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**Development of Animated Video Media for
Civic Education Learning in Elementary Schools**

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Abstract

This study investigates the effectiveness of inquiry-based civic education media in enhancing civic literacy among elementary school students. The problem addressed is the limited engagement of students in conventional Pancasila and Civic Education (PPKn) learning, which tends to emphasize rote knowledge over critical, participatory, and reflective dimensions of citizenship. The objective of this research is to explore how inquiry-oriented learning media can foster students' understanding, critical reasoning, and social responsibility in a contextual and meaningful way. Employing a qualitative approach, data were collected through interviews, classroom observations, and documentation in an elementary school in Kendari, Indonesia. NVivo 14 software was utilized for thematic analysis to ensure systematic and rigorous interpretation. The results reveal that the use of inquiry-based media significantly enhances students' comprehension of civic values, promotes critical thinking, strengthens civic identity, and increases participation in school life. These findings contribute to the development of multidimensional civic literacy models and underscore the pedagogical value of inquiry strategies in primary education.

Keywords: *Civic Education, Elementary School, Learning Media.*

PRELIMINARY

Civics Education (PKn) plays a strategic role in shaping the character of students from an early age. Through PKn, students are expected to understand the fundamental values of national and state life and internalize democratic, tolerant, and responsible attitudes (Hakim & Astuti, 2022). However, in practice, PKn learning in elementary schools still faces challenges such as a lack of innovation in learning media and low student interest (Nugroho et al., 2022). Monotonous and teacher-centered learning methods make students less enthusiastic about participating in the PKn learning process (Astarita, et al., 2024; Wahyuni, 2022).

Along with technological advancements, teachers are required to create innovative learning media that align with the characteristics of the digital generation. One potential form of media is animated video, which is considered capable of conveying material visually, dynamically, and engagingly (Assingkily, 2021; Setiawan & Ramdhani, 2020). Animated video media can improve students' understanding of abstract concepts in Civics because it presents concrete and easy-to-understand content (Yulianingsih et al., 2021). Furthermore, the use of animation in learning has been shown to improve student memory, motivation, and active participation (Rahman & Sari, 2023).

Several previous studies have shown that animated video-based media is effective in thematic learning and other subjects in elementary schools (Lestari & Putra, 2020; Safitri, 2021). However, the development of similar media in the context of Civics learning is still limited, even though this subject is crucial in shaping students' character (Wulandari & Puspita, 2025). Therefore, innovative learning media in the form of animated videos specifically designed for Civics is needed to better suit the context, needs, and cognitive development levels of elementary school students (Maulana & Arsyad, 2023).

This research aims to develop animated video media as an alternative learning medium for Civics in elementary schools. The development was conducted using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model to produce valid, feasible, and engaging media. With this media, it is hoped that the Civics learning process will be more interactive and enjoyable, and will effectively improve students' understanding and character.

METHOD

This research is a research and development (R&D) study aimed at producing an animated video learning media product for Civics (PKn) in elementary schools. The development model used in this study is the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation (Assingkily, 2021; Rahman & Sari, 2023).

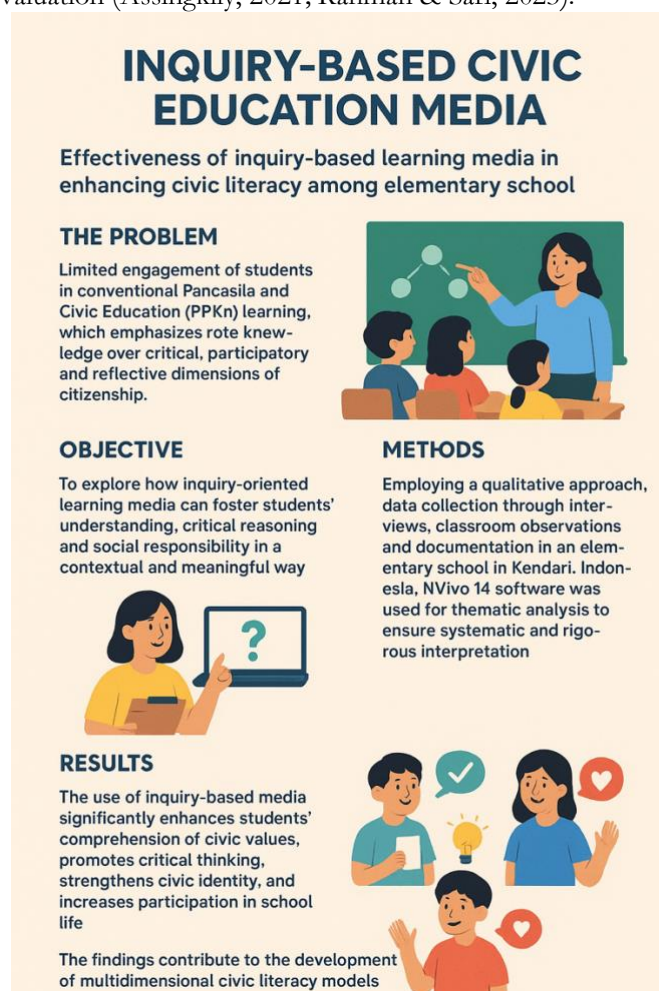


Figure 1. Inquiry-Based Civic Education Media

In the Analysis stage, researchers conducted a needs analysis through interviews with Civics teachers and distributed questionnaires to students to identify obstacles faced in Civics learning. The Design stage involved developing media plans, storyboards, and animated video scenarios tailored to the Civics material for grade IV. In the Development stage, the media was developed using animation video creation applications such as Powtoon and Animaker, then validated by media and content experts. Validation was conducted to assess the feasibility of the visual appearance, content, language, and audio-visual integration (Susanti & Hamdani, 2024).

The Implementation phase was conducted at an elementary school in Kendari City, with fourth-grade students as the trial subjects. A limited trial was conducted to assess the practicality of the media and student responses to the animated video media. Data collection at this stage used observation sheets on

learning implementation and student response questionnaires. Finally, in the Evaluation phase, data analysis was conducted from expert validation, observations, and questionnaires to determine the effectiveness and feasibility of the media. The evaluation is formative for gradual product improvement until the media is ready for use in learning.

The instruments used in this study consisted of: (1) an expert validation sheet, to assess product quality based on certain criteria; (2) an observation sheet, to assess the implementation of learning when using media; and (3) a student response questionnaire, to determine students' responses and level of interest in the developed media. The data obtained were analyzed descriptively quantitatively, by calculating the average score from the validation results and responses, which were then categorized based on a certain assessment scale (Nugroho et al., 2022). With this approach, it is hoped that the developed animated video media will not only be visually feasible and attractive, but also effective in increasing student engagement and understanding of Civics material in elementary schools.

FINDINGS AND DISCUSSION

This research aims to develop animated video media for civics learning for elementary school students using the ADDIE development model. Each stage in the ADDIE model has been systematically completed:

Analysis Stage

Based on interviews and questionnaires with teachers and fourth-grade elementary school students in Kendari, it was found that civics lessons are often considered boring due to monotonous methods and a lack of visual media. Teachers expressed the need for innovative and contextual learning media to help students understand the material on national values and citizenship.

Design Stage

The media was designed as 5–7-minute animated videos per topic. The design included storyboards, narrative scripts, and character animations relevant to fourth-grade civics (PKn) material, such as the values of Pancasila and Indonesian cultural diversity. The prototype was developed using the Powtoon app.

Development Stage

To ensure the feasibility of the developed animated video media, validation was conducted by subject matter experts and media experts. The validation results indicated that the media was considered very suitable for use in learning. The average score from the subject matter experts was 4.56 (very suitable), while the average score from the media experts was 4.40 (very suitable). Details of the validation results can be seen in Table 1 below:

Table 1. Media Validation Results by Experts

Assessment Aspects	Maximum Score	Subject Matter Expert Score	Media Expert Score	Category
Material Suitability	5	5	-	Very Worthy
Presentation Eligibility	5	4.5	4.6	Very Worthy
Language and Narrative	5	4.4	4.2	Worthy
Animation & Visual Design	5	-	4.5	Very Worthy
Average	5	4.56	4.40	Very Worthy

Implementation Stage

Next, the media was implemented on a limited basis with 25 fourth-grade students. Learning implementation was monitored through an observation sheet covering five main aspects. Observation results showed that all aspects were in the very good category, with an average score of 4.36. This indicates that the teacher was able to use the media effectively and that students were actively involved during the learning process. Details of the observation results can be seen in Table 2.

Table 2. Results of Observations on Learning Implementation

No	Observed Aspects	Score (1-5)
1	Teacher Preparation	4.3
2	Media Usage	4.4
3	Student involvement	4.5
4	Learning interactions	4.2
5	Learning achievement	4.4
Average		4.36

Additionally, to determine student acceptance of the media, a response questionnaire was administered after the learning activity. Based on the questionnaire data, 88% of students responded positively (agreeing or strongly agreeing) to the statements. The statements covered aspects of learning enjoyment, video appeal, understanding of the material, visual aids, and desire to reuse the media. Details of student responses are presented in Table 3.

Table 3. Student Responses to Animated Video Media

No	Statement	SS	S	N	TS	STS
1	I enjoy learning civics using animated videos.	14	8	3	0	0
2	The animated videos shown are interesting and fun.	15	7	3	0	0
3	I easily understand the content of the material after watching the animated video.	13	8	4	0	0
4	Animations and pictures help me understand concrete examples	16	6	3	0	0
5	I would like to use this media again in the next lesson	17	5	3	0	0
Total (25 students)		88% agree/strongly agree				

Information:

- SS = Strongly agree
- S = Agree
- N = Netral
- TS = Disagree
- STS = Strongly Disagree

Evaluation Stage

Based on feedback from students and teachers, minor revisions were made, particularly to the narrative pace and the addition of explanatory text to several parts of the animation. The results showed that animated video media was highly effective in increasing student interest and understanding of civics learning. This media not only presented material visually and engagingly but also illustrating abstract concepts more concretely (Sari et al., 2023).

These findings are consistent with previous research that suggests that using animated media in learning can increase student engagement and improve academic achievement (Rohmah & Harjanto, 2021; Lestari & Kurniawan, 2022). Another advantage of this medium is its ability to address a variety of student learning styles, both visual and auditory.

Furthermore, expert validation indicates that the developed media adheres to the principles of effective multimedia learning, namely narrative cohesion, audio-visual synchronization, and material segmentation (Mayer, 2020). Student engagement in the learning process increases as they feel engaged and enjoy using media that resembles educational cartoons. Therefore, this animated video media can be used as an alternative, relevant, engaging, and effective civics learning medium for elementary school students. However, further development is recommended by expanding the scope of the material and interactive features.

CONCLUSION

This research resulted in an animated video learning medium developed using the ADDIE model to support the Civics (PKn) learning process in elementary schools. Validation results by material experts and media experts indicated that this medium was highly suitable for use, with an average score above 4.4

on a scale of 5. The implementation of the medium in learning also showed positive results, both in terms of teacher implementation and student responses.

This animated video media has been proven to increase student interest, engagement, and understanding of civics material, which has often been considered abstract and uninteresting. This is reflected in the excellent learning implementation observation scores and the very positive student response, with 88% of students agreeing or strongly agreeing that this media helped them understand the material.

Thus, it can be concluded that the use of animated video media in civics learning in elementary schools is effective in improving the quality of the teaching and learning process, both in terms of material delivery, concept visualization, and student motivation. This media can also be an innovative alternative to support more interactive, enjoyable, and meaningful learning.

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