students on behalf of Fidyra Raihan. The results of student activities during learning carried out during the second cycle have shown an increase, student activities during the learning process by applying the project-based learning model assisted by animation video media in grade V of SD Alkhairaat Tondo have increased. Student activities in the application of the project-based learning model assisted by animation video media when carrying out learning in the preliminary, core, and closing activities have been carried out in accordance with the stages of the project-based learning model that the teacher applied. This can be seen from the increase in student activity from cycle I to cycle II, which is 16.66%.

4. Conclusion

Based on the results of the research on the application of the Project Based Learning learning model assisted by animation video media in grade V of SD Alkhairaat Tondo, it can be concluded that the application of the project-based learning model can improve student learning outcomes. The application of the project-based

learning model encourages students to actively participate in the learning process through projects that stimulate students' learning creativity, and can improve concept understanding through hands-on learning experiences, as well as develop critical and collaborative thinking skills with friends. In addition, project-based learning also creates a more fun and meaningful learning atmosphere, so that students are more motivated to learn. The use of animated video media as a learning tool also clarifies the material presented, attracts students' attention, and the use of animated video media in learning also makes it very easy for teachers to convey material to students, so that students are very excited and do not feel bored in learning. The results of the evaluation show that there is a real improvement in student learning outcomes after the implementation of the project-based learning model assisted by animation video media compared to before its implementation. Thus, the application of the Project Based Learning learning model assisted by animation video media can improve student learning outcomes in grade V of SD Akhairaat Tondo.

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