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Boosting Students' Learning Motivation in Science Throught the Use of Animated Video Media

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Abstract

This study uses a qualitative research method and applies a case study approach. The main objectives of this study were: (1) to determine whether animated videos can enhance students' learning motivation in science learning, and (2) to examine the use of animated video media to improve students' motivation in learning science. The subjects of this research were Grade IV-A students and the classroom teacher at SDN Jatiasih VIII, consisting of 10 students and 1 teacher as informants. The study was conducted during the second semester of the 2024/2025 academic year. The data collection techniques used in this research included observation, documentation, interviews.The data analysis technique consisted of three stages: data reduction, data presentation or analysis after data collection, and drawing conclusions and verification. Triangulation was applied to ensure the validity of the research data. The results of the study indicate that: (1) Animated videos can effectively increase students' motivation in learning science, and (2) Selecting appropriate learning media, maximizing learning facilities, and creating an enjoyable learning environment are effective strategies to help students become more motivated to learn.

Keywords: *Animated Video Media, Learning Motivation, Science Learning*

1 INTRODUCTION

Technological advancement has significantly influenced education, which is an essential part of life. The rapid development of technology enables teachers to conduct more interactive and engaging learning processes. The development of teaching skills requires teachers who are not only experienced but also capable of utilizing technology effectively. Students are educated and nurtured within the school environment, where the processes of learning and socialization are designed to enhance their cognitive, emotional, and psychomotor abilities.

However, in reality, education in Indonesia especially at the elementary school level still heavily relies on the lecture method. In this method, teachers tend to dominate the learning process by explaining the material in front of the class without paying much attention to whether students truly understand the lesson. As a result, the learning process focuses more on memorization rather than comprehension. This approach leads to less optimal learning outcomes. Many teachers believe that this method has become a habitual way of teaching that is difficult to change. Furthermore, some teachers are reluctant to use instructional media because they consider it troublesome, time consuming, and impractical. Others view teaching media merely as decoration without real function. In fact, the use of learning media plays an important role in helping students understand the material more easily and engagingly, particularly in science subjects at the elementary level (Fitri et al., 2021).

One of the key factors influencing students' academic success is their motivation to learn. Educators and policymakers share the main goal of improving students' learning

motivation. In this context, video media has become one of the most popular and effective learning tools in the digital era. Educational videos combine images, sound, and interactive elements that capture students' attention and enhance their interest in learning. Video media can also depict real-life situations, provide clearer visual representations, and explain difficult concepts more concretely. Therefore, it creates a fun learning atmosphere and encourages students to be more active participants in the learning process.

When students lack learning motivation, they tend to become lazy and passive during lessons. Hence, teachers play a crucial role in fostering students' motivation to learn. They must be more innovative in designing and implementing engaging learning strategies. Based on interviews with teachers at SD Negeri Jatiasih VIII, it was found that the use of learning media is still very limited, especially in science lessons. Teachers often rely solely on textbooks, which results in passive and easily bored students. The learning process becomes monotonous due to a lack of variation, innovation, and creativity in developing instructional media. Consequently, students find it difficult to understand the material and lose interest in learning.

Classroom observations revealed that lessons often begin with the teacher asking students to open their textbooks and read, followed by the teacher's verbal explanation without any media support. As a result, many students do not focus or pay attention during the lesson. This situation illustrates that the lack of learning media makes the learning process less engaging. Therefore, the use of digital animation-based video media is highly recommended, as it can effectively increase students' learning motivation, help them better understand the material, and improve their overall learning outcomes.

2 RESEARCH METHODS

This study is a qualitative research employing a case study approach conducted at SDN Jatiasih VIII to analyze students' learning motivation. The data sources were obtained from the Grade IV-A teacher and ten students through documentation, observation, and semi-structured interviews. The validity of the data was tested using source, technique, and time triangulation. Data analysis was carried out inductively through three stages: data reduction, data presentation, and drawing conclusions with verification. Therefore, the results of this study emphasize meaning rather than generalization (Sugiyono, 2019).

3 RESULT AND DISCUSSION

3.1 Research Findings

3.1.1 Learning Motivation and the Role of Animated Videos in Science Learning

Animated videos attract students' attention, increase their learning enthusiasm, and help them understand abstract concepts in a more concrete and enjoyable way. In addition, the use of animated videos encourages active participation, stimulates curiosity, and creates a more interactive learning atmosphere. The following is a detailed description of the research findings presented according to the main data obtained from the field.

Increased Motivation and Positive Attitude of Students based on classroom observations, students demonstrated high enthusiasm, focus, and motivation throughout the lesson from beginning to end. They appeared active when given the opportunity to speak and showed expressions of pride after successfully answering questions or completing assigned tasks. This indicates that animated videos can stimulate students' internal motivation, such as curiosity, self confidence, and the desire to achieve in science learning. In addition, animation based learning helps students feel more connected to the subject matter. They do not merely memorize concepts but strive to understand their meaning and usefulness. The teacher stated that animated media help students see the

relationship between scientific concepts and everyday life, making them realize that the knowledge they learn is relevant and valuable.

Differences in Learning Styles and Student Responses there were variations in how students utilized animated videos during the learning process. One student mentioned that they enjoyed writing short stories based on the videos shown, as it challenged them to imagine and develop ideas. Meanwhile, another student preferred taking notes on important points from the video to strengthen their understanding. These differences indicate that animated videos allow students to learn according to their individual styles and preferences whether through visualization, writing, or imagination. The use of animation media also fosters students' creativity. The combination of sound, color, and motion in the videos encourages them to think more broadly and deeply about the phenomena being studied. In this context, animated videos serve not only as visual aids but also as tools to develop creative, critical, and reflective thinking skills.

Differences in Learning Styles and Student Responses this medium has become part of a learning strategy designed to help students understand abstract concepts, such as changes in the states of matter and the respiratory system. According to the teacher, animated videos make it easier for students to visualize scientific processes that are difficult to explain through words alone. Students' learning motivation is also encouraged by external factors such as praise, positive reinforcement, and appreciation from the teacher. Some students expressed that they felt happy and confident after receiving praise for correct answers. In addition, several students related science learning to their future aspirations for example, wanting to become police officers or teachers. This demonstrates that learning through animated media not only fosters enthusiasm for learning but also strengthens students' belief that the knowledge they acquire can help them achieve their dreams and desired future.

3.1.2 The Use of Animated Video Media to Enhance Learning Motivation

This subsection explains how the use of animated videos can enhance students' learning motivation while creating an active and enjoyable classroom atmosphere. The research findings show that this medium not only captures students' attention but also helps teachers deliver material in a more engaging and effective way. Furthermore, animated videos stimulate curiosity, support visual learning, and make it easier for students to grasp complex scientific concepts. The following explanation is divided into three main aspects.

a. The Influence of Animated Media on Students' Enthusiasm and Engagement: The use of animated videos in science learning has proven effective in creating an enjoyable and interactive learning atmosphere. Students who were previously passive have become more active in participating in classroom activities. They paid close attention to the video, responded to the teacher's questions, and participated in discussions after the video ended. The classroom atmosphere, which was initially monotonous, became more lively because the animated video successfully captured students' attention and curiosity about the material. The teacher stated that animation makes it easier to convey abstract science concepts in a more concrete way. With visual and audio elements, students can understand the material through a more realistic and enjoyable learning experience. This greatly contributes to increased student enthusiasm and motivation during the learning process.
b. Support from the Learning Environment and Facilities: The classroom environment also plays an important role in supporting the effectiveness of using animated video media. A well organized, clean, and comfortable classroom helps students concentrate better on learning. The availability of facilities such as projectors, screens, and adequate internet connections makes it easier for teachers to present educational videos. Some students stated that they felt calmer and found it easier to understand the lessons in a cool and orderly classroom setting. However, the observations also identified external factors, such as noise, that can affect students' concentration. Nevertheless, animated

video media was able to help redirect students' attention back to the learning process. Thus, adequate facilities, a conducive learning environment, and effective classroom management are important factors that strengthen the successful use of animated videos.

3.2 Discussion

3.2.1 Learning Motivation and the Role of Animated in science Learning

Based on research conducted at SDN Jatiasih VIII in Bekasi City, the use of animated videos in science learning has been proven effective in increasing the learning motivation of Grade IV students. It was found that students exhibited positive learning attitudes throughout the learning process. According to classroom observations, when answering teachers' questions, students appeared enthusiastic, focused, and confident. Some students even shared their hopes and future aspirations, relating them to the science lessons they learned through animated videos. This indicates that learning through animated videos not only boosts short-term motivation but also fosters the belief that the knowledge they acquire will be useful for their future (Ita et al., 2020). Quality education must be driven by students' strong learning motivation to achieve the established learning objectives. Therefore, it is our responsibility as educators to cultivate students' enthusiasm and motivation throughout the learning process.

The use of audiovisual media can attract students' attention more effectively, especially when presented in the form of animated videos or moving images accompanied by captions in bright colors. This can stimulate their interest and curiosity (Karlina et al., 2019). These findings align with previous studies, which suggest that animated videos allow students to participate actively in learning activities, encourage them to share their opinions on topics they understand, and motivate them to learn throughout the lesson (Herlina & Muhroji, 2024).

Classroom observations by the researchers showed that all students immediately focused on the screen when the teacher used a projector to display the video. Nearly all students demonstrated high levels of curiosity, and the classroom atmosphere became livelier. According to (Uno, 2011), an indicator of learning motivation is the desire and willingness to succeed in learning. This is consistent with previous findings indicating that the use of animated videos can improve students' conceptual understanding and active participation, as engaging visualizations help them build mental representations of the material being taught (Kotimah, 2024).

3.2.2 The use of Animated Video Media to Enhance Learning Motivation

Indicate that the use of animated video media in science learning can significantly increase students' desire to learn. Students demonstrated positive attitudes toward learning activities and were highly enthusiastic throughout the learning process. They appeared focused while watching the videos, actively participated in discussions, and were confident in answering teachers' questions and expressing their opinions. In addition, animated videos made the learning process more dynamic and enjoyable, reducing boredom and increasing students' curiosity about scientific topics. A well organized classroom environment and supportive teacher guidance also helped students maintain their concentration and engagement during lessons.

Learning motivation consists of both internal and external drives that encourage students to engage in learning activities to achieve specific goals (Ryan & Deci, 2020). These findings are consistent with previous research showing that animated videos can enhance students' motivation to learn and facilitate their understanding of the material. Elementary school students often experience fatigue or boredom while studying, which can reduce their motivation. By using animated videos that align with students' characteristics, their enthusiasm for learning can be increased. Effective learning media should meet several criteria, such as being easy to use, easy to understand, and engaging, so that students are motivated to learn (Supriyono, 2018).

The steps for delivering material in the video are structured and logical. This animated video media for science learning presents the material, which serves as a learning stimulus, in an easy-to-understand and systematic manner through various illustrations and examples. Engaging illustrations also help students comprehend the material (Anwariningsih & Ernawati, 2020). In this study, students' desire to understand and master science material represents an example of internal motivation. Meanwhile, external motivation comes from the visually stimulating content of the animated video and the teacher's recognition.

Furthermore, previous research has stated that the use of animated videos can increase students' desire to learn as well as their understanding of abstract science concepts (Kusuma et al., 2025). As found in earlier studies (Silmi & Rachmadyanti, 2018), the use of learning media requires considerations beyond just the objectives and content of the media. Other factors influencing media use, such as student characteristics, learning models or strategies, time allocation, facilities, and infrastructure, must also be taken into account. Therefore, it can be concluded that animated media is a valuable tool for enhancing students' learning motivation, improving their focus, and strengthening their understanding of concepts in elementary school students, particularly in science learning.

4 CONCLUSION

Based on the results of the research conducted in the fourth grade of SDN Jatiasih VIII, Bekasi City, it can be concluded that the use of animated video media in science learning has a positive impact on increasing students' learning motivation. Animated videos serve not only as visual aids but also as effective tools to foster curiosity, enthusiasm, and self-confidence among students. During the learning process, students demonstrated high levels of enthusiasm, becoming more active in asking questions, participating in discussions, and expressing their opinions. Moreover, animated videos help students understand abstract science concepts through engaging and easily comprehensible visualizations. This makes the learning experience more meaningful and relevant to daily life. Therefore, it can be affirmed that the use of animated video media is an effective instructional strategy to enhance both students' motivation and conceptual understanding in science learning, especially when teachers carefully plan the lessons from selecting appropriate videos to conducting reflective activities after the learning process.

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