



The Effect of the Use of Animated Video Media on the Learning Outcomes of Pancasila Education for the Rights and Obligations of Grade IVB Students at SD Negeri 094155 Rambung Merah

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Abstract

The purpose of this study was to determine the effect of animated video media on the learning outcomes of Pancasila Education of class IVB students of SD Negeri 094155 Rambung Merah. This study is a quantitative study using a pre-experimental design in the form of One Group Pretest-Posttest Design. The sample in this study amounted to 30 students. The data collection technique used a test in the form of multiple choice questions. Before being given treatment, a pretest was conducted with an average value of 62.50. After being given treatment using animated video media, a posttest value was obtained with an average of 88.40. This shows that the posttest value is higher than the pretest value so that there is an increase in student learning outcomes. The results of the normality test using the Shapiro-Wilk test show that the pretest and posttest data are normally distributed because the significance value is greater than 0.05. Based on the results of the N-Gain test, an average value of 0.72 is obtained which is included in the high category. Furthermore, the results of the hypothesis test (t-test) obtained a t-count value of 18.345 with a significance level of 0.000. Since the significance value is less than 0.05 and $t \text{ count} > t \text{ table}$ ($18.345 > 1.699$), H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is an effect of animated video media on the learning outcomes of Pancasila Education for class IVB students of SD Negeri 094155 Rambung Merah in the 2025/2026 academic year.

Keywords: animated video media, learning outcomes, Pancasila Education





INTRODUCTION

Education is the process of acquiring knowledge, skills, and habits, passed down through teaching, training, and research. This process aims to mature and develop human potential holistically. According to Minister of Education and Culture Regulation No. 22 of 2016, learning is expected to be enjoyable, challenging, interactive, and inspiring, motivating students to actively participate and develop creativity in accordance with their talents, interests, and physical and psychological development. Furthermore, Article 1 of Law No. 20 of 2003 concerning the National Education System affirms that education is a conscious and planned effort to create a learning environment that allows students to optimally develop their potential, including spirituality, personality, intelligence, and skills.

Along with the times, the world of education in Indonesia continues to experience change and renewal to improve the quality of learning and student learning outcomes. These changes are crucial for education to adapt to the demands of scientific and technological development. One effort undertaken is through a transformation of the learning approach, particularly at the elementary school level (SD/MI), from a teacher-centered approach to a more student-centered one (Firmansyah & Jiwandono, 2022).

A teacher-centered learning approach essentially plays a crucial role in systematically delivering material. However, in practice, this approach has limitations in encouraging active student engagement. Therefore, a student-centered learning approach has been developed to provide students with broader opportunities to construct knowledge, discover concepts, and develop independent thinking skills. Research by Mujahida (2021) indicates that learning that lacks active student involvement can result in low participation and critical thinking skills. Meanwhile, research by Firmansyah & Jiwandono (2022) indicates that the implementation of student-centered learning can improve student motivation, learning quality, and learning outcomes.

Efforts to improve the quality of education are not only carried out through changes in the learning approach, but also through the development of innovative models, strategies, methods, and the use of learning media. Learning media plays a crucial role in helping students deliver material more easily. In this context, teachers act as facilitators, designing engaging and meaningful learning experiences. With the appropriate use of media, it is hoped that students will be more actively involved in the learning process, thereby improving learning outcomes.

Within the context of the Independent Curriculum, Pancasila Education is a subject that plays a strategic role in shaping students' character. Pancasila Education aims to instill the noble values of Pancasila as guidelines for social, national, and state life (Hanafiah et al., 2023).



Pancasila Education learning in elementary schools needs to be presented in a concrete, contextual, and relevant manner to everyday life to ensure student understanding. According to Kartini and Dewi (2021), the implementation of Pancasila Education in elementary schools encompasses the integrated development of cognitive, affective, and psychomotor aspects.

Overall, Pancasila Education aims to shape students into individuals with character, a sense of national identity, and the ability to practice Pancasila values in their daily lives. Therefore, learning efforts are needed that can create an engaging, interactive, and meaningful learning environment. One alternative is the use of innovative and creative learning media, which can increase learning motivation and help students understand the material more optimally.

Observations conducted during Field Practice Experience (PPL) at SD Negeri 094155 Rambung Merah in class IVB. Researchers observed class IVB, which consisted of 30 students: 16 girls and 14 boys. It was found that student learning outcomes in Chapter 2 of class IVB at SD Negeri 094155 Rambung Merah were relatively low. Students faced challenges in learning, with some students receiving scores that did not meet the Learning Objective Achievement Criteria (KKTP) of 75 in the Pancasila Education subject, Chapter 2, on Rights and Obligations. The low student learning outcomes can be seen from the following table:

Table 1. Data on the results of daily repeat tests for class IVB students on Rights and Obligations material

No	Score	Criteria	Total students	Percentage
1	≥ 75	Lulus	13	43,3 %
2	≤ 75	Tidak Lulus	17	56,7 %
Total			30	100%

(Data source: Public Elementary School 094155 Rambung Merah)

Table 1 shows the results of the daily test for fourth-grade students on rights and obligations at Elementary School 094155 Rambung Merah. Based on these data, out of a total of 30 students, only 13 (43.3%) achieved scores above the Learning Objective Achievement Criteria (KKTP), while 17 students (56.7%) failed to achieve the required level. This indicates that students' learning achievement is still relatively low. These low learning outcomes can be influenced by various factors within the learning process. One contributing factor is the variety of learning strategies and media used. The learning process, which tends to be one-way, can lead to less than optimal student engagement in learning activities. In this situation, students

receive more information without sufficient opportunities to interact, explore, and develop their understanding independently.

Furthermore, the use of previous learning media was limited to audio media, such as oral explanations or audio recordings, thus failing to provide a more concrete and engaging learning experience for students. Audio-only media tends to be less effective in helping elementary school students understand material that requires visual and contextual examples. On the other hand, learning also hasn't utilized media that keeps pace with technological developments, such as interactive audiovisual media or animation-based digital media. As a result, learning is less varied and less able to attract attention and increase active student participation in the learning process.

The use of immature learning media can also affect student interest and attention during learning. Learning that is dominated by listening to explanations without the support of engaging media can lead to student inactivity and motivation. Therefore, selecting appropriate learning media that aligns with the characteristics of the material and the students' circumstances is crucial in creating a more effective and meaningful learning environment.

One alternative learning medium that can be used is animated video. This medium has the advantage of combining audio and visual elements, presenting material in a more engaging and easy-to-understand manner. Research conducted by Herawati et al. (2022) showed that the use of animated video media can significantly improve student learning outcomes, as evidenced by higher posttest scores compared to learning without using such media. Furthermore, animated video media can also increase student attention and participation in the learning process.

According to Kholikhin and Sudibjo (2020), using animated videos as a learning medium has several advantages, including conveying material more effectively and efficiently, being reusable, and explaining processes or concepts in greater detail. This medium is also considered relevant to a learner-centered learning approach because it can encourage active student engagement in learning activities.

RESEARCH METHODS

1. Design of Research

The type of research used was quantitative research using an experimental method. According to Sugiyono (Hajar et al., 2022), the experimental method is a method used to find a specific treatment for another controlled condition. The type of research used was a pre-experiment using a One Group Pretest-Posttest Design, as described below:

Table 2. One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
O ₁	X (Animated Video Media)	O ₂

Notes

O₁ = First Measurement Before Using (Animated Video Media)

X = Animated Video Media

O₂ = Second Measurement After Using (Animated Video Media)

2. Location of Research

The research location is the place where research activities are carried out to obtain the required data. The selection of the research location was carried out by considering its suitability with the research objectives, the availability of research subjects, and the ease of obtaining accurate data. This research was conducted at SD Negeri 094155 Rambung Merah, located on Jalan Musa Sinaga, Simalungun Regency. This school was chosen as the research location because it has suitable characteristics, especially for the fourth grade level as the research subjects. This research will be conducted at SD Negeri 094155 Rambung Merah, Jalan Musa Sinaga, Simalungun Regency.

3. Population and Sample

According to Sugiyono (Hajar et al., 2022), a population is a generalization area consisting of objects/subjects with certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Therefore, a population is not always about people, objects, and other natural objects. A population is also known to be more than just the objects/subjects owned by those objects/subjects. Therefore, the population in this study is all fourth-grade students of SD Negeri 094155 Rambung Merah.

Table 3. Population of Grade IV Students at Public Elementary School 094155 Rambung Merah

Class	Total of students
IV A	30
IV B	30
IV C	31
Jumlah	91

(Data source: SD Negeri 094155 Rambung Merah)

A sample is a subset of the population's number and characteristics, according to Sugiyono (dHajar et al., 2022). In sampling, researchers mix subjects within the population so that all subjects are considered equal. The sample in this study was grade IVB students at SD Negeri 094155 Rambung Merah. In this study, the sampling technique used purposive sampling, which is a sampling technique with certain considerations. Researchers chose class IVB as a sample from the population of grade IV students at SD Negeri 094155 Rambung Merah, which consists of classes IVA, IVB, and IVC. The selection of class IVB was based on several considerations. First, the number of students in class IVB is 30, so it is considered to meet the criteria as a research sample. Class IVB has good characteristics in terms of academic ability and learning conditions, and meets the criteria for researchers to conduct research.

Table 4. Research Sample of Class IVB of SD Negeri 094155 Rambung Merah

Class	Number of Females	Number of Males	Total of students
IV B	16	14	30

(Data source: SD Negeri 094155 Rambung Merah.)

4. Research Variables

According to Sugiyono (Agustian et al., 2019), the definition of a variable is as follows: "A research variable is an attribute, characteristic, or value of a person, object, or activity that has certain variations determined by the researcher to be studied and then conclusions drawn." There are two types of variables used in this study:

a. Independent Variable (X)

An Independent Variable is a variable that influences or causes changes in or the emergence of the dependent variable. Therefore, the independent variable in this study is the Animated Video Learning Media.

b. Dependent Variable (Y)

A Dependent Variable is a variable that is influenced by or results from the presence of the independent variable. Therefore, the dependent variable in this study is student learning outcomes. The following illustrates the relationship between the independent and dependent variables.

5. Data Collection Method

According to Sugiyono (Firmansyah & Haryanto, 2019), data collection techniques are the most important step in research, because the main goal of research is to obtain data. In

qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are more focused on participant observation, in-depth interviews, and documentation. Without understanding data collection techniques, researchers will not obtain data that meets predetermined standards. Data collection techniques significantly influence research results, because with the right data collection techniques, accurate and reliable data will be obtained. The data collection techniques used in this study are as follows:

1) Test

The test will be given in the form of multiple choice questions with 20 questions and each question will get a score of 1 if correct and if wrong it will be given a score of 0. The following is the calculation formula:

$$\text{Skor} = \frac{B}{N} \times 100$$

Notes:

B: Number of items answered correctly

N: Number of questions

2) Documentation

Documentation is any material that presents information about the original research findings or directly from the source. According to Arikunto (2014), there are several types of sources used to observe the research object, namely writing, places, papers, and people. This documentation technique is used by researchers to strengthen the results of observations, by obtaining data on student names and grades of class IVB students at SD Negeri 094155 Rambung Merah.

6. Data Analysis Method

After all research data has been collected, the next step is data analysis. Data analysis aims to determine the quality and significance of the data obtained. This study employed quantitative data analysis because the data analyzed were student learning outcome scores. The accuracy of the data analysis technique significantly determines the quality of the research conclusions. This study employed an experimental method using animated video media. Data were obtained through a pretest and a posttest. The collected data were then analyzed to determine whether the use of animated video media had an impact on learning outcomes in class IVB.



RESULTS AND DISCUSSION

This study was conducted to determine the effect of using animated video media on student learning outcomes in the Pancasila Education subject, specifically rights and obligations, in class IVB of SD Negeri 094155 Rambung Merah. The pretest and posttest were administered to students in class IVB of SD Negeri 094155 Rambung Merah. Based on the results of the study, it was found that there was a positive effect on student learning outcomes using animated video media. In this study, the researcher used animated video media to facilitate student understanding of the lesson because this media can increase students' attention and interest in learning through engaging audio-visual displays.

This study used a one-group pretest-posttest research design. The initial step was to pilot the questionnaire before administering it to class IVA students of SD Negeri 098166 Perumnas Batu VI. After the pilot test, the researcher determined which questions were valid and which were invalid. Valid questions were then used for the initial test (pretest) to determine students' initial abilities before being given the treatment. After the treatment using animated video media, a final test (posttest) was administered to determine improvements in student learning outcomes. In the validity test of 30 questions, after the validity test, there were 25 valid questions and 5 invalid questions. Then, a reliability test was conducted with a reliability result of 0.836. Next, a difficulty level test was conducted, namely 23 questions were categorized as medium and 2 questions were categorized as easy, as well as a test of the question's discrimination power with the results of 5 questions being categorized as good, and 20 questions being categorized as sufficient.

Based on the results of data analysis, before being given treatment, the average pretest score for students was 58.27, with the highest score being 76 and the lowest score being 40. This indicates that student learning outcomes are still relatively low and most have not yet reached the Minimum Completion Criteria (KKM). After being given treatment using animated video media, the average posttest score was 87.13 with the highest score being 100 and the lowest score being 76. This indicates a significant increase in student learning outcomes after using animated video media. After obtaining the pretest and posttest scores, a normality test will be conducted to determine whether the data obtained are normally distributed. The results of the normality test are obtained a significance value (Sig.) for the pretest data of 0.056 and for the posttest data of 0.148. Both values are greater than 0.05. This indicates that the pretest and posttest data are normally distributed. Furthermore, based on the results of the hypothesis test using the t-test, the calculated t-value was 26.424, which was greater than the t-table value of 1.699. Therefore, H₂ was rejected and H_a was accepted. This indicates a significant effect of the





use of animated video media on student learning outcomes. The N-Gain score was 0.7262, which is considered high. Meanwhile, the N-Gain percentage interpretation of effectiveness was 72.6186, categorized as effective. This indicates that there was a significant improvement in student learning outcomes before and after the learning process. Therefore, it can be concluded that the use of animated video media is effective in improving student learning outcomes. This media helps students understand the material more easily, increases learning interest, and makes the learning process more engaging and less boring.

Based on the presentation of the t-test and n-gain test results, it can be concluded that animated video media has a positive effect on student learning outcomes, particularly on the topic of rights and obligations. Learning experiences positive changes after using animated video media during learning in class IVB at SD Negeri 094155 Rambung Merah.

CONCLUSION

Based on the research results and discussion, it can be concluded that the use of animated video media has a positive and significant impact on student learning outcomes in the Pancasila Education subject, covering rights and obligations, in class IVB of SD Negeri 094155 Rambung Merah. This is evident in the increase in students' average scores, from 58.27 in the pretest to 87.13 in the posttest. The results of the hypothesis test using the t-test indicate that the calculated t value of 26.424 is greater than the t-table value of 1.699, thus H_0 is rejected and H_a is accepted. Furthermore, the N-Gain test results obtained were 0.7162, categorized as high, and a percentage of 72.6186, categorized as effective.

Thus, it can be concluded that the use of animated video media is effective in improving student learning outcomes. This media can increase student understanding, interest, and activeness in the learning process, resulting in improved learning outcomes.

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