

The effectiveness of animated video on social science learning outcomes and activeness in elementary school students

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Abstract: Animated video learning media is a tool that can be used in various learning models to improve the quality of learning. However, there are still many social studies teachers who have not utilized animated videos in social studies learning to increase student activity and learning outcomes. The purpose of this research is to analyze the effectiveness of animated videos on the activity and social studies learning outcomes of elementary school students. The method used is a descriptive quantitative approach with an experimental design. The sampling technique used purposive sampling with a sample of 42 students and 1 teacher. Data collection techniques through questionnaires in the form of pre-test and post-test statements with a Likert scale of 5 to assess student activity and learning outcomes. Data analysis used a paired sample t-test to determine whether or not there was an influence between the two variables assisted by the SPSS Version 26 program. The results showed that the use of animated videos in social studies learning was stated to be effective so that learning activities took place optimally and were able to improve activeness and student learning outcomes.

Keywords: animation videos; social science learning; liveliness; learning outcomes.

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INTRODUCTION

Today, in the 21st century, technology has developed rapidly so there is quite a lot of technology-based learning used in every school. The current problem is that there are still many teachers who have not maximized technology in the learning process as a learning medium. Teachers using media will certainly make it easier to convey material content so that learning outcomes can run optimally (Inaltekin, 2020; Jannah et al., 2020).

Technology-based learning is a learning process that uses various information technologies as learning media. In IT-based learning, the teacher's role as the sole authority of knowledge turns into a facilitator for students to interact with various learning resources (Alakrash & Abdul Razak, 2021). However, there are still many teachers who do not utilize this technology-based learning media. It can affect students' lack of activity and low student learning outcomes. This can be seen from the boredom of students with social studies learning; it makes it difficult for students to understand or grasp the material being conveyed (Supardi & Hasanah, 2020; Widiyanto et al., 2021).

Teachers in the social studies learning process have an important role in conveying information, training skills, and guiding student learning, meaning that teachers are required to have certain qualifications and competencies so that the social studies learning process can take place effectively and efficiently (Purbasari et al., 2019). The existence of a high interest in learning and effective learning media will make it easy for students to receive and process the material presented. Activeness and student learning outcomes are closely related. When students are active in the learning process, they tend to achieve better learning outcomes (Heryani et al., 2022).

Learning media used by teachers when teaching at school is one of the determining factors in improving student learning outcomes. Teachers can choose learning media that depends a lot on how to understand the conditions of students or classes such as digital media, e-books, and interactive e-modules to choose from (Keengwe, 2017). In this case, the media used leads to audio-visual, and visual, audio learning media.

This study provides an overview of how to increase students' activeness in learning and scores that have increased from before. Students also easily and quickly accept the material being taught during the learning process, do not feel bored, and better understand the material being taught (Trestini, 2018; Yaumi, 2021). Providing information to teachers that using animated video learning media can be used by teachers to facilitate the teaching and learning process by adjusting suitable material.

Learning media in the form of animated videos is a form of technology that can be used in the learning process (Prasetyo, 2021). Animated videos have the advantage of conveying learning material in an interesting, visual, and interactive way (Hapsari et al., 2019). Social studies learning using animated video media will encourage students to understand historical material such as narrative contexts and stories. Animated video positions can be used to describe narratives and stories in social studies learning (Alfianti et al., 2020). It helps students understand the historical context, social life, or geography of a place in an engaging and easy-to-understand way. Animation can also be used to animate historical figures or important events in history (Taqiya et al., 2019; Permatasari et al., 2019).

Previous research (Azzajjad et al., 2021; Hanif, 2020; Rachmavita, 2020) explained that the use of animated video-based learning media can provide involvement, and activeness and improve student learning outcomes. The use of animated video-based learning media in learning provides an opportunity to enrich student's learning experiences, make learning more interesting, and increase their understanding of the material.

The purpose of this study was to analyze the effectiveness of animated videos in social studies learning to increase student activity and learning outcomes. The use of animated videos in social studies learning can increase student engagement, help understand complex concepts, and make learning more interesting. It is important to

choose animated videos that are relevant to the social studies curriculum and present them interestingly and interactively so that students can get the maximum benefit from using the media.

METHODS

Design Research

The research method uses a descriptive quantitative approach with an experimental design. This approach is used to gather extensive information about the events or circumstances of a variable as they are, to obtain accurate results. The experimental design was chosen because it allows researchers to control variables and obtain strong evidence of a causal relationship between learning methods using animated videos on social studies learning outcomes of elementary school students (Rukajat, 2018; Teo, 2014). This research was initiated by administering a pretest (O1) to both the experimental and control groups. Subsequently, a post-test (O2) was administered to both groups, with the experimental group receiving treatment (X) through learning methods utilizing animated videos, while the control group followed conventional learning models.

Participant

The population used was 42 students and 1 social studies teacher to accompany students during the learning process. The sampling technique used was a purposive sampling technique, with a total sample of 42 students at class V state elementary school 1 Metro, Lampung.

Instrument and Indicator

Data collection techniques in this experimental research used a pre-test and post-test to determine the activity and learning outcomes of students' social studies and questionnaires for teacher responses during learning with animated videos. The pre-test and post-test questionnaires are designed with questions and answers that appear in the form of statements that have been converted to Google Forms so that they are easy to answer. Pre-test and post-test questionnaires can help integrate students' knowledge before receiving new information or knowledge so that the material or material to be taught can be adapted to the student's abilities, or students' cognitive adjustments occur in new material if the material has not been mastered at all by students.

The questionnaire contains fifteen statements addressed to students and teachers, aiming to gather responses regarding the use of animated videos in the learning process. These indicators focus on student activity, active participation in class discussions, collaboration in groups, and the utilization of additional learning resources (Nurhayati, 2020; Anggraini & Wulandari, 2021). Additionally, indicators related to social studies learning outcomes encompass understanding of social studies concepts, analytical skills, critical thinking skills, as well as presentation and communication abilities (Sulfemi, 2019; Armidi, 2022). The following provides a concise description of some of the indicators utilized in this research.

TABLE 1. *Experimental quantitative research design*

Pretest	Treatment	Posttest
O1	X	O2

TABLE 2. *Research variable indicators*

No.	Variable	Indicator	Question Item Number
1.	Student activity	Active participation in class discussions	1,2,3,4,5
2.		Cooperation in groups	6,7,8,9,10,11
3.		Use of additional learning resources	12,13,14,15
4.	Social Studies	Understanding the concept of social studies	1,2,3,4,5,6,7
5.		Analytical ability	8,9,10,11,12
6.	Learning Outcomes	Critical thinking skills	13,14,15,16
7.		Presentation and communication	17,18,19,20

TABLE 3. *Answers to statement items in the questionnaire*

Answer Choices	Value Weight
Strongly Agree (SS)	5
Agree (S)	4
Doubtful (RR)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

TABLE 4. *Assessment criteria*

Values	Criteria
20-30 %	Ineffective
36-52%	Less effective
52-68%	Effective enough
68-84%	Effective
84-100%	Very effective

The questionnaire uses a Likert scale of five which forms a score or value in presenting individual traits, such as knowledge, attitudes, and skills (Sugiyono, 2016). The Likert scale 5 questionnaire contains answers to item statements with the following preferences:

Data Analysis

The data analysis technique uses the paired sample t-test formula. This analysis is a procedure used to compare the average values of two variables in one group from the results of the data obtained through a pre-test and post-test questionnaire. Paired sample t-test analysis is useful for testing two related samples or two paired samples (Djaali, 2021). This analysis is used to determine whether there is an influence between the two variables, and data analysis is assisted by the SPSS Version 26 program. The paired sample t-test is one of the test methods used to examine the effectiveness of the treatment, which is indicated by the difference in the average before and after being given treatment.

Analysis of the variance of the data used is the test for normality and homogeneity, this test is carried out so that the data comes from a normally distributed population and the groups being compared are homogeneous, so after that, it can proceed to hypothesis testing. Calculation of the normality test was carried out using one sample Kolmogorov-Smirnov analysis with a hypothetical significance value of $\alpha = 0.05$. The homogeneity test was carried out using a one-way ANOVA analysis by going through Levene's Test with a significance value of $\alpha = 0.05$. Meanwhile, the paired sample t-test was carried out to determine the significant difference in meaning between the two classes of significance level used was a significance value of $\alpha = 0.05$ (Retnawati, 2017; Unaradjan, 2019).

Student and teacher response questionnaires during the learning process were carried out to obtain data regarding responses to components and learning activities by learning using animated videos. Questionnaire distribution was given to each student and

teacher when studying with the help of Google Forms. Students and teachers while learning is asked to provide answers that have been provided by researchers.

Test the validity and reliability using the SPSS program version 26, with the Bivariate Pearson correlation testing technique. Based on the analysis that has been done, the results of the sig test are obtained. $\alpha = 0.05$, it can be concluded that the statement items are valid while the results of the reliability test in this study obtained a Cronbach Alpha value of 0.893 which indicates that the 20 statement items are reliable.

RESULTS

Analysis of the effectiveness test using the paired sample t-test, before carrying out the stages of the effectiveness analysis, a prerequisite test is needed, namely the normality test and homogeneity test. The goal is to test the hypothesis whether it can be continued or not, analysis of variance requires that the data derived from the population must be normally distributed and the groups being compared are homogeneous. So, the analysis of variance requires a test for normality and homogeneity of the data. The normality test uses the one-sample Kolmogorov-Smirnov test model, while the homogeneity test model is the one-way ANOVA test. The results of the data normality test are as follows.

The results of the normality test can be seen in table 5, the pre-test and post-test values for the experimental class obtained results with a significance value of 0.244, which means that the value is greater than 0.05 ($0.244 > 0.05$). While the pre-test and post-test values for the control class get results with a significance value of 0.113 and greater than 0.005 ($0.05 > 0.200$). Thus, the post-test values for the experimental class and the control class show normal distribution. The pre-test and post-test values which were normally distributed were then followed by a homogeneity test, which can be seen in the following Table 6.

Based on table 6, the results of the homogeneity test of the pre-test and post-test values for the control class and the experimental class have been known to have a significance value of 0.756, meaning that the value has exceeded the value of 0.05 ($0.756 > 0.05$). Thus, the variance of the data obtained from the pre-test and post-test values in the control class and experimental class is declared "homogeneous". After the variance of the data obtained from the pre-test and post-test values is declared normal and homogeneous, then it is continued with the paired sample t-test.

Based on the descriptive results table above it is known that the average learning outcome or mean pre-test is 66.34, and the average value for the post-test is 81.78, which means that the average pre-test learning result is 66.34 < post-test 81.78. So, descriptively there is a difference in the average pre-test and post-test learning outcomes, which can be seen in Figure diagram 1 to clarify the difference.

TABLE 5. *Normality test*

Class	N	Kolmogorov-Smirnov	Asymp. Sig. (2-tailed)	Explanation
Experiment	42	.324	.244	Normal
Control	42	.307	.113	Normal

TABLE 7. *Paired samples statistics test*

Description	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	66.34	42	18.134	2.587
Post-test	81.78	42	13.986	2.012

TABLE 6. *Homogeneity test*

Test of Homogeneity of Variances				Explanation
Levene Statistic	df1	df2	Sig.	
1.046	2	42	.756	Homogeneous

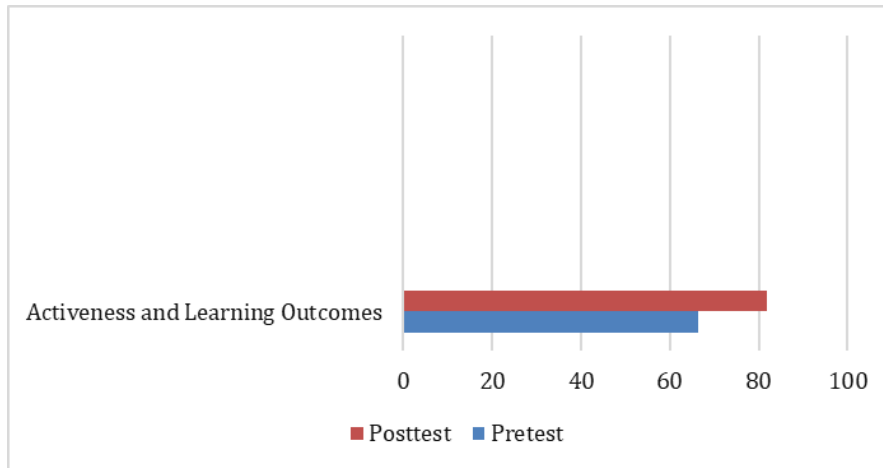


FIGURE 1. Pre-test and post-test results

TABLE 8. Paired samples correlations test

	Description	N	Correlations	Sig.
Pair 1	Pre-test & Post-test	32	.881	.000

TABLE 9. Paired sample t-test

		Paired Differences					Sig. (2-tailed)
	Description	Mean	Std. Deviation	Std. Error Mean	t	df	
Pair 1	Pre-test & Post-test	-11.32570	10.10284	1.69023	-5.109	42	.000

Figure 1 shows that there is a significant difference between the pre-test and post-test values. Furthermore, to see the relationship between the pre-test and post-test variables, it is necessary to test it through a correlation test, using paired sample correlations which can be seen in the following Table 8.

Based on the output above, it is known that the correlation coefficient (correlation) is 0.881 with a significance value (Sig.) of 0.000. Because the Sig value is 0.000 > probability 0.05, it can be said that there is a relationship between the pre-test variables and the post-test variables. Furthermore, the difference between conventional learning and learning using video animation can be seen through the results of the paired sample t-test, as follows in Table 9.

Based on the table above, it is known that the value of Sig. (2-tailed) is 0.000 < 0.05, then H_0 is rejected. It can be concluded that there is an average difference between the pre-test and post-test learning outcomes, which means that learning using animated videos is declared effective and optimal.

Responses from students and teachers used selected score ranges with a score of 1 for strongly disagree answers and a score of 5 for strongly agree answers. The scores that have been collected from the test results were obtained from 42 students and 1 social studies teacher when learning using a response questionnaire to the use of animated videos as learning media. The questionnaire contains 15 questions which are divided into two aspects of assessment (usability and performance) with a score range of 1-5. Students and teachers are asked to provide a checklist for each question which will be averaged where the average will show the effectiveness of animated videos as learning media.

Based on data from the aspect of the use of animated videos in social studies learning as a learning support medium, it was found that 71% of teachers and students said that animated videos in social studies learning support learning content and can

create connections between teachers and students. As many as 69% of teachers and students also considered that animated videos in social studies learning were very easy to use and had interactive characteristics. So, the use of animated video as social studies learning media has good criteria with a score of 81% which means it is effective to use.

Based on the aspect of the performance of animated video media in social studies learning, it is said that 70% of teachers and students said that the performance of animated video media as a learning medium had very good criteria. As many as 81% of teachers and students assessed that animated video media had very good criteria for clarity of the material, where students could find and absorb a lot of information in it so that they could help receive the material presented because it was more real-time. Obtaining a performance aspect score of 79% means it is effective to use, thus the use of animated video media in social studies learning is considered effective as a learning medium in increasing student activity and learning outcomes.

DISCUSSION

IPS (Social Science) is one of the subjects taught in many school curricula. IPS aims to provide students with an understanding of various social, economic, political, and geographical aspects of society. IPS subjects cover a variety of topics including history, geography, economics, politics, sociology, anthropology, culture, and the environment (Evans, 2015; Putri et al., 2022) Through social studies learning, students are invited to understand the relationship between individuals, society, and their environment. Through social studies learning, students are expected to be able to develop a deeper understanding of the world around them, understand their roles and responsibilities as citizens, and develop analytical abilities, problem-solving, and critical thinking skills (Ibrohim, 2018; Russell & Waters, 2020). It is important to convey social studies learning in a way that is interesting, relevant, and related to students' daily lives. The use of instructional media, including relevant animated videos, can help enrich the learning experience and facilitate the understanding of complex concepts in social studies subjects (Abbas et al., 2021).

Social studies as a subject are defined as a subject that discusses developments and changes that occur in the hemisphere that involve people or an era that cannot be separated from the concepts of space and time. So far, learning tends to be thematic and theoretical which consists of mere memorization, so many students have the notion that history is an easy subject (Alfiatin, 2022; Senen et al., 2021). The learning process carried out by educators currently tends to achieve material targets and does not guide students in understanding concepts, especially in history social studies learning. Learning activities in the classroom are mostly dominated by the teacher with the lecture method, where students just sit, take notes, and listen to what is conveyed, there are very few opportunities for students to ask questions (Hayat, 2021; Uge et al., 2019; Zulherman et al., 2021). Thus, the learning atmosphere is not conducive, so students become passive. As a result, it has an impact on less-than-optimal student learning outcomes. Therefore, we need a new learning method to increase student activity and student learning outcomes (Kilburn et al., 2014).

This is the theory of Mudlofir (2021) that the success factor is also one of the factors that influence student learning outcomes. Learning will be more successful if students feel capable of carrying out the desired activities and students get satisfaction in their success in carrying out these activities. Besides that, the success of these students is also influenced by the performance of teachers who can provide direction and become good facilitators. so that students feel motivated to take part in the IPS learning process by using animated video media (Wintarti, 2017).

An interesting learning process will motivate students and give meaning to students so that the subject matter does not seem rote (Afrina et al., 2021). From the student responses, it was stated that by using animated video media in student learning it became

easier and clearer to understand the material presented, because if it was unclear, there was no need to be afraid to ask questions (Alfiatin, 2022; Ibrohim, 2018). Learning to use animated videos must pay attention to several important aspects to achieve maximum effectiveness. Here are some things that need to be considered in learning animated videos, namely (1) clear learning objectives, (2) relevance of the material, (3) good visual and audio quality, (4) appropriate duration, (5) interactivity, (6) Repetition and Enrichment, (7) Understanding Evaluation. These aspects must be understood by the teacher so that learning can be maximized (Hayat, 2021).

Animated video media is important to determine the quality and according to the level of understanding of students. Make sure that the animation is not only visually appealing but also provides accurate and useful content (Mbudja et al., 2019). By paying attention to these aspects, learning animated videos can be an effective tool in increasing students' understanding and involvement in the learning process. The use of animated videos in social studies learning can increase student involvement, help understand complex concepts, and make learning more interesting. It is important to choose animated videos that are relevant to the social studies curriculum and present them interestingly and interactively so that students can get the maximum benefit from using the media.

CONCLUSION

Social studies learning using animated video media can have a positive impact on students and run effectively so that it can also increase student activity and social studies learning outcomes. The use of media in social studies learning is very important in today's digital era, especially with forms of technology-based learning, the use of media will be able to help students understand the material taught by the teacher so that it is easily absorbed, and learning objectives can be easily conveyed. The use of animated video media in social studies learning is a form of a solution in today's critical times so that education can be transformed into a Digital Education Action based. So, it is very necessary, this is done so that the social studies learning activities become effective, efficient, and more meaningful.

The general implication of this research is that it can be used as a support for other research on similar themes, especially social studies learning design. Practically, it can be used as an alternative by teachers to use the animated video media method in social studies learning so that it is more effective and maximal in achieving learning objectives so that social studies learning will remain of high quality in improving students' competencies, abilities, and skills. However, several things need to be considered in using animated videos in social studies learning, such as ensuring accurate and relevant content, selecting animated videos according to student's level of understanding, and integrating animated videos with other teaching methods to achieve holistic and integrated learning.

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