

# APPLICATION OF ANIMATED VIDEOS TO IMPROVE LEARNING OUTCOMES OF PANCASILA EDUCATION IN GRADE V

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**Abstract:** This research aims to determine whether animation video media can improve Pancasila Education learning outcomes for fifth-grade elementary school students. The research was conducted at SD Negeri H. Wukirsari. The type of research used is Classroom Action Research (CAR) , with the subjects being 20 fifth-grade students consisting of 8 males and 12 females. The medium used is animation video media. Data collection techniques include Observation, Interview, Test, and Documentation<sup>1</sup>. Data analysis uses a mixed method approach. The research was conducted in two cycles, each consisting of the planning, implementation, observation, and reflection stages. The results showed a significant improvement in Pancasila Education learning outcomes. In cycle I, student learning completeness increased from 45% (pre-test) to 55% (post-test). In cycle II, completeness reached 80%. Based on these results, it can be concluded that animation video learning media can improve Pancasila Education learning outcomes for fifth-grade students at SD Negeri H. Wukirsari.

**Keywords:** Learning Outcomes, Animation, Pancasila.

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## INTRODUCTION

Education plays a crucial role in human life, as it enables individuals to develop their potential and attain dignity both spiritually and socially. According to the National Education System Law of Indonesia (Law No. 20 of 2003), education is a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their spiritual

strength, self-control, intelligence, noble character, and skills needed for personal and social life. Learning itself is a systematic process through which students acquire knowledge, skills, attitudes, values, and behaviors to face real-life challenges effectively.

In line with this principle, Pancasila Education in the Merdeka Curriculum aims to shape students who are faithful, morally upright, globally aware, cooperative, independent, critical thinkers, creative, and capable of applying Pancasila values in their daily lives. Hanafiah (2023) emphasizes that Pancasila Education is fundamental for citizens, serving as a moral and ideological guide in social life. Effective Pancasila Education learning should integrate cognitive, affective, and psychomotor aspects through concrete and contextual learning experiences (Triyanto & Fadhilah in Kartini & Dewi, 2021).

However, the implementation of Pancasila Education at the elementary school level still encounters significant challenges, particularly related to students' understanding and engagement. Previous studies have shown that students experience difficulties in comprehending Pancasila concepts (Riska N. A. et al., 2022). Similarly, Maharani et al. (2025) found that students tend to lose focus during lessons, resulting in passive learning behavior and low motivation. Rizki D. et al. (2023) further revealed that low motivation causes students to easily give up when facing learning difficulties. These learning problems are influenced by internal factors such as low interest and laziness, as well as external factors including limited use of instructional media, an unsupportive learning environment, and inadequate utilization of educational technology.

The current condition at SD Negeri H. Wukirsari reflects these challenges. Based on interviews conducted with the fifth-grade teacher on May 21, 2025, students' learning outcomes in Pancasila Education remain below the Minimum Competency Achievement Criteria (KKTP) of 70. This condition is caused by students' low classroom participation, excessive gadget use, and monotonous teaching methods dominated by lectures and question-and-answer sessions, which fail to stimulate students' interest and understanding.

Although several previous studies have explored learning difficulties and student motivation in Pancasila Education, there is still a lack of research that specifically investigates the use of animated video media to improve learning outcomes in Pancasila Education at the fifth-grade elementary level within the context of the Merdeka Curriculum. Most existing studies focus on general learning strategies or motivation issues without emphasizing multimedia-based instructional innovation.

Therefore, this study fills the research gap by integrating animated video media as an

instructional tool specifically designed to support Pancasila Education learning for fifth-grade students. The novelty of this research lies in the application of animated videos that combine visual, auditory, and contextual elements aligned with Pancasila values, implemented in a real classroom setting to enhance student engagement and learning outcomes.

The significance of this study is both theoretical and practical. Theoretically, it contributes to the development of learning media innovation in Pancasila Education. Practically, it provides teachers with an alternative instructional strategy to create a more engaging learning atmosphere, helps students better understand abstract Pancasila concepts, and supports schools in improving learning quality in accordance with the Merdeka Curriculum.

As a solution to the identified learning problems, this research proposes the application of animated video media in the Pancasila Education learning process. Animated videos are expected to make learning more interactive, enjoyable, and meaningful, thereby improving students' understanding and learning outcomes. Based on these considerations, this study is conducted under the title *“Application of Animated Videos to Improve Learning Outcomes of Pancasila Education in Grade V.”*

## METODOLOGI

### Research Design

This study employed Classroom Action Research (CAR), which was carried out in two interconnected cycles—Cycle I and Cycle II. Each cycle consisted of a series of planned actions that were continually refined based on the outcomes of the previous cycle. The CAR model used in this research follows the framework developed by Stephen Kemmis and McTaggart, consisting of four systematic stages: **(1) planning, (2) acting, (3) observing, and (4) reflecting**. These stages were repeated to ensure improvements in student learning outcomes and to evaluate the effectiveness of monopoly media in supporting the Pancasila Education learning process..

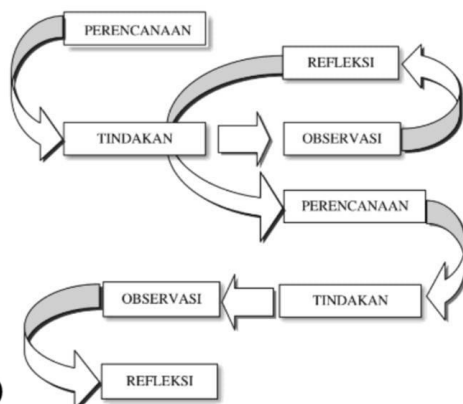


Figure 3.1 PTK Cycle Model by Stephen Kemmis and Mc.Taggart (Novakhta, et al. 2023: 6)

## **Research Subject**

This research was conducted in the even semester of the 2025 academic year. The subjects were third-grade students at Srikaton State Elementary School 5. The third-grade students served as the research subjects, the third-grade teacher as the observer, one of the researchers as the documentation team, and the author as the instructor.

## **Data Collecting**

The data collection techniques used in this study consisted of observation, interviews, tests, and documentation

### **1. Observation**

Observation is a data collection technique carried out by recording events that are observed, either directly or indirectly, using an observation sheet. In this study, observation provided descriptions of the situation and the teacher's/students' actions during the Pancasila Education learning process in Grade V.

### **2. Interview**

Interviews were conducted through face-to-face dialogue between the researcher and the Grade V teacher. Through this technique, the researcher gathered information related to the learning implementation, such as the learning model applied, the media used during instruction, and students' responses to the material delivered by the teacher.

### **3. Test**

Tests were applied by the teacher to reinforce the observational data collected in the classroom, specifically regarding students' cognitive learning outcomes in the Pancasila Education subject. Learning outcome data were collected through the administration of a written **pre-test** and **post-test** using a multiple-choice question format.

#### 4. Documentation

Documentation is an activity carried out to gather data through various relevant documents. This includes recording information from multiple sources such as written materials, photographs, or images, which serves as a means of capturing and storing physical evidence to support and complement the data in the study.

#### Data Analysis

This study employed two data analysis techniques, in which the data obtained from the Classroom Action Research (CAR) were analyzed using both quantitative and qualitative data analysis methods.

##### 1. Quantitative Data Analysis

Quantitative data were obtained from the test results administered to students, which aimed to determine the extent of improvement in their learning outcomes. These data were then analyzed using simple statistical calculations, specifically the formulas for class average, individual completeness, and classical completeness.

##### a. Mean (Average) Score

Students' learning outcomes are considered to have improved if the average score after the learning implementation is higher than the previous one. This measurement is used to determine the level of learning success achieved by the students. The mean score can be calculated using the following formula:

$$X = \frac{\sum A}{\sum N}$$

(Emelda, dkk 2019)

Description:

X : Average Score

$\sum A$  : Sum of All Student Scores

$\sum N$  : Number of Students

### b. Individual Mastery

The individual test results are compared with the Minimum Mastery Criteria for Learning Objectives (KKTP) for the Grade III Pancasila Education subject, which has been set at 70. A student is considered to have achieved mastery if their individual score (KI) is equal to or greater than 70 ( $KI = 70 / KI \geq 70$ ), and is considered not yet mastered if the score is below 70 ( $KI < 70$ ). According to Emelda et al. (2019:4), the formula for calculating individual mastery is as follows.

$$\text{Individual Completion} = \frac{\text{number of correct scores}}{\text{total score}} \times 100$$

(Emelda, dkk 2019)

### c. Classical Mastery

Learning is considered to have achieved classical (group) mastery when at least 70% of the students meet the individual mastery criterion. Conversely, the learning process is considered not to have achieved classical mastery if fewer than 70% of the students reach the required mastery level. The formula used to calculate classical mastery is as follows.

$$KS \frac{ST}{N} \times 100\%$$

(Emelda, dkk 2019)

Description:

KS: Classical Completion

ST: Number of Students Who Completed

N: Number of Students in the Class

## 2. Qualitative Data Analysis

Qualitative data were obtained through observation activities conducted during each learning cycle. The observation results were recorded using prepared observation sheets, then analyzed and presented in the form of percentages (%).

**Table 3.1**

### **Performance Interval of Students' Ability Levels**

<b>VALUE</b>	<b>CATEGORY</b>
85%-100%	Very Good

75%-84%	Good
60%-74%	Enough
40%-59%	Incomplete
0%-39%	Failure

(Emelda, dkk 2019)

## RESEARCH RESULT

This study was conducted in Grade V at SD Negeri H. Wukirsari. The data obtained in this research consisted of learning outcomes measured using an instrument of 10 multiple-choice questions administered to 20 students. The students' test results were analyzed based on scoring guidelines that assess their critical thinking skills. To determine whether there were changes in students' learning outcomes in Pancasila Education on the topic of Cultural Diversity in Indonesia in each cycle, the data can be presented in a table showing the percentage recap of mastery learning outcomes for this topic in Cycle I and Cycle II

**Table 4.1**

**Percentage of completion of Pancasila education learning outcomes in cycles I and II**

No	Siklus	Perlakuan	Nilai Rata-rata	Tidak Tuntas		Tuntas		Jumlah	
				F	Persen (%)	F	Persen (%)	F	Persen (%)
1	Siklus I	<i>Pre-test</i>	56,5	11	55	9	45	20	100
		<i>Post-test</i>	66,5	9	45	11	55	20	100
2	Siklus II	<i>Post-test</i>	79,5	4	29	16	80	20	100

Based on Table 4.1, a clear improvement in the Pancasila Education learning outcomes of fifth-grade students can be observed. This is evidenced by the learning activities using animation video media, applied to the material on cultural diversity in Indonesia. In Cycle I, the students' average pre-test score was 56.5, with 45% or 9 students achieving learning

completeness, and the average post-test score was 66.5, with 55% or 11 students achieving completeness. This means that out of 20 students, 11 students successfully absorbed the activities implemented in Cycle I.

Meanwhile, in Cycle II, the learning activities using animation video media on the material of cultural diversity in Indonesia led to almost all students achieving learning completeness. The average score in Cycle II was 79.5, representing 16 students, meaning that 16 out of 20 students successfully absorbed the activities implemented in Cycle II.

## **Discussion**

The findings of this study show a clear improvement in the Pancasila Education learning outcomes of Grade V students at SD Negeri H. Wukirsari after the implementation of animation video media. The increase is evident from the comparison of mastery percentages between Cycle I and Cycle II. In Cycle I, the pre-test average score was 56.5 with 45% mastery, while the post-test improved to 66.5 with 55% mastery. This suggests that the introduction of animation video media already began to support better understanding and engagement. In Cycle II, the students' average score increased further to 79.5 with 80% mastery, indicating a strong positive effect of the learning media on student comprehension and participation.

These results align with the opinion of Arsyad (2019), who states that learning media serve as tools to clarify instructional messages, improve students' motivation, and make learning experiences more meaningful. The use of animation video media in this study created a dynamic and visually appealing learning atmosphere that captured students' attention and fostered active visual and auditory processing. When students are exposed to interactive visual content, they tend to process information more effectively, which corresponds with Bruner's theory of active learning, emphasizing that students learn best when they engage directly with meaningful, relatable representations of the subject matter. Furthermore, the significant improvement between cycles is consistent with Dale, E. (1969), which explains that students retain more information when they learn through concrete visual and auditory experiences rather than passive listening. Animation video media provides a multisensory

experience that allows students to visualize abstract Pancasila concepts in a way that feels relevant and practical.

Another contributing factor is the motivational aspect of visual content. According to Deci and Ryan's (1985) Self-Determination Theory, learning becomes more effective when students experience intrinsic motivation. The animation video used in the lessons increased students' motivation by making the learning process modern, engaging, and enjoyable, thus enhancing their willingness to participate and understand the material. The improvement from Cycle I to Cycle II also suggests that students became more adept at interpreting the visual presentation style of the animation media, which reduced cognitive load and allowed them to focus more on the Pancasila content. This observation is supported by Sweller's (1988) Cognitive Load Theory, which states that reducing unnecessary cognitive demands, such as breaking down complex information into animated visuals, helps students learn new concepts more efficiently.

Overall, the findings indicate that animation video media is effective in improving both mastery of learning outcomes and student engagement in Pancasila Education. The increase from 55% mastery in the Cycle I post-test to 80% in Cycle II demonstrates that visually-based learning can transform abstract concepts into concrete experiences, thereby strengthening comprehension and retention. These results support previous studies emphasizing that educational media can enhance interaction, motivation, and learning outcomes in elementary classrooms.

## **CONCLUSION**

The results of this study indicate an improvement in the Pancasila Education learning outcomes of Grade V students at SD Negeri H. Wukirsari. This improvement was observed following the implementation of animation video media in Pancasila Education during the even semester of the 2024/2025 academic year. The significant increase demonstrates that the use of animation video media in Pancasila Education has a very positive impact. Therefore, it can be concluded that animation video media can be utilized as an effective alternative learning medium to enhance students' learning outcomes in Pancasila Education.

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