



The Influence of Animated Video Media on Elementary School Students' Motivation and Learning Outcomes in Science Learning

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abstract

The low motivation and learning outcomes of students in learning science are one of the main challenges in efforts to improve the quality of education in elementary schools. This study aims to determine the effect of using animated video media on student motivation and learning outcomes in science subjects. The method used in this research is an experiment with a nonequivalent control group design. The population of this study was all students from one of the elementary schools in Pamulihan District, with a sample consisting of 41 students, namely 18 female students and 23 male students. Data collection techniques used questionnaires, pretest-posttest, observation, and interviews. The results showed that the R-squared value for student learning motivation in the experimental class was 0.041 or 4.1%, with a sig value of 0.393, while in the control class it was 0.313 or 31% with a sig 0.008. For learning outcomes, the R square value in the experimental class was 0.347 or 34.7%, with a sig. of 0.006, while the control class showed an R square value of 0.427 or 42.7%. Based on the results of data analysis, it was concluded that there was an influence of animated videos on students' motivation to learn science by 4.1% and on learning outcomes by 34.7%. Thus, the use of animated video media has an influence on increasing student motivation and learning outcomes, although the contribution is not greater than conventional learning in the context of this study.

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info artikel	abstrak
<p>Riwayat artikel: Diterima untuk direview: 16 07 2025 Diterima: 16 07 2025 Diterbitkan: 14 10 2025</p> <p>Kata kunci: Video Animasi, Motivasi Belajar, Hasil Belajar</p>	<p>Rendahnya motivasi dan hasil belajar siswa dalam pembelajaran IPA menjadi salah satu tantangan utama dalam upaya peningkatan kualitas pendidikan di sekolah dasar. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media video animasi terhadap motivasi dan hasil belajar siswa pada mata pelajaran IPA. Metode yang digunakan dalam penelitian ini adalah eksperimen dengan metode <i>quasi experiment dengan desain nonequivalent control group design</i>. Populasi penelitian ini adalah seluruh siswa dari salah satu sekolah dasar di Kecamatan Pamulihan, dengan sampel terdiri atas 41 siswa, yaitu 18 siswa perempuan dan 23 siswa laki-laki. Teknik pengumpulan data menggunakan angket, pretest-posttest, observasi, dan wawancara. Hasil penelitian menunjukkan bahwa nilai <i>R square</i> untuk motivasi belajar siswa di kelas eksperimen sebesar 0,041 atau 4,1%, dengan nilai <i>sig</i> 0,393 sedangkan di kelas kontrol sebesar 0,313 atau 31% dengan <i>sig</i> 0,008. Untuk hasil belajar, nilai <i>R square</i> di kelas eksperimen sebesar 0,347 atau 34,7%, dengan <i>sig</i> 0,006 sementara kelas kontrol menunjukkan nilai <i>R square</i> sebesar 0,427 atau 42,7%. Dengan <i>sig</i> 0,001. Berdasarkan hasil analisis data, diperoleh kesimpulan bahwa terdapat pengaruh video animasi terhadap motivasi belajar IPA siswa sebesar 4,1% dan terhadap hasil belajar sebesar 34,7%. Dengan demikian, penggunaan media video animasi memiliki pengaruh terhadap peningkatan motivasi dan hasil belajar siswa, meskipun kontribusinya tidak lebih besar dibandingkan pembelajaran konvensional dalam konteks penelitian ini.</p>

INTRODUCTION

Education is the result of human activity in understanding the phenomena of the reality of the universe. In the beginning, education serves as a means for people to learn about, understand, and analyze all aspects of daily life, including oneself, which are part of reality itself. Education that can help development in the future is education that can develop the potential of students, so that students can face and solve the problems they face. The success of education depends heavily on the quality of teachers who are in charge of educating their students. Therefore, a professional, creative, and fun teacher must choose effective learning methods in order to create a productive learning environment. Involvement in learning activities is very important during the learning process, as Kadi and Awwaliyah (Thobiin, 2016).

Progress in the world of education cannot be separated from technological developments, including increasingly interactive learning media. One of the media that is now widely used to improve motivation and learning outcomes is animated videos. With attractive visuals and an interactive storyline, animated videos are able to convey material in a more fun and easy-to-understand way for students (Masykuroh, 2024). Using video animation as a learning tool to improve student motivation and learning outcomes is one of the goals of a teacher. Learning is a combination that is composed of human elements, materials, facilities, equipment, and procedures that affect each other on learning objectives (Loilatu, Rusdi, 2020). Learning can also be interpreted as the process of interaction between students, teachers, and a learning environment.

There are also many types of learning carried out in elementary schools, one of which is Natural Sciences (IPA) learning. According to Baharuddin (Ayu et al., 2020). Science is one of the disciplines that contains knowledge, including how to work, how to think, and solve problems related to nature that are systematically arranged. Any learning, including learning science, is inseparable from the media and teaching materials used. Learning media is one of the learning media or tools that play an important role can making it easier for students in teaching and learning activities. The stipulation of learning media can affect the quality of the process and the learning outcomes achieved.

Science learning is often seen as a boring lesson because it is difficult to learn and full of theory. The use of less innovative media will result in a decrease in students' interest in learning. The delivery of learning materials using appropriate and interesting media will be easily accepted by students in teaching and learning activities. Meanwhile, according to Malik in (Lilis & Pujiastuti, 2021), Learning media is everything that can be used to convey messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings.

Based on the results of observations at one of the elementary schools in Sumedang, the results of initial observations found that during the learning process, many students were still less enthusiastic or less active when the teacher explained the science learning material. That's because of the lack of motivation in learning science material. Learning in the classroom also still uses conventional methods in general and rarely uses learning media. So that it affects student motivation and learning outcomes. When given practice questions, students could not do them correctly. Out of 41 grade IV students, there were 18 students who had not reached the minimum completeness criteria (KKM). One of the reasons is that there are still many students who have difficulty understanding the material explained by the teacher. The problem that often arises is the low motivation of students to learn, which can be caused by several factors such as a lack of interest in the subject matter and less interesting learning methods. When learning motivation is low, students tend to have difficulty understanding the material and eventually experience a decrease in learning outcomes. Learning outcomes themselves are an indicator of the extent to which students can understand and master the material being taught. If the learning motivation is high, students will be more diligent, disciplined, and have a good learning strategy, which will ultimately have a good impact on student learning outcomes.

Based on this opinion, the researcher can conclude that the use or use of learning media can foster students' interest in learning new things in the learning material conveyed by the teacher, so that it can be easily understood and can achieve good learning goals and outcomes for students.

Learning motivation is an impulse that is able to move a person from within or from outside, which functions to achieve their goals and success in learning optimally. (Yuliyanto, 2024). Motivation is considered one of the main causes of students engaging or not engaging in learning. Often, motivation is an effect of learning activities. If the results obtained from the learning of action are positive, then students will be motivated to learn further (Melnic & Botez, 2014). Likewise, learning outcomes will increase if students show motivation in learning. The term "learning outcome" is defined as a formal statement expressing what students are expected to learn in a certain course (Uysal, 2019). Motivation can cause a

change, movement, feeling, or emotion that exists in a human being, then act or do something. All of this is driven by goals, needs, and desires. Meanwhile, in learning activities, motivation is the driving force in students that causes learning activities with various feelings or circumstances, so that the goals desired by students can be achieved well (Hendriana et al., 2017).

Previous research conducted by Tullah et al. (2022) The results of the study shows that there is an influence of the use of animation video media on the learning interest of grade IV students of SDN 3 Rumak for the 2021/2022 Academic Year. Other research conducted by Irawan, Dahlan (2021) also ensures that animated video media can increase students' motivation to learn. The analysis showed a positive relationship between the use of these media and increased learning motivation, with results supporting that animated videos make the learning process more engaging and interactive. In our surrounding environment, there are many things that can be used as media or means to be used in the learning process, especially now that there are so many people who use the world of technology. One of the learning media that can be used to accelerate and increase students' interest in science learning in elementary school is animation in the form of a video or an animated video of one of the audio-visual media.

The purpose of this animated video is to make students more interested in participating in the lesson because the presentation of visual and dynamic material makes learning feel more fun and interesting. This interest fosters motivation to learn and ultimately improves learning outcomes (Putra, 2016). It can be concluded that animated videos can be used as a fun medium for watching while learning and can improve students' learning outcomes. Each student has a different learning style, such as visual, auditory, or kinesthetic. Animated videos combine elements of sound, image, and movement, making them suitable for a variety of learning styles. With these benefits, the use of animated videos in education can help improve students' motivation and learning outcomes.

Considering the importance of using innovative learning media in the science learning process, especially to improve student motivation and learning outcomes, the use of animated video media is seen as one of the effective solutions. Previous studies have shown the positive influence of this medium, but most of them have only focused on one aspect, namely motivation or learning outcomes. In addition, there are still few studies that examine these two aspects simultaneously in grade IV science learning in elementary schools, especially considering different school contexts. Therefore, this study was conducted to fill this gap and examine more deeply the influence of animated video media on the motivation and learning outcomes of grade IV students in science learning in elementary school through an experimental approach.

METHODS

This study uses a quantitative approach with a quasi-experimental method. The quantitative approach aims to test hypotheses through statistical analysis of numerical data collected from a specific sample. The design used is a *nonequivalent control group design*, which is a comparison between the experimental class that is treated in the form of an animated video and the control class that does not receive treatment. This research was carried out in one of the elementary schools in Pamulihan District, Sumedang Regency, in the even semester

of the 2024/2025 school year. The subjects of the study were grade IV students, consisting of two classes, namely IV A as an experimental class and IV B as a control class, each totaling 40 students. Class IV was chosen because the science material being studied was within the scope of their curriculum and corresponded to the stage of operational, concrete, cognitive development.

Data collection was carried out through four main techniques, namely tests, questionnaires, observations, and interviews. The test is used to find out student learning outcomes through the provision of pretest and posttest questions. The questionnaire was used to measure students' learning motivation based on indicators of perseverance, interest, and participation. Meanwhile, observations and interviews were used to reinforce findings regarding students' behaviors and attitudes during learning. After the data was obtained, descriptive and inferential analysis was carried out. Descriptive statistics are used to describe the average, percentage, and improvement in student scores. Meanwhile, inferential statistics are used to test hypotheses, test the relationships between variables, and see the influence of the treatment given.

To determine the influence of animation media on student motivation and learning outcomes, data analysis was used with a linear regression test. Simple linear regression can be used to predict the influence of independent variables on dependent variables. With this approach and method, this study is expected to provide empirical evidence on the effectiveness of animated video media in improving motivation and learning outcomes in science learning at the elementary school level.

Interpretation of correlation results is necessary to understand the extent of the strength of the relationship between variables, for example, between motivation and student learning outcomes. Correlation values range from -1 to +1, where positive values indicate a unidirectional relationship and negative values indicate an opposite relationship. To make it easier to interpret Pearson correlation values, categories are used as in the following table:

Table 1. Correlation Category

Score r	Relationship Level
0,80 - 1,00	Very Strong
0,60 - 0,79	Strong
0,40 - 0,59	Moderate
0,20 - 0,39	Weak
0,00 - 0,19	Very weak

By looking at these categories, researchers can determine whether the relationship between two variables has statistically or practically significant strength. If a high or very high relationship is found, then the learning media used is likely to make an important contribution to learning outcomes or student motivation. The use of this table also makes it easier to make follow-up decisions in the discussion of research results and learning policy recommendations. In addition to correlations, the analysis of relationships between variables is also strengthened through simple linear regression testing, which aims to find out the extent of the influence of independent variables on dependent variables. A simple linear regression equation is a statistical model that describes the relationship between one independent variable (X) and one dependent variable (Y), which is mathematically expressed in the form: $Y=a+bX$

with a caption: Y is a regression line or response variable, a is a constant (intercept) that indicates the cut-off point of the line with a vertical axis, b is a regression constant (slope) that shows the magnitude of the change in Y to the change in X, and X is an independent variable or predictor. Through this equation, the researcher can predict the value of the bound variable based on the value of the free variable. If the results of the analysis show a significance value below 0.05, then it can be concluded that there is a significant influence between the independent variable and the dependent variable. Thus, regression analysis supports the understanding of cause-and-effect relationships in the context of the effectiveness of the use of animated videos on student motivation and learning outcomes.

RESULTS AND DISCUSSION

The data analysis in this study aims to test the influence of the use of animation media on the motivation and learning outcomes of science students in elementary school through an inferential statistical approach. Data were obtained from two groups, namely the experimental class that received learning treatment with animated video media and the control class that followed learning without animated video media. Each group was analyzed using a normality test to determine the distribution of data, a linearity test to ensure that the relationship between variables met the requirements of linear regression, and a simple linear regression test to determine the magnitude of the influence between variables. The data presentation was arranged based on the order of analysis of each variable in two groups that were compared.

The Influence of Canva Animated Videos and Conventional Learning on Elementary School Students' Learning Motivation in Science Learning

Furthermore, in the experimental class, a series of statistical tests were carried out to see the influence of animation media on students' motivation to learn science. The normality test using the Shapiro-Wilk method showed that the initial score had a significance value of 0.602, and the final score of 0.233. Both values are greater than 0.05, which means the data is normally distributed. This is an important prerequisite in the selection of parametric tests such as linear regression. In addition, if the sample data comes from a population that is normally distributed, it can be generalized to the population being studied; in other words, the population being studied will show the same results as the sample. The linearity test between the initial and final scales showed a *Deviation from Linearity* value of 0.678. This value is also greater than 0.05, indicating the absence of significant deviations from the linear relationship pattern between the two variables.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,202	0,041	-0,012	4,354

Table 3. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14,515	1	14,515	0,766	0,393
Residual	341,235	18	18,958		
Total	355,750	19			

The results of the simple linear regression test showed a value of $R = 0.202$, which indicates a very weak correlation. The value of $R^2 = 0.041$ means that only 4.1% of the change in the final score can be explained by the initial score. A significance value of 0.393 (>0.05) indicates that the effect is not statistically significant. This means that even if the animation media is applied, the final score of motivation is not sufficiently influenced by the student's initial score in this model. And students' motivation to learn is influenced by other factors of 95.9% that were not studied in this study.

Furthermore, the control class was analyzed to see how students' learning motivation developed without the use of animated video media. The normality test using Shapiro-Wilk yielded a significance value of 0.367 for the initial score and 0.369 for the final score. Both are above 0.05, which means the data is normally distributed. The linearity test via ANOVA yielded a *Deviation from Linearity value* of 0.270 (>0.05), which indicates a linear relationship between the initial score and the final score.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,560	0,313	0,277	4,171

Table 5. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	150,701	1	150,701	8,663	0,008
Residual	330,537	19	17,397		
Total	481,238	20			

The results of the regression test showed values of $R = 0.560$ and $R^2 = 0.313$, which means that about 31.3% of the variation in the final score could be explained by the initial score. With a significance value of 0.008 (< 0.05), it can be concluded that this relationship is statistically significant. This means that even without the use of animation media, students' motivation can be predicted significantly from their initial score because it is precisely with conventional learning that it shows a better influence on student motivation than Canva animated videos.

The Influence of Canva Animation Videos and Conventional Learning on Elementary School Students' Learning Outcomes in Science Learning

Furthermore, the analysis was focused on the learning outcomes of students in the experimental class to see the effectiveness of animation media. The normality test showed that the Shapiro-Wilk significance value for the pretest score was 0.268 and for the posttest was 0.566. These two values are greater than 0.05, so it can be concluded that the data is normally distributed. The linearity test shows that the *value of Deviation from Linearity* is 0.313. This means that there is no significant deviation from the linear relationship between the pretest and the posttest.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	0,589	0,347	0,310	2,702	0,347	9,552	1	18	0,006

Table 7. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	69,754	1	69,754	9,552	0,006
Residual	131,446	18	7,303		
Total	201,200	19			

The linear regression test yielded a value of $R = 0.589$, which means that there was a fairly strong positive relationship between pretest and posttest scores. The value of $R^2 = 0.347$ indicates that 34.7% of the change in posttest score can be explained by the pretest score. A significance value of 0.006 (< 0.05) indicates a significant influence. Thus, it can be said that animated videos in science learning make a meaningful contribution to student learning outcomes.

Furthermore, as a comparison, an analysis of learning outcomes was carried out in control classes that did not use animation media but with PowerPoint media. The normality test showed a significance value of 0.065 (pretest) and 0.063 (posttest), both greater than 0.05 so that the data was considered to be normally distributed. The linearity test showed a *Deviation from Linearity value* of 0.769 (> 0.05), meaning that the relationship between pretest and posttest scores was linear.

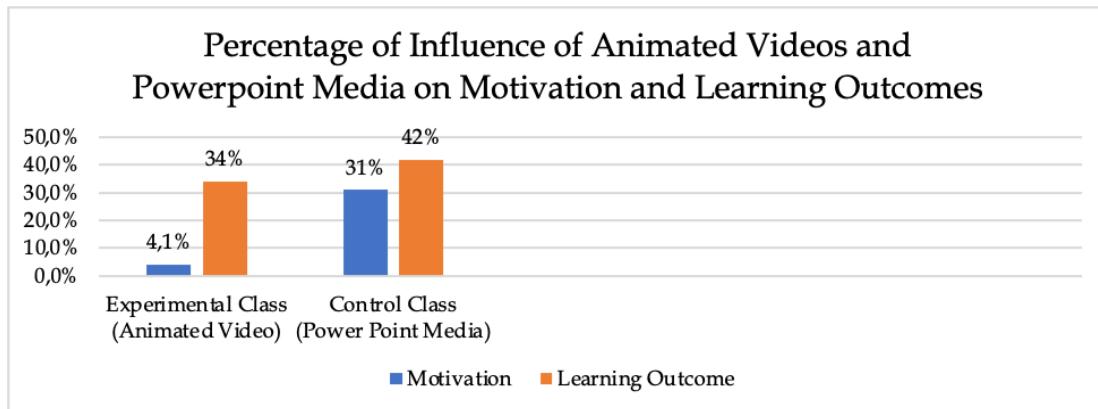
Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	0,654	0,427	0,397	3,060	0,427	14,176	1	19	0,001

Table 9. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	132,709	1	132,709	14,176	0,001
Residual	177,863	19	9,361		
Total	310,571	20			

The regression test showed that $R = 0.654$, with $R^2 = 0.427$. This means that about 42.7% of the variation in posttest scores can be explained by pretest scores after the application of PowerPoint media. A significance value of 0.001 (< 0.05) indicates a significant influence. This shows that even without animated videos, student learning outcomes still improve, and initial scores are a significant predictor of final results. The following is presented in Graph 1 to clarify the Percentage of Influence of Animation Video Media on Student Motivation and Learning Outcomes in Science Learning.



Graph 1: Percentage of Influence of Animated Video Media and PowerPoint Media

DISCUSSION

The results of the analysis showed that there was no significant influence on the learning motivation of students in the experimental class using animated video media. Table 2 shows that the relationship between the initial scale and the final scale of motivation is positive but not significant. The value of the correlation coefficient (R) of 0.202 and the determination coefficient (R Square) of 0.041 indicates that only 4.1% variation in the final motivation score can be explained by the initial score. A significance value of 0.393 (>0.05) confirms that the regression model is not statistically significant. This phenomenon shows that despite the tendency to increase motivation, the use of animated videos has not been able to significantly trigger learning motivation. Based on student interview sheets, it is known that many students consider animated videos as an entertainment spectacle, not learning media. This is most likely due to students' familiarity with digital content such as YouTube, which is fast, interactive, and visually appealing. As a result, when presented with learning videos, students tend to watch without involving the process of active thinking or internalization of the material, so that the impact on learning motivation is low.

In contrast to the experimental class, the control class that used PowerPoint showed a significant influence on students' motivation to learn. There was a positive and significant relationship between the initial and final scales of learning motivation, with an R value of 0.560 and an R Square of 0.313. This means that about 31.3% of the variation in the final score of motivation can be explained by the initial score. A significance value of 0.008 (< 0.05) indicates that the regression model is statistically significant. These findings indicate that students with high initial motivation tend to maintain or even increase their motivation, even though the learning medium used is not as attractive as animated videos. In the observation and interview process, it was seen that the enthusiasm of the students in the control class was quite high because the teacher actively guided, explained the material gradually, and encouraged participation. This is an important factor that also affects their motivation to learn.

These findings do not appear to be in line with some previous studies that have stated that animated videos can increase students' motivation to learn. Research by Sinaga et al. (2023) found that students became more diligent, independent, and enthusiastic after participating in learning using animated videos. Similarly, (Pratiwi, 2021) In his research in the field of physical education, it was stated that animated video media was able to arouse students' interest and attention significantly compared to conventional media such as PowerPoint. This difference in results can be explained by the context of media use. In the

previous study, the animated video used was designed to be very interesting, communicative, and accompanied by motivational reinforcement from the teacher. Meanwhile, in this study, the lack of management of student interaction while watching videos can be the cause of the low impact on motivation.

In terms of learning outcomes, the experimental class showed a significant influence between pretest and posttest scores. The results in Table 6 show that there is a positive and significant relationship between the initial and final scores, with an R value of 0.589 and an R Square of 0.347. This means that about 34.7% of the variation in posttest results can be explained by pretest scores. A significance value of 0.006 (< 0.05) confirms that this regression model is statistically significant. This shows that students' initial abilities have a real influence on science learning outcomes after using animated video media. The engaging visual display, vivid animations, and audio-visual combinations used in animated videos provide multisensory stimulation that reinforces conceptual understanding. Although not all students show increased motivation, the exposure of concrete material through animation seems to help them in understanding and remembering the material.

Similar results were also found in the control class. It shows a positive and significant relationship between pretest and posttest scores, with an R value of 0.654 and an R Square of 0.427. This means that 42.7% of posttest score variations can be explained by pretest scores. A significance value of 0.001 (< 0.05) indicates that the regression model is statistically significant.

Although the improvement in learning outcomes in the control class was slightly higher than in the experimental class, this was suspected because the delivery of material via PowerPoint was gradual and repetitive. This provides an opportunity for students with slower thinking speeds to understand the material in depth. On the other hand, animated videos tend to present material in short and fast durations, which can be an obstacle for students who need longer to understand the information.

These findings are reinforced by research (Mahri et al., 2022), which states that animated video media provides a fun and interactive learning experience, as well as accelerates students' understanding of science concepts. Animated videos that include popular visual elements and engaging narratives make it easier for students to understand the material. Moreover, Aini et al. (2021) in their research at SDN 20 Pagi East Jakarta showed that students who learned to use animated videos showed better understanding than those who only used PowerPoint. They assessed that the combination of audio and visuals in animated videos is better able to explain abstract concepts, such as topics about energy sources, in a concrete and easy-to-understand way.

However, both studies also emphasized the importance of content packaging, active student engagement, and the role of teachers in guiding video-based learning processes. Without proper direction, the effectiveness of animated videos can decrease, as reflected in the learning motivation in this study. Overall, most of the regression test results showed a significant influence between the free variable and the bound variable, so that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. However, there are exceptions to learning motivation in experimental classes, where animated video media does not show a significant influence. This shows that although animation media is effective in improving learning outcomes, its effectiveness in increasing learning motivation still needs to

be further studied, especially in the aspects of interactivity and learning management when videos are played.

CONCLUSION

Based on the results of the data analysis carried out, it can be concluded that the use of animated video media in science learning has a significant influence on improving the learning outcomes of fourth-grade students. Animated videos have been proven to be able to help students understand the material in a more concrete and interesting way through dynamic visual presentations. However, the increase in learning outcomes has not been followed by a significant increase in learning motivation. This shows that while animated videos are effective in conveying learning content, their success in generating learning motivation is highly dependent on how the medium is used in the learning process. Based on these findings, it is recommended that animated videos should not only be used as a visual aid but should be developed and packaged in a more interactive and reflective way. Teachers are expected to manage learning by actively engaging students, for example, through post-video discussions, video-based assignments, or the use of triggering questions to encourage student engagement during the learning process. Thus, animated videos are not only a medium for presenting information, but can also serve as a means of strengthening student motivation and learning involvement. The findings in this study imply that the use of animated video media needs to be supported by an active and participatory learning approach. Teachers have an important role in directing students to not just be passive spectators, but to become active learners who are able to interpret the content of the material through meaningful learning experiences. Therefore, the success of the use of animated video media is largely determined by the synergy between engaging media design and adaptive teaching strategies. This research has limitations in the scope of the topic and the level of learning studied. In addition, the long-term effects of the use of animated videos have not been observed in depth. Therefore, the results of this study can be the basis for further studies with a wider and more diverse scope, both in terms of material, duration of intervention, and characteristics of different students.

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