

Use of Animated Videos to Increase Learning Interest of SDN 2 Cikembulan Students in Natural and Social Science Subjects

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Abstract

This study discusses the effect of animated videos on the learning interest of grade V students of SDN 2 Cikembulan in the subject of Natural and Social Sciences (IPAS). Lack of student involvement in the learning process is a crucial problem that results in low student productivity in education. The purpose of the study was to determine the effect of animated videos on increasing student interest in learning. The research method used is a qualitative method with purposive sampling technique, the sample and research population are grade V students of SDN 2 Cikembulan. Data collection instruments were questionnaires and student ability tests. The results showed that the learning method with animated videos contributed significantly to student activeness in social studies subjects. In addition, students' understanding was also measured through ability tests which showed an increase in students' understanding of the subject matter of Natural and Social Sciences (IPAS). Keywords: Animated video, student' learning interest, elementary school.

Keywords: epistemology of values, character education, mutual cooperation, religiosity, givmituplis, madrasah ibtidaiah

1. Introduction

In the realm of education, interest can be defined as the extent to which a student is engaged and attracted to a particular activity within an educational context, such as teaching and learning activities. A student's interest in these activities significantly influences their understanding of the material being taught. Student learning interest itself reflects a tendency to engage in certain activities that bring them joy and curiosity.

In practice, media plays a crucial role in capturing students' learning interest. In education, there is a concept known as learning media. Learning media are physical tools used to convey the content of educational material, including books, tape recorders, cassettes, videos, video recorders, films, slides, photographs, graphics, television, and computers (Gagne & Briggs, 1979:19).

In implementation, the teacher serves as a facilitator, while students are the recipients of the material. Teachers are expected to be efficient facilitators who can capture students' attention so that the material presented is well received. The learning media provided by teachers also present a challenge, as conveying material to students is not an easy task. Additionally, students' interest in learning becomes a complex issue to examine

because many students feel bored during the teaching and learning process, which can affect their learning outcomes. This poses a unique challenge for teachers to deliver quality teaching methods.

In an increasingly advanced global era, teachers must adeptly utilize existing conditions by innovating to enhance student learning interest. Ultimately, students' interest in learning significantly affects the quality of education they receive. One example is the use of animated videos as learning media. In modern times, animated videos, especially those with educational functions, have become prevalent. Animated videos are digital learning media that use moving images accompanied by sound.

Through animated videos, students can better understand the material and enhance their cognitive abilities. Given that a key component of student learning interest is enjoyment, animated videos help students find pleasure while gaining knowledge. To improve the learning interest of fifth-grade students at SDN 2 Cikembulan, the application of animated video learning media has begun, particularly in the subjects of Natural Science and Social Studies (IPAS). This approach not only engages students but also serves as an effective medium for interaction between teachers and students during teaching and learning activities, thereby increasing students' interest in learning.

2. Research Methods

This research employs a qualitative descriptive method. It is categorized as qualitative research because the researcher analyzes and understands empirical data objectively related to the study's subject (Sudaryanto, 1993:63). According to Sugiyono (2006:14), qualitative data is expressed in words, sentences, and images. The study utilizes purposive sampling, where the sample population consists of fifth-grade students at SDN 02 Cikembulan. The instruments for data collection include questionnaires and tests assessing student abilities after using animated video learning media. The researcher acts as the primary instrument, collecting and processing the data (Moleong, 1990).

3. Results and Discussion

3.1. Student Interest in Learning among Fifth-Grade Students in Natural Science and Social Studies (IPAS)

The total number of fifth-grade students at SDN 2 Cikembulan is 30. Generally, the interest in learning among these students shows inconsistency, with uneven distribution across different subjects. Some students demonstrate a preference for the Indonesian language subject, but this differs when it comes to IPAS. It can be concluded that student interest in IPAS is not as high as in the Indonesian language subject.

This is further evidenced by the results students achieved during the Mid-Semester Examination. In the Indonesian language subject, only 3 out of 30 students required remedial work, while for the IPAS subject, 10 out of 30 students needed remediation. This contrast highlights a significant disparity between these two subjects.

The research conducted using a questionnaire revealed that 90% of students preferred subjects other than IPAS as their favorite. The following data illustrates the subjects favored by the fifth-grade students at SDN 2 Cikembulan, presented in tabular form:

Tabel 1. List of Subjects Most Preferred by Fifth-Grade Students of SDN 2 Cikembulan

Indonesian	Art and Culture	Islamic Religious Education
16 student	9 student	5 student

Meanwhile, here is a table showing the most-difficult subjects according to the fifth-grade students of SDN 2 Cikembulan:

Tabel 2. List of Subjects Most Difficult to Understand by Fifth-Grade Students of SDN 2 Cikembulan

Pancasila and Civic Education	<i>Natural and Social Sciences</i>	Mathematics
3 student	14 student	13 student

Students reported that the subjects of IPAS (Natural and Social Sciences) and Mathematics are very difficult to understand compared to other subjects, especially IPAS. Some students mentioned that IPAS is complicated and sometimes makes them sleepy, which is also due to the lengthy lecture method used by the teachers. Students noted that IPAS is hard to grasp because of the extensive material, while Mathematics is challenging due to the many calculations involved.

3.2. *Animated Videos as a Learning Tool for IPAS*

The use of animated videos as a learning medium was considered shortly after the fifth-grade students completed their Mid-Semester Assessment, which revealed unsatisfactory results. Compared to other subjects, IPAS showed the poorest performance. This prompted the author to devise a strategy to address the issue.

The teachers held a meeting to discuss the declining interest in learning among students. Each teacher shared the problems faced by their respective classes, and specifically for fifth grade, the issue was with the IPAS subject. After the meeting, an effective solution was found: the utilization of animated video media for learning. Each teacher with video editing skills was encouraged to contribute one animated video related to the problematic subject. However, most of the animated teaching materials were sourced from YouTube.

Fifth-grade students used animated videos from YouTube on topics such as Ecosystems and Interactions Among Living Things as their first class using this media. The students appeared enthusiastic during the video presentation. After the video, the teacher briefly summarized the main points of the material presented in the animation, then to evaluate comprehension, the teacher asked short questions related to the material covered in the video. Additionally, the teacher provided five written questions to assess students' understanding of the video content and to evaluate whether this learning media effectively increased students' interest in IPAS.

The results of this assessment indicated that 80% of students (20 students) passed the minimum competency criteria (KKM for IPAS = 65) with scores ranging from 70 to 85. Meanwhile, 20% of the students scored below KKM, with scores ranging from 40 to 60. Those who scored below KKM expressed that they felt sleepy during the video presentation, and some were still busy talking to themselves and not paying attention in class. Nevertheless, the difference before and after using animated videos as a learning medium showed significant improvement leading to better performance.

Additionally, students were found to prefer the animated video learning method compared to traditional (non-digital) teaching methods or lengthy lectures. They reported that the lecture method made them feel sleepy and was difficult to understand.

4. Conclusion

Students with a high interest in learning can significantly enhance the teaching and learning process. However, in practice, fifth-grade students at SDN 2 Cikembulan struggle to show signs of interest during lessons in Natural and Social Sciences. The critical issue is that most students feel sleepy during the teaching activities, which can hinder their understanding and engagement. This problem is also caused by the ineffectiveness of the teaching methods used, as the teachers primarily rely on lectures or lengthy presentations, leading to low student interest.

To address this issue, there is a need for efforts to improve the situation, such as using animated videos in the Natural and Social Sciences curriculum to increase student interest in learning. Research results indicate that students prefer and better understand the material through animated video learning methods compared to traditional lectures. The outcomes are quite satisfactory, with 80% of students showing interest in the subject after the assessment.

Students also reported that animated video learning is enjoyable and that their understanding of IPAS improved, as evidenced by the evaluation results, which showed that 20 out of 30 students passed the minimum competency criteria (KKM). However, the population of students who still did not pass KKM faced challenges, as they tended to feel sleepy and talk to themselves during the animated video.

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