The Application of Animated Learning Videos to Learning Motivation

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Abstract

The purpose This study aims to determine the effect of the use of animated learning video media on increasing students' learning motivation in learning Physical Education, Sports and Health (PJOK) material on clean and healthy living behaviors in elementary schools. The background of this research focuses on the low motivation to learn PJOK in clean and healthy living behavior (PHBS) in elementary schools. This study uses a true experiment design in the form of a pretest–posttest control group design. The sample of this study is 26 students of class IV B designated as the control class and class IV D as many as 26 students as the experimental class. The research instrument is in the form of a learning motivation questionnaire with high validity and realism. Data analysis uses SPSS 25, namely descriptive analysis, normality test, paired sample t-test. The results obtained from the pretest and posttest showed a significant increase in learning motivation in the experimental group using animated learning video media compared to the control group.

Keywords: Animated Video, Learning Motivation, Clean and Healthful Lifestyle Practices, Elementary School

INTRODUCTION

In the context of 21st-century education, the main problem for many educational institutions around the world is the decline in students' motivation to learn due to conventional and non-contextual learning approaches (Andriani et al., 2023; Meutiawati, 2023; Putri Dewanti & Shofwan, 2025). This conventional approach makes the delivery of material tend to be one-way, less interactive, and often boring for students, resulting in students losing the opportunity to communicate and develop (Azzahra et al., 2025; Ghaleb, 2024; Kurniawan et al., 2025; S. Ningsih, 2025). Interactive communication is essential to increase motivation to learn. Learning motivation is an essential psychological factor that determines the success of students in achieving learning goals (Essan Natiqi, 2024; Fernando et al., 2024; Kalita, 2023; Nidawati, 2024). There are two types of learning motivation: extrinsic motivation and internal motivation. Curiosity, interest, and satisfaction that come from studying a concept are examples of intrinsic motivation, also known as internal drive (Augustyniak Robert et al., 2016; Sya'ban et al., 2025). Extrinsic motivation, on the other hand, originates from outside sources like social recognition, awards, or praise (Rasyid et al., 2025). One of the ways to increase learning motivation can be through the use of media in the form of videos. The type of learning video that is currently being used is animation.

The use of animated learning video media is important because it can provide an interesting, contextual, and student-centered learning experience (Ahmad et al., 2023; Dwipiyani Natalia et al., 2024; Liu & Elms, 2019; Qondias et al., 2024). Animated videos have visual and auditory power that can make learners curious and actively Participating in the process of learning (Mardiana et al., 2023; Purnamasari et al., 2024; Rahmawati, 2023). Innovations in meaningful learning, including the use of animated video learning materials, can make the classroom more engaging and contextualized while

encouraging students to think critically and use what they've learned in everyday situations (Puspitasari et al., 2024).

Animation media can boost students' motivation to learn, according to several studies (Indah Sari et al., 2025; Irawan et al., 2021; Melati et al., 2023; Purnamasari et al., 2024). Most of the research still focuses on understanding cognitive concepts rather than the drive to learn, particularly in the context of PJOK learning in elementary school. Nonetheless, there is currently a dearth of research on affect in the setting of PJOK, particularly at the elementary level.

The novelty in this study is that it combines the multimedia approach of Canva animated videos with the principles of motivational psychology. Students' motivation to learn in elementary school can be raised through engaging and interactive animation learning films and educational materials (Gunardi & Ariestika, 2022). 21st-century education demands innovation in learning approaches, particularly the use of media that can boost motivation and involvement among students (Chrystie & Saputri, 2025). The utilization of innovative learning materials that can boost student engagement in the classroom is required by the advancement of educational technology in the digital age (Baroroh et al., 2024; Sakti, 2025; Sine Yogi et al., 2025). The Theory of Cognitive Multimedia Learning claims that (E Mayer, 2024; Yunita Saputri et al., 2020) combining visual and auditory elements of video media can help learners strengthen their cognitive and affective processes. In addition, the animated video supports the four motivational components of the ARCS model: attention, relevance, confidence, and satisfaction, which is the main indicator for learning motivation (Yunita Saputri et al., 2020). A media video One kind of technology-based learning resource is animated learning, which integrates text, voice, and moving images into a cohesive whole (Anggara & Supardji, 2024; Cholik & Tri Umaroh, 2023; Melati et al., 2023). Audio-visual video media is very useful for teachers to use during the educational process because it enables pupils to see real forms and examples of what is explained; besides that, students are also invited to think actively about what they are learning (Kartika & Purwandi, 2024; Nurhidayat et al., 2022; Syafitria et al., 2023). The application of animation learning videos is present as one of the innovative ways to present material visually, interactively, and easily understood (Anisa & Nuruddin, 2024; Billah et al., 2023; Putri L & Muthi, 2025). Animation media is more effective in transferring health concepts because it not only attracts students' attention but also provides a fun learning experience (Ardiansyah et al., 2022; Nisa et al., 2024).

The purpose of this study is to examine the degree to which students' motivation to learn about clean and healthy living behaviors (PHBS) can be raised by using animated learning films. through the use of visual representations and structured narratives, animated videos can increase students' motivation to learn, foster curiosity through dynamic visuals, and make the learning process more enjoyable and increase engagement.

RESEARCH METHODS

The experimental method with a pretest-posttest control group research design was employed in this investigation. Because the data in this study is numerical or utilized to ascertain the outcomes of variations from the treatment administered, the research methodology is quantitative. The experimental research method is a method that can be used to test the existence of a causal relationship so that the influence of treatment can be determined (Prasetyo et al., 2020).

The population is grade IV students of SD Negeri Pakis I/368, with a total of 108 students. Cluster random sampling was used in this study's probability sampling technique to choose the sample, and class IV A was chosen as the control class and class IV D as the experimental class.

The instrument used in this study is a learning motivation questionnaire measured through a Likert scale. The questionnaire was used to obtain data from respondents who were directly involved in the learning process. The questionnaire question discusses PJOK's motivation for learning. The motivation questionnaire has been tested for validity and realism, with a validity test value of 0.986 and a reality test of 0.867 so that it is feasible to use. The research instrument and procedure used an open questionnaire consisting of 20 questions containing PJOK learning motivation. The indicator consists of attention, relevance, confidence, and satisfaction (Pratiwi & Ridwan, 2021). The data analysis technique in this study uses descriptive statistics, which includes the presentation of average scores (mean),
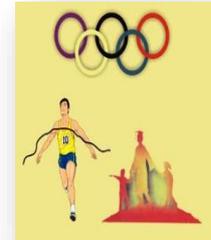
percentage, standard deviation, and inferential statistics with a pre-trial test in the form of a normality test.

RESULTS AND DISCUSSION
Research Result

The study's findings are intended to ascertain how animated instructional videos affect students' motivation to learn. This research was conducted in 4 meetings. The first meeting was held with a learning motivation questionnaire of 20 statements after the pretest was given to students receiving treatment. Treatment continued between the second and fourth weeks. After the treatment was given in the fourth week, a posttest was given in the form of a learning motivation questionnaire with 20 statements. The data in this study is in the form of questionnaires filled out by students in grades IV A and IV D as the selected classes to be used in the research. Table 1 displays the findings of the pretest and posttest descriptive statistical analysis for the experimental and learning motivation control groups:

Table 1. Descriptive Statistical Analysis

Statistics	Pretest Eksperimen	Posttest Eksperimen	Pretest Control	Posttest Control
Mean	76.65	85.34	74.34	77.34
Std. deviation	5.768	3.058	7.277	7.552
Minimum	65.00	79.00	62.00	67.00
Maximum	85.00	90.00	89.00	92.00

Table 1 presents descriptive statistical data regarding pretests and posttests in the experimental and control groups before and after participating during the educational process. The results of the analysis explained that both the experimental and control groups experienced a rise in the desire to learn scores after treatment, as shown by the results of descriptive statistics. The experimental group's score increased on average from 76.65 on the pretest to 85.34 on the posttest; the control group's score increased on average from 74.34 on the pretest to 77.34 on the posttest. The median score and score range also show this improvement. The experimental group showed a more stable data spread, with the standard deviation dropping from 5,768 to 3,058, while the control group showed a better data spread, with the standard deviation increasing from 7,277 to 7,552. The increase in this number shows that the intervention of animated educational video content is better at increasing and maintaining students' desire to learn.

Table 2. Normality Test

Normality Test Shapiro-Wilk)	Statistic	df	Sig
Animation Pretest	0.946	26	0.183
Posttest Animation	0.955	26	0.310
Conventional Pretest	0.953	26	0.269
Posttest Konvensional	0.924	26	0.056

According to Table 2, the Shapiro-Wilk normality test findings indicate that all data, both pretest and posttest of the experimental group, have a significance value (sig) above 0.05.

Table 3. Paired Sample T-Test Results

Variabel	Sig. (2-tailed)
Pretestexperimentimen-Posttestexperimentimen	0.000
Posttestcontrol-Posttestcontrol	0.000

Considering the table above, The pretest group eksperimen_posttest experiment's paired sample T-test findings yielded a significant value of 0.000, This indicates that there is a substantial difference because the value is less than the alpha value (0.05).

Discussion

The findings demonstrated that both before and after learning interventions utilizing animated movies, students' enthusiasm to learn rose dramatically. This is strengthened by The findings of the study showing that using animated learning Students' motivation to learn can be raised by using video content to learn, especially in PJOK learning about basketball material (Hendrasswari et al., 2025). Other research explains that animation video media affects the learning motivation of students in elementary school (Irawan et al., 2021). According to the learning motivation theory, which claims that when learning media is presented in an interesting, interactive, and relevant way to students' interests, it will increase their engagement. Animation learning video media is one of the most interesting media for learning because it contains sounds and images; therefore, students will be more interested and motivated to learn (Huljannah & Idrus, 2020; Putri Lestari et al., 2024; Ravilla, 2024). Animated video media with age-appropriate design, clear language, and culturally relevant messages can increase learners' desire to learn, change attitudes, and encourage healthy behaviors (Rahayu & Kurniasari, 2021).

Moving visuals include moving images, sequences of scenes, and dynamic representations of ideas or procedures, as well as text that serves as information reinforcement, labels, or clues that aid understanding (Dolić et al., 2024). Research by (Julita & Isna, 2025) explaining the use of visual representations and structured narratives, animated videos can increase students' motivation to learn, foster curiosity through dynamic visuals, and make the learning process more enjoyable and increase engagement. In addition, the research (Fernando et al., 2024) explained that high learning motivation has been demonstrated to improve education outcomes, such as material understanding, practical skills, and information retention, as well as on behavior change.

Animated videos are better than lecture videos, especially in their visual design. Animated videos provide a clear and easy-to-follow picture, which makes them useful for learners with visual learning tendencies (Adhi et al., 2025; Mohd Dahlan et al., 2023). Animated videos can be used to explain clean and healthy living behavior materials such as maintaining personal hygiene, the environment, diet, physical activity, and rest patterns by displaying images, text, and videos that attract students' attention so that they function as a useful instrument to facilitate students' understanding. Overall, the results of this study show that incorporating technology into PJOK learning, especially by using animated learning videos, is an interesting and innovative way to solve the problem of learners who are not interested in learning in elementary school (Y. Ningsih et al., 2025).

CONCLUSION

This study proves that learning innovations using animated Learning films are beneficial on increasing students' learning motivation compared to conventional learning. The results of statistical analysis showed a significant difference between learning motivation before and after the use of animated learning video media. Emphasizing that a learning approach that combines digital technology

and creative visualization can be an effective solution in overcoming the low interest in learning of students, especially in materials that are considered theoretical and less interesting. Overall, the integration of technology-based media such as animated videos in the learning process in elementary schools makes learning more interesting and fun and meaningful, and students are more actively involved.

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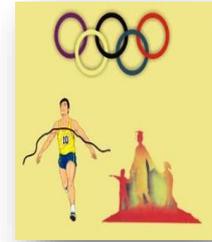
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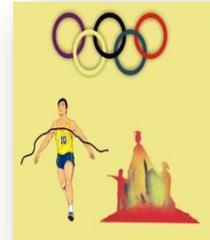
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