



The Influence of Using Animated Video Learning Media on the Learning Motivation in Christian Religious Education and Character Development of Sixth-Grade Students at SD Negeri 047 Hutapaung

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ABSTRACT

The objective of this study is to determine the influence of using animated video learning media on the learning motivation in Christian Religious Education and Character Development of students, through a comparison between the experimental class, which employed animated video learning media, and the control class, which used conventional learning methods. The research hypothesis is: "There is a positive and significant influence of using animated video learning media on the learning motivation in Christian Religious Education and Character Development of sixth-grade students at SD Negeri 047 Hutapaung, Pollung District, Humbang Hasundutan Regency, Academic Year 2025/2026." The population of the study consisted of all sixth-grade students at SD Negeri 047 Hutapaung, Pollung District, in the Academic Year 2025/2026, totaling 32 Protestant Christian students, divided into two classes. The research sample was determined using purposive sampling: Class VI-A, consisting of 15 students, was designated as the experimental class using animated video learning media, while Class VI-B, consisting of 17 students, served as the control class using conventional methods. This research employed a quasi-experimental method with a Nonequivalent Control Group Design. The instrument used in this study was a questionnaire consisting of 30 items. The questionnaire data were analyzed using the mean difference test formula (N-Gain Score). The results showed that the mean score of the experimental class was 0.7147, which falls within the high category, while the mean score of the control class was 0.0876, which falls within the low category. Furthermore, an independent t-test was conducted, yielding a result of $t_{count} = 13.062 > t_{table} (\alpha = 0.05; df = 30) = 2.042$. Thus, it can be concluded that the research hypothesis is accepted, namely, there is a positive and significant influence of using animated video learning media on the learning motivation in Christian Religious Education and Character Development of sixth-grade students at SD Negeri 047 Hutapaung, Pollung District, Humbang Hasundutan Regency, Academic Year 2025/2026, and H_0 is rejected.

Keywords: Learning Motivation, Animated Video, Learning Media

INTRODUCTION

Learning motivation begins with an individual's desire to engage in a learning activity with the aim of achieving a particular outcome or performance. Understanding the concept of learning motivation is crucial, especially for teachers, as it helps create a supportive and effective learning environment. Learning motivation is a key factor in achieving academic success; without strong motivation, the learning process cannot reach its full potential. Consequently, learning motivation has emerged as a central issue for educators, psychologists, and others concerned with education worldwide.

In this study, students will gain a comprehensive understanding of the concept of learning motivation, the underlying theories, and the factors that influence motivation in the context of education. By studying these theories and factors, students, parents, and teachers are expected to develop a deeper insight into how to foster and sustain motivation in learning. Learning motivation plays a vital role in Christian Religious Education and Character Development. When students have high motivation, they are more likely to experience meaningful learning; conversely, low motivation often results in less meaningful learning experiences. Meaningful learning produces quality students, which in turn enhances the overall quality of national education.

In line with this, Pupuh Fathurrohman asserts that "motivation plays a role in driving, initiating, directing, and sustaining students' behaviors or actions toward achieving learning goals." From this perspective, motivation consists of three components: (a) needs, which arise when an individual perceives an imbalance between what they possess and what they expect; (b) drives, which are mental activities that prompt individuals to act; and (c) goals, which represent the outcomes that individuals strive to achieve. When someone has a clear goal in mind while performing a task, they will approach it with diligence. The influence of motivation varies across individuals, but strong motivation inspires a person to focus more intently on their goals and work with greater intensity. In the context of learning, motivation can be understood as the internal driving force within each individual that directs learning activities, ensures learning outcomes, and provides guidance throughout the learning process so that the learner's goals can be achieved. Building student motivation is essential in the learning process. Therefore, teachers must understand their students' motivation in order to maintain and enhance their enthusiasm for learning. For students, motivation fosters a high level of learning enthusiasm, encouraging them to engage actively in their studies. Motivation may also be understood as a series of efforts to establish conditions that make individuals willing and eager to act. Thus, motivation can be stimulated by external factors, but it can also grow intrinsically. Djaali defines motivation as "a physiological and psychological state inherent in a person that drives them to engage in specific activities in order to achieve certain goals or needs." According to various psychologists, human behavior is influenced by internal determinants, one of the most significant being motivation, which acts as a driving force. For example, a student may persist in learning due to the expectation of receiving recognition or rewards for their achievements. In this sense, motivation serves as an internal drive that propels individuals toward their desired goals.

The teacher's task is to cultivate students' motivation so that they are eager and engaged in the learning process. To accomplish this, teachers must be creative in managing instruction. Creativity here refers to the ability to use learning media that capture students' attention, thereby fostering enthusiasm and curiosity about the material being

taught. In today's increasingly digital era, teachers require media that can engage students effectively. Learning media serve as tools used by teachers to explain lessons and maintain students' attention during class. Fitri and Ardipal emphasize that "media are one of the educational tools that can sustain students' attention throughout the learning process, preventing them from feeling overwhelmed." Teachers must design effective instructional plans prior to teaching, and one crucial element is the provision of appropriate learning media. Learning media are instrumental in enhancing motivation during the teaching and learning process. Given the variety of media available, teachers must select them carefully to ensure appropriate and effective use.

According to Nugent, many teachers use video to introduce topics, deliver content, provide remediation, and enrich learning. Video segments can be used in various classroom settings, including large groups, medium groups, small groups, or individual learning. Video is a type of instructional material that can be both seen and heard, making it an audiovisual medium. The primary advantage of video or audiovisual learning lies in its ability to produce concrete learning outcomes, as students not only listen to spoken words but also observe moving images. One of the most relevant technologies for contemporary learning is animated video media. Animated video media combine moving images with sound elements, resembling a film or video. In another sense, animated video media are audiovisual tools that integrate animated graphics with corresponding audio. The advantages of animation include delivering information effectively, ensuring equitable reception among students, illustrating processes clearly, and allowing repetition or pausing as needed. Animation helps students understand abstract concepts and can significantly enhance their learning motivation.

Based on observations and interviews conducted by the researcher with teachers at SD Negeri 047 Hutapaung, Pollung District, Humbang Hasundutan Regency, it was found that students' learning motivation remains relatively low. This lack of motivation is evident in several aspects of the learning process: (1) some students delay completing assignments, (2) some rely heavily on peers to finish tasks, (3) many show little enthusiasm in solving problems assigned by teachers, and (4) students easily give up when faced with difficult material. These issues are largely due to ineffective learning processes. In Christian Religious Education and Character Development classes, the teaching and learning process tends to be inefficient because students lack motivation to engage in learning. The use of video media offers a promising solution by enabling teachers to create engaging and enjoyable learning experiences through technology, thereby enhancing students' motivation to learn.

Based on the above background, the researcher intends to investigate "*The Influence of Using Animated Video Learning Media on the Learning Motivation in Christian Religious Education and Character Development of Sixth-Grade Students at SD Negeri 047 Hutapaung, Pollung District, Humbang Hasundutan Regency, Academic Year 2025/2026.*"

METHODS

A research method is the process of investigating and examining a problem using a scientific approach carried out carefully and systematically. Its purpose is to collect and analyze data as well as to draw conclusions objectively. The method employed in this study is the quantitative research method. According to Sugiyono, quantitative research can be defined as a method based on the philosophy of positivism, applied to study

specific populations or samples. Data are collected using research instruments, and the analysis involves quantitative inferential statistics, with the aim of testing predetermined hypotheses. In practice, this research method focuses on numerical data, tables, and diagrams to present the results and information obtained. Therefore, this study applies a quasi-experimental design with the *Nonequivalent Control Group Design* type. This design involves two groups: an experimental group that receives a particular treatment and a control group that does not receive the same treatment. The two groups are not selected randomly; however, both are given pretests and posttests to measure the effect of the treatment.

The data collection technique refers to the procedures used to gather the necessary information for the research. In this study, data were collected using a closed-ended questionnaire by following these steps: 1) The respondents were gathered in a single room at a predetermined time. 2) An experiment using animated video learning media was conducted over three sessions. 3) Before distributing the questionnaire, the researcher provided an explanation regarding the purpose of the study and gave instructions on how to complete the questionnaire. 4) The questionnaire was distributed to the respondents, who were given the opportunity to answer the questions honestly 5) After the respondents completed the questionnaire, the researcher collected them for processing. 6) All responses were recorded and compiled into a single table for analysis.

DISCUSSION AND RESULTS

Motivation is an internal drive arising from interest in something, which encourages students to engage in activities voluntarily, without external coercion, and to master a certain amount of Christian Religious Education subject matter. This mastery is expressed in the form of grades or scores obtained from tests administered by the teacher. A student is considered to have learning motivation when they persist in completing tasks, show resilience in facing difficulties, demonstrate interest in various problems, prefer to work independently, are able to defend their opinions, do not easily abandon firmly held beliefs, and enjoy seeking and solving problems in Christian Religious Education and Character Development as assigned by the teacher.

Based on the distribution of pretest data in the experimental class, it was found that the item with the highest weighted score on learning motivation in Christian Religious Education and Character Development was item number 23, with a score of 51 and an average of 3.40. This indicates that many students agreed they remained confident as long as they engaged in good actions. Conversely, the item with the lowest score was number 17, with a score of 41 and an average of 2.73, which shows that many students preferred to complete tasks independently without relying on others.

The highest scoring indicator in the pretest for the experimental class was indicator number 5, "Ability to defend one's opinion," with an average of 3.28, while the lowest was indicator number 4, "Preference for working independently," with an average of 3.02. For the posttest in the experimental class, the highest scoring item was item number 2, with a score of 60 and an average of 4.00, indicating that many students reported continuing lessons enthusiastically until the end. The lowest scoring item was number 4, with a score of 52 and an average of 3.47, indicating that many students recognized the need to complete all tasks without leaving any unfinished.

The indicator with the highest score in the experimental class posttest was indicator number 7, "Enjoys seeking and solving problems," with an average of 3.84. The lowest was indicator number 5, "Ability to defend one's opinion," with an average of 3.65.

Based on the distribution of pretest data in the control class, the highest scoring item was item number 9, with a score of 59 and an average of 3.47, indicating that many students acknowledged learning from mistakes to improve themselves. The lowest was item number 4, with a score of 49 and an average of 2.88, showing that many students recognized that all tasks must be completed without omission.

For the pretest indicators in the control class, the highest averages were found in indicators number 4 and 7, "Preference for working independently" and "Enjoys seeking and solving problems," both scoring 3.24. The lowest averages were indicators number 1 and 5, "Persistence in completing tasks" and "Ability to defend one's opinion," both at 3.09.

In the control class posttest, the highest scoring item was item number 12, with a score of 60 and an average of 3.53, showing that many students believed hard work leads to good results. The lowest were items 25, 26, and 27, each with a score of 51 and an average of 3.00, indicating that many students consistently adhered to what they believed was right, were not easily swayed once convinced of the truth, and continued striving to do what they believed was good, even if it required time.

The highest indicator score in the control class posttest was indicator number 2, "Resilience in facing difficulties (not easily discouraged)," with an average of 3.32, while the lowest was indicator number 6, "Not easily abandoning firmly held beliefs," with an average of 3.00.

From statistical testing aimed at determining the acceptance or rejection of the research hypothesis, the results showed Equal Variance Assumed with $t_{\text{calculated}} > t_{\text{table}}$ ($\alpha = 0.05$; $df = 58$), namely $t_{\text{calculated}} = 22.381 > t_{\text{table}} = 2.000$, or by observing the significance value of Equal Variance Assumed = $0.000 < 0.05$. Thus, it can be concluded that the hypothesis is accepted: there is a positive and significant influence of using animated video learning media on the learning motivation in Christian Religious Education and Character Development among sixth-grade students at SD Negeri 047 Hutapaung, Pollung District, for the 2025/2026 academic year.

This significant difference is evident from the average score of the experimental class, which was 0.7147 and categorized as high. Hence, it can be understood that the use of animated video learning media is effective in increasing learning motivation in Christian Religious Education and Character Development. Meanwhile, the average score of the control class was 0.0876, categorized as low, indicating that conventional teaching methods are not effective in enhancing learning motivation in this subject.

Conclusion

Instructional animation media is a tool that can serve as an aid in the teaching and learning process. It stimulates students' thoughts, feelings, and motivation through moving illustrations accompanied by narrative audio, functioning to clarify the meaning of the conveyed message so that learning objectives can be effectively achieved. The indicators of animated video media are derived from the steps for using video media as outlined by Munadi, namely: 1) Teachers must be familiar with the available video programs and preview them in advance to determine their relevance and benefits for the

lesson. 2) After the video program is presented, a discussion should follow, which also needs to be prepared beforehand. In this stage, students train themselves to solve problems, formulate, and answer questions. 3) Certain video programs may need to be replayed two or more times to emphasize particular aspects. 4) To prevent students from perceiving the video program merely as entertainment, they should be assigned specific sections to observe attentively beforehand. 5) Subsequently, a test can be administered to assess how much information students have absorbed from the video program. Motivation is also a factor that significantly influences the learning process. Providing motivation to students means encouraging them to engage in activities that have a positive impact on their learning. Motivation is closely linked to classroom learning; therefore, the effective use of animated video learning media by a Christian Religious Education (PAK) teacher, in alignment with the prescribed steps, will help students become more enthusiastic in their studies. Consequently, it can enhance their learning motivation and foster enjoyment in participating in lessons delivered by the teacher.

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