

The Use of Animated Video Media to Improve Student Learning Outcomes on the Material of State Emblems and Pancasila Symbols at UPT SDN 043 Siunongunong Julu

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Abstract

This study aims to explore the impact of the application of animated video media in improving students' absorption of the National Emblem and Pancasila Symbols subject matter at UPT SD Negeri 043 Siunongunong Julu. This study involved 10 first-grade students of UPT SD Negeri 043 Siunongunong Julu, all of whom became research subjects. Using a quantitative approach, an experimental design was applied to compare two learning methods. In Cycle I, the control group received instruction using conventional methods, while in Cycle II, the experimental group was taught with animated video media. Data were collected through tests related to learning outcomes in the form of essay questions, which were then analyzed to see differences in learning outcomes. The results of the analysis showed that in Cycle I, the average score of students with the conventional method was 75.8, while in Cycle II, the use of animated video media produced an average score of 79.8, which was included in the medium category. The t-test revealed a significant difference between the two groups, where the experimental group showed better learning outcomes. Based on these findings, it is recommended that animated video media be used as an effective alternative in PKN learning, especially for the topic of State Emblems and Pancasila Symbols, in order to improve the quality of teaching and students' understanding.

Keyword: Pancasila symbols, animated videos, learning outcomes.



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1. INTRODUCTION

Education is crucial for developing human potential. Through education, creativity can be fostered, which in turn encourages individuals to create and innovate in the face of current changes. Education can enable humans to achieve progress and achieve greater heights in various areas of life. Therefore, humans can change their thought patterns, both morally and through this process, enabling them to achieve maturity and independence to survive as individuals and social beings. According to Savita, Winarsih, & Rahayu (2022), education, as stipulated in the National Education System Law No. 20 of 2003, focuses on efforts to increase intelligence and develop the potential of Indonesia's young generation, thereby forming a holistic national identity (Fauziyyah & Kuswanto, 2020, p. 12). Education is a crucial part of advancing a nation, as evidenced by the quality of education.

Learning in schools requires something that can engage students and make them enjoy the learning process. This is known as a student's interest in learning. It is a tendency to pay attention to others. During the learning process, teachers need media to facilitate the teaching and learning process in class and to clarify information received from teachers or guardians. First-grade students at UPT SD Negeri 043 Siunongunong Julu. The teaching process is carried out by teachers using only textbooks, which is considered ineffective in educating students. This is because the material presented is not well understood by students. In delivering the material, homeroom teachers mostly use verbal approaches or oral delivery strategies, resulting in students feeling bored and disinterested, bored during the learning process in class, and this undoubtedly impacts student learning outcomes.

Pancasila, the foundation of the Indonesian state, contains fundamental principles that must be understood and implemented by every citizen. Each principle of Pancasila has profound meaning and symbolism, embodying important philosophies relevant to social life and the state system. Understanding the symbols and symbols of Pancasila is a crucial first

step in building nationalism, a sense of patriotism, and an awareness of the importance of national unity, especially among the younger generation. However, at the elementary level, students' understanding of the symbols and symbols within Pancasila is often limited. Therefore, material on the symbols in Pancasila. This concept will be easier for students to understand if they use real-life media, such as animated videos, which can further enhance their knowledge and understanding. However, most topics about the symbols and meanings of each principle in Pancasila are presented simply by explaining the topic and then assigning essay tests. This results in less engaging learning for students, causing them to lose interest and feel disinterested or bored. Therefore, during the learning process, teachers fail to utilize media that can support student understanding, resulting in suboptimal learning. According to Nurdyansyah (2019), learning media are tools that can be used to assist teachers in conveying material to students during classroom teaching and learning activities. The use of animated videos in learning can help students understand the Indonesian national symbol and the symbols of Pancasila more clearly and engagingly.

This media allows students to see a more vivid visual representation of each symbol, making it easier for them to remember and understand the meaning behind them. The use of this media is believed to foster student interest and focus, and influence the quality of learning. However, in elementary schools, the meaning of Pancasila symbols is often conveyed using conventional, less engaging methods. This method is often ineffective in arousing student interest in learning, especially when the material presented is abstract, such as state symbols. Based on observations at the UPT SD Negeri 043 Siunongunong Julu, students still found it difficult to understand and remember the Pancasila symbols.

This is likely due to the learning approach, which still uses the same conventional method, which tends to focus on lectures or assignments with less engaging text. Therefore, researchers modified this learning by using animated video media. It is hoped that students will not only more easily understand the Pancasila symbols but also experience improved learning outcomes, as this approach can create a more engaging learning environment and actively engage students. It is hoped that through these efforts, students can achieve better results to meet the established Minimum Completion Criteria (KKM). According to Faris (in Ponza, 2018:1), "animation is a medium for creating something from imagination, ideas, concepts, and visuals that impacts the world, but not just the world of animation." The use of animated videos can increase students' interest in learning, which in turn will facilitate the learning process and positively impact their learning outcomes.

2. METHOD

The researcher used a quantitative method with two cycles: Cycle I and Cycle II. Cycle I served as a control and Cycle II as an experiment. The first conducted a simple learning experience. Cycle II determined that the two groups were given the same material but handled it differently by the researcher. Cycle I served as the control group, and Cycle II as the experiment. The researcher taught the same material to both groups, but in different ways. Cycle I, or the control group, taught material on the symbols and symbols of Pancasila using school-available media, such as textbooks. Cycle II, as the experiment, taught material on the symbols and symbols of Pancasila using media created by the researcher, namely animated videos. "The researcher designed this study using a control group approach involving a pre-test and post-test. Before beginning the learning process, in Cycles I and II, the experiment only involved storytelling and connecting the story to the learning material. The initial test administered by the researcher to each student consisted of a discussion of the lesson material as outlined in the textbook. Afterward, the material was discussed further, and the researcher gave students assignments based on the textbook assignments.

Meanwhile, students received a final test after the treatment in Cycle II. The initial test aimed to measure the extent of student understanding of the material being taught, while the final test was used to assess whether students had improved and understood all the lesson material. Furthermore, post-test data analysis was conducted to illustrate student learning outcomes and the impact of using animated video media on students in Grade I of UPT SD Negeri 043 Siunongunong Julu. The research instrument is the tool used to collect data during the research process. In this study, the researcher will use an essay-based test. The test serves as a tool to measure the results of the treatment or an individual's performance. The data collection instrument used is a test. with five essay questions consisting of five items, which include questions that test comprehension with a high level of difficulty at the cognitive levels C3 and C4, both in the initial and final tests.

Table 1. The data collection instrument used was a test

| No | Learning Outcome Indicators | Learning objectives | Cognitive Domain | | Amount |
|----|--|---|------------------|----|--------|
| | | | C3 | C4 | |
| 1 | Students are able to identify each principle in Pancasila. | Students are able to understand the meaning of each principle in Pancasila. | 1 | | 1 |
| 2 | Students are able to analyze the principles of Pancasila. | Students are able to understand the principles of Pancasila. | 1 | | 1 |
| 3 | Students are able to explain various attitudes that reflect the values of Pancasila. | Students can take notes or write articles | | 1 | 1 |
| 4 | Students will be able to identify and understand the symbols representing each principle of Pancasila. | Students will be able to describe the symbols on the Pancasila emblem. | 1 | | 1 |
| 5 | Students can compare images depicting attitudes consistent with each principle of Pancasila. | Students can match images with actions that reflect these attitudes in everyday life. | 1 | | 1 |

3. RESULT

This research was conducted on first-grade students at the UPT SD Negeri 043 Siunongunong Julu, with a total of 10 students. The learning process involved conventional learning methods, including animated video learning media. In Cycle I, the learning process used only the "Benanga" method and only existing media.

Then, in Cycle II, the researchers attempted to change the learning method, using this media during learning activities in Class I at UPT SD Negeri 043 Siunongunong Julu.

However, before implementing this, a pre-test was conducted to determine the ability between the two cycles. After the pre-test, the results showed that the average score obtained for Cycle I was 75.8. A test was then conducted in Cycle II, and the average score obtained for Cycle II was 79.8. The next stage was statistical testing.

From the available data, calculations were performed to determine the difference between the scores for Cycle II and Cycle I for each data pair. The average (\bar{D}) and variance of this difference are then calculated. The difference is calculated in both cycles, Cycle I and Cycle II. Each cycle uses different learning methods, namely conventional learning methods and animated video media. The difference between the two cycles, Cycle II and Cycle I, is the difference between each value in Cycle II (x_j) compared to the value in Cycle I (x_i). This is calculated and recorded in the third column of the table. For example, in the first pair, the difference between x_j (77) and x_i (76) is 1.

Average Difference (\bar{D}): The average of this difference is calculated by substituting the value of the sum of the differences ($\sum(x_j - x_i) = 58$) and the number of observations ($n = 10$), we get $\bar{D} = 5.8$. Next, to determine the level of data distribution, the variance and standard deviation of the difference between cycle II and cycle I that has been corrected based on the average \bar{D} are calculated. The variance is calculated by substituting the value of the sum of the squares of the corrected differences: ($\sum((x_j - x_i) - \bar{D})^2 = 167.6$) and the number of observations ($n = 10$), the variance obtained is:

$$s^2 = \frac{167.6}{9} = 18.62$$

Then, a t-test was conducted to test the significance of the difference between the two cycles, namely cycle I and then cycle II. A calculation was carried out with an assessment (t-value) to be able to replace the average value of the difference ($\bar{D} = 5.8$)

standard deviation ($s = 4.32$) number of observations
Number of Observations

This research demonstrates a close relationship between media narratives, the role of the Ombudsman, and public understanding of transparency in educational selection. The media plays a crucial role in shaping public opinion on educational policy, while the Ombudsman can strengthen transparency through clear and transparent oversight. To ensure a more transparent and fair selection process, enhanced collaboration between the media, oversight bodies, and the public is essential to ensure that emerging information can be critically understood and does not add uncertainty to the selection process.

4. DISCUSSION

The application of learning models using animated video media has a very significant influence on the learning achievement of Class I students in the subject of Civics, especially the material of the Symbols and symbols of Pancasila at UPT SD Negeri 043 Siunongunong Julu, so that in carrying out learning it is certainly very necessary to provide animated videos that can provide a direct picture to students related to the material of the Symbols and symbols of Pancasila, by adding animation in each material presented in the form of videos can increase children's imagination and thinking power so that learning is not boring, students will prefer to learn because it is accompanied by using interesting animated videos.

Table 2. comparison of values between cycle I

| No | Student Name | Cycle I (Control) | Cycle II (Experimental) |
|----|--------------|-------------------|-------------------------|
| 1 | April | 76 | 77 |

| No | Student Name | Cycle I (Control) | Cycle II (Experimental) |
|----|--------------|-------------------|-------------------------|
| 2 | Kanaya | 78 | 78 |
| 3 | Mesha | 75 | 80 |
| 4 | Crisantus | 80 | 82 |
| 5 | Samanta | 74 | 82 |
| 6 | Raisah | 72 | 76 |
| 7 | Moris | 68 | 78 |
| 8 | Ferdi | 67 | 80 |
| 9 | Arina | 69 | 79 |
| 10 | Marsya | 79 | 84 |

Above you can see the results of the scores collected by researchers from the learning process activities from cycle I to cycle II involving 10 class I students at UPT SD Negeri 043 Siunongunong Julu.

Table 3. comparison of values between cycle II

| No | Student Name | Cycle I (Control) | Cycle II (Experimental) |
|----|--------------|-------------------|-------------------------|
| 1 | April | 76 | 77 |
| 2 | Kanaya | 78 | 78 |
| 3 | Mesha | 75 | 80 |
| 4 | Crisantus | 80 | 82 |
| 5 | Samanta | 74 | 82 |
| 6 | Raisah | 72 | 76 |
| 7 | Moris | 68 | 78 |
| 8 | Ferdi | 67 | 80 |
| 9 | Arina | 69 | 79 |
| 10 | Marsya | 79 | 84 |

The total value obtained in Cycle I is the sum of the values of 10 students, namely 76, 78, 75, 80, 74, 72, 68, 67, 69, and 79, which totals 748. With the number of students as many as 10 people, the average value for Cycle I is calculated by dividing the total value by the number of students, namely 748 divided by 10, which produces an average value of 74.8. Then the number obtained in Cycle II is the result of the sum of all student scores, namely 77, 78, 80, 82, 82, 76, 78, 80, 79, and 84, which totals 798. Because there are 10 students, the average value of Cycle II is calculated by dividing the total score obtained by the number of students, namely 798 divided by 10, which results in 79.8. With a significance level of $\alpha = 0.05$. Having an influence that exists in the use of media with experimental methods that have achievements in civics

5. CONCLUSION

This study aims to determine how student learning outcomes on the topic of Pancasila Symbols and the National Emblem at the UPT SD Negeri 043 Siunongunong Julu are influenced by the use of animated videos. The data clearly shows that the use of animated videos in class significantly improves student learning outcomes.

In Cycle I, which implemented conventional methods, the average student score was recorded at 75.8, while in Cycle II, which used animated videos, the average student score increased to 79.8.

The results of the t-statistical test showed a t-value of 4.25, which exceeds the t-table value at the $\alpha=0.05$ level of significance. This indicates a significant difference between the assessments from Cycle I and Cycle II. Therefore, the use of animated videos in the learning process has been proven to improve student understanding of the material, particularly in understanding the symbols and national emblems, which are part of the Pancasila topic.

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