

## Implementation of Animated Video Development as a Media for Strengthening Student Character in Primary Schools

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### ABSTRACT

Article aimed at exploring the development of animated videos as a character strengthening tool in elementary schools. The method employed was a literature review using 10 journal articles published within the last 10 years. The study found that using animated videos as a medium for character strengthening in elementary school students is a suitable approach. The urgency of animated videos includes adaptation to the digital generation, enhancing interest and learning motivation, effectiveness in delivering moral messages, and simplifying complex concepts through video. Implementation of animated video development as a character strengthening medium in elementary schools should consider thorough planning, feasibility testing, and other pertinent factors.

### Introduction

Pancasila is the ideology of the Indonesian nation and is also a way of life. As a way of life, Pancasila has noble values that have been initiated and studied by previous figures. Pancasila is considered to have the most appropriate values to guide the survival of the Indonesian nation and state. These values pay attention to all aspects of life so that there are inequalities which result in the fading of Pancasila values (Patta et al., 2022). The implementation of Pancasila and Citizenship Education learning, especially in elementary schools, has the characteristics of very rational learning materials to prepare good citizens through learning activities to instill values reflected in Pancasila (Nuswantoro & Wicaksono, 2019). The importance of understanding Pancasila is not only understanding but also practicing and implementing the values contained in Pancasila as character strengthening. Character is a person's character, character, morals or personality which is formed from the internalization of various policies that are believed to be used as a basis for the way they view, think, behave and act. Education is the spearhead for developing the abilities, character and civilization of the nation (Patta et al., 2022). Character is the key to the birth of Indonesian children who are superior and ready to shoulder the burden of development. Currently, the education process in Indonesia only forms and guides knowledge, but character education is minimally implemented in learning. It often happens that students get high marks in the subjects of religion and citizenship education but do not necessarily have good character scores. Character education is a vital need that is of urgent concern to various parties. Strengthening student character education is very important in the world of education. The increasingly intense push from society for the importance of character education shows dissatisfaction with the quality of education. Character education is considered as one way out of today's educational deficit. The decline in moral quality in human life in Indonesia (Sinta et al., 2022).

Mustari (Made and Ratih, 2018) stated that there are two character development issues being faced, namely macro issues and micro issues. Macro problems: (1) disorientation and not yet realizing the values of Pancasila as the nation's ideology, (2) limitations of integrated policy tools for Pancasila values, (3) shifting ethical values in national and state life, (4) waning awareness of the nation's cultural values, (5) the threat of national disintegration, and (6) weakening of national independence. Micro problems: (1) student brawls, (2) drug abuse, (3) disciplinary violations, (4) lack of awareness of cleanliness, (5) decline in the culture of queuing, and so on. Building character can start

from formal education at the lowest level in the education unit, namely elementary school. Primary school age is actually the golden age for instilling character values as provisions for the future (Anatasya & Dewi, 2021). One method that can be applied at elementary school level in cultivating character is through animated videos. Animated video is a learning media in which there are two media, namely audio media and visual media which are packaged as creatively as possible in order to increase students' learning motivation in understanding teaching materials and create classroom conditions that are conducive to fun (Fauziah & Ninawati, 2022). This animated video is seen as an interesting and appropriate medium for elementary school students because the appearance is liked by children. Then this media can instill character strengthening in students. So this article aims to strengthen character at elementary school age. By conducting a literature review, it will be known the outline of the existing development of animated videos and whether or not the development of animated videos is effective in strengthening the character of elementary school age children.

## Research Methodology

The research method used in this article is a literature review. The literature study method based on Zed is a series of activities which in this case are related to methods of collecting library data, reading, taking notes, and also managing research materials. The stages include the following: 1) Starting with research result material which is sequentially considered from relevance, most, relevant, to quite relevant; 2) Read and note down the parts that are important to the existing research problem; 3) Make notes, quotes, or information that is arranged in a systematic way so that research can easily be retrieved whenever needed (Zed, 2008). In this article, we use 10 existing literature to find the implementation of using animated video development to strengthen character in elementary schools. In this case the literature is in the form of journals and the latest research is taken within the last ten years.

## Results and Discussion

Based on the results of research where a literature review of 10 journals in the last ten years has been carried out, the following conclusions can be obtained:

**Table 1. Document Review**

Writer	Title	Method	Findings
(Fauziah & Ninawati, 2022)	Development of Audio Visual (Video) Animation Media Based on Doratoon Material on Rights and Obligations for Using Energy Sources for Civics Subjects in Elementary Schools	Merode R&D	The results of the research show that the Doratoon-based animated audio visual media which has been developed by material experts obtained a percentage score of 97% in the very good category. Furthermore, the results of validation by media experts obtained a percentage score of 81% in the very good category. Trials carried out on class III students showed that the quality of learning media was 91% in the very good category. Based on the results of the data obtained, it shows that the development of Doratoon-based animated audio visual (video) media is suitable for use as a learning resource for elementary school students.
(Nuswantoro & Wicaksono, 2019)	Development of Powtoon Animation Video Media "Hakan" in Civics Subjects Material on the Rights and Obligations of Class IV Students at SDN Lidah Kulon IV Surabaya	Merode R&D	The research carried out obtained the results of two feasibility criteria, including: (1) Material validation eligibility criteria of 95.37% (feasible), and media validation eligibility criteria of 90.21% (feasible); (2) Practical feasibility criteria for small-scale trials are 96.29% (practical), and practical feasibility criteria for large-scale trials are 98.62% (practical); Small scale trials were carried out in class IVA and large scale trials were carried out in Class IVB at SDN Lidah Kulon IV/ 467 Surabaya. So it can be concluded that HAKAN learning media

			meets both eligibility criteria.
(Patta et al., 2022)	Development of Animated Videos on Pancasila Values as a Media for Strengthening the Character of Class II Elementary School Students, Inpres Mawang, Gowa Regency	Merode R&D	The results of validation by media experts on animated videos obtained very valid criteria. The results of validation by material experts on animated videos obtained very valid criteria. The results of student responses obtained very appropriate criteria. Meanwhile, the results of the teacher's responses obtained very appropriate criteria.
(Firstia Wirabrata et al., 2023)	Strengthening Character Education Through the Application of Satua Bali Animation Videos at Elementary School 1 Baktiseraga, Singaraja	Quantitative Description	The results of this activity are (1) The Satua Bali animation video contains character values such as: honest, diligent, independent, hard work, disciplined. Student achievement in learning through animated videos increased from the previous average of 8.70 to 9.10. Student activity, especially in expressing opinions, also increased from 16 students (55%) to 23 students (85%).
(Rosita et al., 2021)	Animated Video Media to Optimize Cognitive Development of Ra Sunan Ampel Pasuruan Students	Quantitative Description	The results of this research indicate that the use of animated video learning media consists of two stages, namely preparation and implementation. The preparation stage is the initial activity carried out before the video implementation stage. This stage includes, among other things, analyzing the material and learning objectives, identifying the content of the animated video, and discussing with a group of friends about the video that will be selected. Meanwhile, during the implementation stage, animated videos were shared in the Whatsapp group. So that children can still learn to use animated video media during the pandemic. This video helps increase children's enthusiasm for learning while at home. Through the activity of watching animated video shows, children can improve their cognitive abilities, namely memorizing prayers fluently.
(Ponza et al., 2018)	Development of Animation Video Media in Class IV Student Learning in Elementary Schools	Merode R&D	The research results are as follows. (1) The design of the animated video is made in the video script. This manuscript was transformed into an animated video through the ADDIE development stages. (2) The results of the validity of the animation video based on the content expert's assessment were 96% with very good qualifications, the learning design expert obtained a percentage of 92% with very good qualifications, the learning media expert's assessment obtained a percentage of 86% with good qualifications. The percentage obtained from individual test results is 96% with very good qualifications. The small group test results obtained were 93.08% with very good qualifications. The field test results obtained were 97.16% with very good qualifications.

			In this way, the learning animation video developed is declared valid. (3) The effectiveness of the video developed was obtained by $t = 20.88$ , greater than $t$ table, namely 2.00. There is a significant difference in student learning outcomes between before and after using learning videos. Thus, the animated videos developed are effective in improving student learning outcomes. The suggestion from this research is that teachers utilize learning animation videos developed in the learning process.
(Dian Pradana, Zainul Abidin, 2020)	Development of a Learning Animation Video on the Character Formation Subtheme for Deaf SDLB Students	Merode R&D	The result of this development is an animated video learning about character formation. This research obtained results from media experts 94%, material experts 92%, large group trials 91%. Based on these results, learning animation videos on character formation material were declared valid, feasible and quite effective for use in learning. In this way, animated videos can be used for learning needs.
(Hasanuddin, 2022)	Exemplary Animation Video Media for Strengthening the Character of State Middle School Students in Makassar City	Qualitative and quantitative	The results of the trial stated that 1) it meets the criteria as a learning media that is practical and easy to use by teachers in the learning process, this is shown by the average percentage of agreement of 82.25% of all components assessed and 3) meets the requirements for effectiveness as a capable learning media. increasing learning outcomes and students' awareness of character to 78%, which was previously only 52%. The implications of this research are 1) the development of animated video-based learning media by "reviving" national figures with integrity is an alternative to PAI learning in the moral aspect in order to strengthen students' character, 2) providing inspiration for PAI teachers to design learning media by utilizing advances in technology and considering students' tendencies in technology have a positive impact on education, 3) the development of animation-based learning media will create a comfortable and enjoyable learning atmosphere so that teachers need to be given basic skills in utilizing technology in learning, and 4) provide awareness to students to character based on observations in exemplary animated videos.
(Ermiwati & Mayar, 2023)	Development of the Putri Tujuh Animation Video for Instilling Character Values in Melati Kindergarten	Merode R&D Qualitative	Cultivating character from an early age really determines the formation of a child's personality. Introduction to Riau Malay Culture as the identity and character of Riau Malay cultural children is very important for children in inheriting the culture that exists

			in their community environment. The research results showed that the Putri Tujuh Animation Video was declared valid, practical and effective for instilling character values in Melati Kindergarten.
(Ratna Khairunnisa et al., 2021)	Strengthening Character Education Through Animation Shows for State Elementary School Students 023 Samarinda	Qualitative	Strengthening character education for elementary school children through showing the animated film "Adit Sopo Jarwo". Some of the material provided is related to efforts to strengthen character education for elementary school children, especially at SDN 023 Samarinda. The importance of shows that are suitable for elementary school children to watch so that they can be a positive and enjoyable companion to learning. After participating in this socialization, students will be able to: (1) find out about the character education in the animated film Adit Sopo Jarwo, including: about courage, never giving up, enthusiasm, optimism, independence, responsibility, caring for others, apologizing and giving forgiveness. (2) knowing which shows are and are not worth watching.

The era of modernization is increasing, especially in the current era of globalization, which requires quality human resources. Improving the quality of human resources is an absolute requirement to achieve development goals. Education is a means of improving the quality of human resources. Law number 20 of 2003 concerning the national education system states that every citizen has the same right to obtain quality education. This is an effort by the Indonesian people to make the lives of their citizens smarter. Education is the key to cultivating character and morals in students. In learning, manners, manners, honesty, a sense of responsibility, integrity, discipline, hard work and solidarity are taught. The government's hope is that schools become character laboratories and warehouses for potential successors to the nation and state (Sinta et al., 2022). The use of technology in education continues to grow along with the times. One innovative method that is starting to be widely used is the development of animated videos as a medium for teaching elementary school characters. After conducting a literature study, several findings were found related to the development of animated videos as a medium for strengthening character in elementary schools.

#### *The urgency of developing animated videos as a medium for character learning in elementary schools*

Strengthening character in elementary school is a long-term investment in creating a better generation, who is not only academically intelligent but also has strong morals and ethics. There is some urgency as to why it is necessary to develop animated videos as a medium for strengthening student character in elementary schools, which include the following:

1. Adapting to the digital generation, today's students grew up in the digital era and are very familiar with technology. Using animated videos according to their habits and preferences makes the learning process more relatable and interesting. Utilizing technology that has become part of students' daily lives can increase their involvement and participation in learning (Andrasari, 2022)
2. Attracting interest and motivation to learn, attractive visuals and audio can easily attract students' attention, making the learning process more fun and interactive. Animation is able to convey material in a more fun and less boring way, increasing student motivation (Wuryanti and Kartowagiran, 2016)
3. The effectiveness of conveying moral messages, through stories and characters in animation, students can see real examples of positive behavior and character values such as honesty, responsibility, cooperation and empathy. Then the story in the animation influences students' emotions, making the moral message more memorable and easy to apply in everyday life (Trisiana, 2020) .
4. Simplifying complex concepts, animated videos can simplify complex concepts to be more easily understood by students through clear visual illustrations and interesting stories (Rubiani, 2020) .
5. Character education through animated videos can strengthen positive local and cultural values, helping children understand and appreciate their cultural heritage (Fajar et al., 2023) .

### *Implementation of Animation Video Development as a Character Strengthening Media in Elementary Schools*

In implementing animated video development, there are several things that need to be taken into account. These include the following:

1. Careful planning stage

In implementing animated videos, an approach is needed so that the process becomes structured and directed. There are many methods that can be used, one of which in this case is the ADDIE method which consists of five stages which include analysis, design, development, implementation and evaluation (Rosmiati, 2019). Another method that can be used is the 4-D development model consisting of four development stages, namely: the preliminary stage (define), the planning stage (design), the development stage (develop), and the dissemination stage (Zahroh & Sudira, 2014).

2. Test the viability of animated video

A feasibility test needs to be carried out, so that we can find out whether this animated video product for learning to strengthen character is suitable to be given to elementary school students or not. Feasibility testing can be obtained through validity testing by material experts and media experts. Meanwhile, to test the effectiveness of language video products, individual tests can be carried out on students (Fauziah & Ninawati, 2022). If the feasibility test results match the percentage or height, then an animated video is appropriate to use.

Implementing animated videos as a medium for strengthening character in elementary schools is a potential approach to strengthening character values in students. The effectiveness of animated videos can visually attract students' attention and help them understand character values such as honesty, cooperation and responsibility in a more interesting and memorable way.

### **Conclusion**

Animated videos as a medium for strengthening character in elementary schools are an innovative step that can enrich the character education approach. By utilizing interesting story and character visualizations, animated videos are not only entertaining but also effective in conveying active values in video creation and analysis, students can be more involved in the learning process, strengthening their understanding of morals and ethics. The integrity of animated videos into the curriculum does not only support classroom teaching. With ongoing evaluation and appropriate adjustments, these implement integration and strong social skills.

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