



## The Effect of Animated Video Media on Student Learning Outcomes in Economic Activities Material at Elementary School

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### Abstract

Learning without the use of learning media results in students feeling bored and reluctant to solve problems related to social studies subjects. In fact, the application of media by educators is limited to image media only and has not used technology-based media. This results in low student learning outcomes. Therefore, fun learning media is needed, one of which is animation video media. This study aims to determine the effect of animated video animation videos on student learning outcomes on economic activity materials in grade V of elementary school; To find out the difference in the influence of animated video media and conventional picture media on student learning outcomes in economic activity material in grade V of elementary school. The method used is a quasi-experiment with a nonequivalent control group design. The population in this study is all 70 students in grade V of SDN Sukamulya and Cibodas 01. The sample of this study is 2 classes, namely the experimental and control classes which each amounted to 35 students. The research was conducted for 6 meetings, 3 meetings each in each class. The results of the study show that animated video media has an effect on student learning outcomes, as evidenced by the results of the average differential test of the experimental class that uses video media has a greater increase than the control class that uses conventional media (pictures). In addition, it is also proven through the results of the N-Gain test that animated video media is significantly better in improving student learning outcomes compared to conventional media (pictures).

**Keywords:** Animation Video Media, Student Learning Outcomes, Economic Activities

### Abstrak

Pembelajaran tanpa penggunaan media pembelajaran mengakibatkan siswa merasa bosan dan merasa enggan dalam menyelesaikan persoalan yang berkaitan dengan mata pelajaran IPS. Nyatanya pengaplikasian media oleh pendidik sebatas hanya dengan media gambar saja serta belum menggunakan media berbasis teknologi. Hal tersebut mengakibatkan perolehan hasil belajar siswa rendah. Maka diperlukan media pembelajaran yang menyenangkan salah satunya media video animasi. Penelitian ini bertujuan untuk mengetahui pengaruh video animasi video animasi terhadap hasil belajar siswa pada materi kegiatan ekonomi di kelas V sekolah dasar; untuk mengetahui perbedaan pengaruh media video animasi dengan media gambar konvensional terhadap hasil belajar siswa pada materi kegiatan ekonomi di kelas v sekolah dasar. Metode yang digunakan adalah kuasi eksperimen dengan desain *nonequivalent control grup design*. Populasi dalam penelitian ini adalah seluruh siswa kelas V SDN Sukamulya dan Cibodas 01 sebanyak 70 orang. Sampel penelitian ini sebanyak 2 kelas, yakni kelas eksperimen dan kontrol yang masing-masing berjumlah 35 siswa. Penelitian dilakukan selama 6 pertemuan, masing-masing 3 kali pertemuan pada setiap kelas. Hasil penelitian menunjukkan bahwa media video animasi berpengaruh terhadap hasil belajar siswa, terbukti melalui hasil uji beda rata-rata kelas eksperimen yang menggunakan media video mengalami peningkatan yang lebih besar dibandingkan kelas kontrol yang menggunakan media konvensional (gambar). Selain itu juga dibuktikan melalui hasil uji N-Gain bahwa media video animasi lebih baik secara signifikan dalam meningkatkan hasil belajar siswa dibandingkan dengan media konvensional (gambar).

**Kata kunci:** Media Video Animasi , Hasil Belajar Siswa, Kegiatan Ekonomi

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## INTRODUCTION

Education will increase along with the pace of development of the times, the application of technology in the world of education is also growing rapidly. Developments in this era of rapid globalization have a huge impact (Aeni et al., 2022) . The presence of modern technology schools are required to increase creativity and innovation in the implementation of education (Dewi & Mubarakah, 2019) . Because the changing times continue, every education sector must try to create learning methods that are relevant to the needs of students must be aligned with technological developments to avoid being left behind (Komara et al., 2022) . The development of technology today has an influence on the world of education, especially in the learning media used in the learning process (Prasetyo & Baehaqie, 2017) . The utilization of technology in learning can change the way of teaching from learning with conventional methods to modern sophisticated learning (Hanifah & Syaiba, n.d.)

Primary school education plays an important role in shaping three fundamental aspects, namely knowledge, attitudes, and skills. In practice, students in primary schools learn through various subjects that they must master (Aini et al., 2021) . A field of study that is taught is Social Studies (IPS) is the result of combining various disciplines of knowledge that observe events, realities, ideas, and concepts related to various social topics (Fatimah et al., 2022) .

Social studies learning emphasizes events, facts and concepts, so in this case, teachers must be able to form more varied and innovative learning, because the role of the teacher has a significant meaning in achieving success in the learning process. To design a more effective and enjoyable learning environment for students, high innovation and creativity are needed from teachers (Delila Khoiriyah Mashuri & Budiyo, 2020) One of the topics in social studies learning is economic activity, which includes all activities carried out by humans to meet their daily needs. This material about economic activities has not been fully understood by students. This is caused by students' difficulties in identifying types of economic activities, explaining various forms of economic activities and their examples, and understanding the presentation of data related to economic activities (Permana et al., 2020) . In addition, students' understanding of economic activity material is often limited to selling or trading activities. Although students are able to distinguish between types of businesses, they still have difficulty in understanding and providing examples of economic activities in more detail.

One of the efforts that can be made by teachers is to utilize technology into learning media. The utilization of learning media in the implementation of the teaching and learning process is important because the media can provide a variety of learning approaches that support students in gaining an understanding of the material taught by the teacher. Every lesson implemented at school must be carefully designed and well packaged, including in learning Social Studies (IPS) (Siregar, 2022) . In learning social studies in elementary schools, animated video can be considered as one of the effective learning media options among the various types of learning media available. Animated video media is a combination of moving audio-visual media.

The use of educational technology such as animated videos in audio visual learning media has become a significant option in utilizing science and technology in education (Prasetya et al., n.d.) . Media in the form of animated videos is proven to be one of the effective tools, in conveying moving images and sounds that create a more vivid learning experience in a new learning approach, which helps students in the learning process (Aini et al., 2021) . Media also motivates students to learn by encouraging them to be inspired in writing, speaking, and imagining. Therefore, the use of learning media can make the teaching and learning process more effective and efficient (Ramadhani & Rahayu, 2022) .

Through the results of pre-research that has been conducted with fifth grade teachers in one of the elementary schools, in fact the application of technology as a learning medium has not been used optimally, especially in social studies learning, this is because the learning media for social studies material that is most often used by teachers is image media. And even then only the images listed in the learning book only. This is done because this image media in

addition to easy to make and use, image media is also practical and does not take much time when used when learning berlangsung. However, the excessive use of pictures in learning has an impact on the learning process of students in the classroom. In addition to the lack of innovation in learning media from teachers, students also do not fully understand social studies material. This is because social studies material tends to be memorized, so students feel bored and reluctant to complete tasks related to this subject. As a result of these factors, student learning outcomes, especially in the cognitive aspect, decline.

In line with the description above, a solution is needed to overcome these problems. One of the actions that can be taken is to introduce innovation in the learning process, namely the novelty of media in video learning. The application of media in the form of videos can provide assistance to students who have difficulty in understanding the material, because videos can combine visual images with sound, making it easier to understand (Oktavia Safitri et al., n.d.) . Learning media in the form of animated videos are very efficient learning aids in presenting moving images and sounds that provide entertaining and more in-depth learning events for students. This helps students in their learning process (Aini et al., 2021) . In line with this description, researchers use animated video media to help students improve their learning outcomes. Therefore, the purpose of this study is to determine the effect of animated video on student learning outcomes on economic activity material in grade V elementary school, and to determine the difference in the effect of animated video media with conventional image media on student learning outcomes on economic activity material in grade V elementary school.

## METHODS

The research method applied in this study is Quasi Experiment with a quantitative approach, because the data presented is in the form of numbers and analyzed statistically. Quasi-experimentation is a research method that involves a control group, but is not fully able to control outside variables that can affect the course of the experiment. In practice, sampling is not randomized due to some special considerations. This experimental method is used to determine the effect of the independent variable in this study, namely animated video media (treatment) on the dependent variable which in this study is learning outcomes under controlled conditions. This study uses a research design with the design form *Nonequivalent Control Group Design*, because in this design the experimental group and control group are not randomly selected (Sugiyono, 2022) . This design was chosen because the researcher wanted to see the extent of the changes that could be produced by giving treatment according to their respective groups.

According to (Sugiyono, 2022) Population is a generalization area consisting of objects or subjects with certain qualities and characteristics set by researchers to study and draw conclusions. The population in this study were all fifth grade students at SDN Sukamulya and SDN Cibodas 01 who have different characters. The reason the researchers took this population, because grade V at SDN Sukamulya and Cibodas 01 is a research place that is in accordance with the problems to be studied by researchers and the appropriate use of animated video media that will be applied.

In this study, the sample used was a *purposive sample*. This purposeful sample selection is done by selecting subjects based on research objectives, not based on strata, random, or regional. The reason researchers use *purposive* samples is to get samples that represent the purpose of the research being conducted and meet the criteria for providing information. So the determination of the sample in this study was not carried out randomly but used existing classes, namely class V SDN Cibodas 01 which amounted to 34 consisting of 16 male students and 18 female students, then SDN Sukamulya which amounted to 34 consisting of 19 male students and 15 female students. This research was conducted at SDN Sukamulya and SDN Cibodas 01 which are located at Jalan Rh Kosasih No. 90, Cibodas Village, Solokanjeruk District, Bandung Regency. With the implementation of the research that took place from May

to June 2024 with a total of six meetings, namely three meetings in the experimental class and three meetings in the control class.

This research was conducted by utilizing instruments in the form of tests. The test instrument chosen was a written test designed to collect data on students' cognitive learning outcomes. This test was in the form of descriptions with a total of 12 questions. The purpose of this written test is to measure and evaluate students' understanding and knowledge of the material that has been taught, so that the data obtained can provide a clear picture of the level of student learning achievement. The dimension of knowledge that will be measured by researchers is in the cognitive aspect. In this study, researchers will use a description test as a *pretest* question and *posttest* question. *Pretest* is conducted to obtain data on students' initial abilities before being given treatment or *treatment*. While the *posttest* is conducted to obtain information about student learning outcomes after being given treatment using animated video media in social studies learning, especially on the material of economic activities in grade V elementary school.

## RESULTS AND DISCUSION

This study presents the results of research conducted on both groups, namely the experimental and control groups. Experiment using animated video media, and control using conventional media in the form of pictures during teaching and learning activities.

**Table 1. Recapitulation of *Pretest* and *Posttest* Values of Student Learning Outcomes**

Group	N	Minimum	Maximum	Mean
Experiment <i>Pretest</i>	35	25	61	42,11
Experiment <i>Posttest</i>	35	53	89	72,23
Control <i>Pretest</i>	35	19	56	34,23
Control <i>Posttest</i>	35	44	86	62,37

Based on the table above, it is obtained that the sample size in the experimental class and control class both amounted to 35. The average *pretest* score of students in the experimental class was 42.11 with a minimum score of 25 and a maximum of 61. While in the control class the average *pretest* score was 34.23 with a minimum score of 19 and a maximum of 56. Then the average *posttest* score in the experimental class was 72.23 with a minimum score of 53 and a maximum of 89. While the average *posttest* score in the control class was 62.37 with a minimum score of 44 and a maximum of 86. These statistical results show that the average *pretest* and *posttest* scores are higher in the experimental class compared to the control class. To determine the significance of the effect, it is necessary to conduct a normality test, homogeneity test, and mean difference test.

**Table 2. Normality Test**

Class	<i>Shapiro-Wilk</i>			Description
	Statistic	df	Sig.	
Experiment <i>Pretest</i>	.133	35	0,123	Normal Data
Experiment <i>Posttest</i>	.176	35	0,130	Normal Data
Control <i>Pretest</i>	.116	35	0,116	Normal Data
Control <i>Posttest</i>	.119	35	0,153	Normal Data

The normality test was conducted to determine whether the *pretest* data from the experimental and control classes were normally distributed or not. In this study, the normality test used *Shapiro-Wilk* because the sample was less than 50. Based on table 2 above, the results showed that the *pretest* value of the experimental class had  $\text{sig.} \geq \alpha$ , namely 0.123 and the *posttest* also has  $\text{sig.} \geq \alpha$  which is 0.130. Then the control class *pretest* has  $\geq \alpha$ , namely 0.116

and the control class *posttest* has  $\text{sig.} \geq \alpha$  which is 0.153. Thus  $H_0$  is accepted, meaning that all classes both experimental and control classes are normally distributed.

**Table 3. Homogeneity Test**

<i>Levene</i>	Test Characteristics		Results	Description
	Sig	$\alpha$		
Experiment & Control <i>Pretest</i>	0,708	0,05	Sig > $\alpha$	Homogeneous
Experiment & Control <i>Posttest</i>	0,149	0,05	Sig > $\alpha$	Homogeneous

Based on the results of the homogeneity test using *Levene* listed in table 3, it was found that the significance value of the experimental and control *pretests* was 0.708. While the significance value of the experimental and control *posttest* obtained a value of 0.149. Since the significance value is greater than or equal to  $\alpha$  (0.05), then  $H_0$  is accepted. Thus, it can be concluded that the *pretest* and *posttest* scores in the control and experimental classes have homogeneous properties or the same variance.

**Table 4. Independent Sample T-Test**

Tests Performed	Group	Sig	Description
Independent Sample T-Test	Experiment & Control <i>Pretest</i>	0,001	There is a difference in the average <i>pretest</i> scores of the experimental and control classes.
	Experiment & Control <i>Posttest</i>	0,000	There is a difference in the average <i>posttest</i> scores of the experimental and control classes.

Based on table 4, the results of testing the average difference using the *Independent Samples T-Test test* in the experimental and control *pretest* groups show a significance value of 0.001. Then the experimental and control *posttest* groups show a significance value of 0.000. Because this value is less than 0.05,  $H_0$  is rejected. This indicates that there is a difference in the average *pretest* and *posttest* scores between the experimental and control classes.

Analysis of N-gain scores on student learning outcomes was used to determine the difference in influence between experimental and control classes. As part of the N-gain analysis, normality, homogeneity, and mean difference tests were conducted. The N-gain score of student learning outcomes is presented in table 4.13 below:

**Table 5. Recapitulation of N-Gain Value of Student Learning Outcomes**

Class	Total Students	Value Highest	Value Lowest	Average
Experiment	35	80,36	32,08	52,31
Control	35	77,05	23,19	43,42

Based on table 4.13 above, it is known that the N-gain test results in the experimental class showed an average value of 52.31, while in the control class it was 43.42. Thus, based on this N-gain value, it can be concluded that the increase in student learning outcomes in the experimental class using animated video media is better than the control class using conventional media (pictures).

## DISCUSSION

The effect of using animated video media on student learning outcomes can be seen from the results of statistical analysis which shows a difference in the acquisition of *pretest* and *posttest* scores. The average *pretest* score of the experimental class was 42.11 where the student learning outcomes before being given this treatment were still relatively low. This indicates that there needs to be an effort or *treatment* so that student learning outcomes increase, one of which is by applying animated video media. The animated video used when learning activities are carried out is animated video media with economic activity material, after giving *treatment* using the animated video media, the average *posttest* value of the experimental class is 72.33.

The average of student learning outcomes after the treatment has increased considerably than before the *treatment* in the form of animated video media. *The Shapiro-Wilk* test was used to check the normality of the learning outcome data. The normality test results show that the *pretest* and *posttest* data are normally distributed. Based on the results of the mean difference test, there is a significant difference between the average *pretest* and *posttest* scores in the experimental class, as evidenced by the results of the mean difference test which shows a value of 0.000. Because  $0.000 < 0.05$ , from the results of this statistical test, it can be concluded that the use of animated videos has an effect on student learning outcomes.

The use of learning media in the form of animated videos can be an effective alternative solution to achieve longer lasting learning outcomes compared to traditional learning methods such as reading textbooks alone. Animated videos can present information dynamically and interactively, which makes learning more interesting and memorable for students (Prasetyo & Baehaqie, 2017). Thus, students tend to better understand and remember the material learned in a longer period of time. This is because animated videos combine visual, audio, and motion elements that can facilitate the learning process in a more in-depth and thorough way (Hasan et al., 2021). Animation media has the ability to assist students in understanding material that is difficult to explain by the teacher. Students' positive attitude towards the use of animation media in learning can be seen from their learning outcomes. Learning that uses animation media is proven to be more effective than methods that do not use it. In this context, effectiveness means that animation media is able to improve student learning outcomes (Johari et al., 2016).

The difference in the effect of animated video media with conventional image media on student learning outcomes on economic activity material in grade V elementary school. The comparison was done by analyzing the average *pretest* scores of student learning outcomes in the experimental and control classes. The average *pretest* score of the experimental class was 42.11, while the control class got 34.23. There is a significant difference between the average *pretest* scores of the two classes, as evidenced by the results of the mean difference test which shows a value of 0.001. From the results of this statistical test, it can be concluded that the experimental class has better abilities compared to the control class.

After both classes were given different treatments, the average *posttest* value of student learning outcomes in the experimental class increased to 72.23, while in the control class it increased to 62.37. The mean difference test results show that the significance value for the students' *posttest* in the experimental and control classes is 0.000. Since  $0.000 < 0.05$ , it can be concluded that there is a significant average difference between the *posttest* scores in the experimental and control classes.

Based on the results of the difference test between the average N-gain scores in the experimental and control classes using the U-Mann Whitney nonparametric test, a value of 0.004 was obtained, which means  $0.004 < 0.05$ , so  $H_0$  is rejected and  $H_1$  is accepted. This concludes that there is a significant difference between the average N-gain scores in the experimental and control classes. The experimental class using animated video media obtained an average N-gain value of 42.54 with sufficient criteria, while the control class using conventional media in the form of pictures obtained an N-gain value of 28.46 with low criteria.

The use of animated video media can have a very significant impact on the student learning process (Munawaroh et al., 2021). Student learning outcomes have improved with the use of animated video media, the impact of this animated video media, students will experience a different learning experience when using animated videos, because they not only see or listen, but can also hear and see directly the text that is read and animated movements that illustrate the material taught by the teacher (Andrasari, 2022).

Animated video media can concretize abstract concepts of social studies material taught, namely about economic activities by reading, seeing, and listening to direct examples or real evidence in everyday life. The illustration of this animated video media can be observed in the following figure.



**Figure 1. Illustration of Animated Video Media**

Children's views at the concrete operational stage (7-12 years) are different from those of parents or adults. Therefore, educators need to encourage children to form correct concepts by using learning media. The use of learning media is very helpful for children who need concrete representations of the material they learn (Imanulhaq, 2022). So with the use of this media, it is certainly important to support learning at the concrete operational stage (Oktavia Safitri et al., n.d.).

The use of animated videos not only has a positive impact on the learning process and increases children's interest in learning, but also has a significant influence on their learning outcomes (Munawaroh et al., 2021). Animated videos package learning to be more interesting because animated videos are able to simplify complex concepts, provide interesting visuals, and utilize audio-visual elements that can increase understanding and retention of information in children (Avicena & Syofyan, 2023). Animated videos provide students with material that is easier to understand, interactive, and engaging, which in turn improves student understanding, motivation, and learning outcomes. The use of animated videos in learning is very effective in visualizing abstract concepts and presenting information systematically and interactively (Melati et al., 2023).

There are several characteristics that distinguish experimental classes that use animated video media from control classes that use conventional media, namely images. In experimental classes that use animated video media, where this animated video media can help students understand learning more interestingly so that they will learn more fun and easily absorb what they learn (Achmad et al., 2021). Animated videos are also effective as learning media because they can present information in an interesting and easy-to-understand way, combine visual and audio elements that increase student engagement, and are able to explain complex concepts in a simple and fun way (Munawir et al., 2024).

Meanwhile, learning using conventional media tends to make students only focus on the teacher and whiteboard media. This causes students to tend to be passive, lack active participation, and often do not fully pay attention or engage with the subject matter (Astuti, 2017). This is certainly in accordance with the findings in the field where when the teacher explains the material using reading texts that are only accompanied by pictures, students tend to be less focused in paying attention to the teacher when learning takes place. So it is evident in the *posttest* of student learning outcomes in the experimental class given *treatment* in the form of animated video media by obtaining a higher average than the control class given conventional media in the form of pictures.

Thus, animated video media and conventional media in the form of pictures both have an effect on student learning outcomes. However, when viewed from the analysis of the average *pretest-posttest* and N-gain scores. The difference is that animated video media is significantly better in improving student learning outcomes. So it is proven that animated video media has an effect on student learning outcomes. So the proposed hypothesis is accepted, namely that there is a difference in the effect of animated video media with conventional media on student learning outcomes on the material of economic activities in grade V elementary school. This means that animated video media has an effect on student learning outcomes.

## CONCLUSION

Based on the research that has been conducted on the use of animated video media to study economic activity material in class V SDN Sukamulya and SDN Cibodas 01, several conclusions are obtained. Animated video media is proven to have a positive influence on student learning outcomes. This can be seen from the increase in the average student learning score after being given treatment using animated video media compared to the average learning score before the treatment was given.

There is a significant difference in the effect between the use of animated video media and conventional media on student learning outcomes. Both animated video media and conventional media in the form of pictures are both able to improve student learning outcomes. However, the difference lies in the animated video media which is proven to be significantly more effective in improving student learning outcomes. This can be seen from the increase in the average learning score after the treatment was given to each class. The class that used animated video media (experimental class) obtained an average score of 72.23, while the class that used conventional media (control class) obtained an average score of 62.37.

## ADVICE

Based on the research that has been conducted, there are various suggestions that can be used as material for consideration, namely as follows:

1. For students: in the learning process, it is expected that students can continue to increase their motivation. This is because the material delivered through the animated video is packaged in a very interesting and interactive way. This animated video not only attracts students' attention, but also includes real-life examples that are relevant to everyday life, so that students can easily connect theory with practice, by utilizing technology that is in line with current progress,
2. For educators: the use of animated video media can be an inspiration as well as an effective alternative for instructors in creating more diverse teaching and learning activities. The use of animated videos allows instructors to design more creative learning, which in turn will improve student learning outcomes. In addition, animated videos are able to attract students' attention and make the learning process more interesting, so that students do not easily feel bored during the lesson,
3. For other researchers: it is expected that further research can be carried out with a longer duration, thus providing an opportunity to collect more comprehensive data. Researchers also need to conduct a more in-depth study of previous research and relevant theories



regarding animated video media. This aims to identify shortcomings that need to be improved and create new innovations that can be developed, in order to obtain better research results. In addition, this animated video media should be modified and applied more widely, not only limited to social studies subjects, but also applied to other subjects.

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