

Application of Animated Video Learning Media to Enhance Elementary Students' Ability to Understand Intrinsic Elements of Short Stories

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ABSTRACT

This study aims to examine the improvement in students' ability to understand intrinsic elements of short stories through the application of animation-based video learning media. This study employs the Classroom Action Research (CAR) method, conducted in two cycles with a total of 78 students from three elementary schools. Each cycle involves the stages of planning, action, observation, and reflection. The study results indicate a significant increase in student engagement and comprehension. In the first cycle, 57% of students achieved the Minimum Completeness Criteria (MCC), while in the second cycle, this percentage rose to 89%. The use of animated media has proven effective in enhancing students' learning motivation and their understanding of intrinsic elements of short stories, such as theme, character, and setting. It is suggested that animation-based learning media be used more frequently in literature lessons in elementary schools to boost active participation and student learning outcomes. Additionally, it is recommended that teacher training in designing and implementing animation-based media be improved to ensure optimal application in various schools. Further research is also recommended to test the effectiveness of animated media on other learning materials and to explore its impact on students' critical thinking skills and creativity in various learning contexts.



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INTRODUCTION

Literature education at the elementary school level plays a very vital role in developing language skills, critical thinking abilities, and students' cultural understanding. Additionally, literature learning also functions to build character and instill cultural values that are important in shaping students' personalities. In this era of globalization, language skills and understanding of local culture are essential foundations for students to compete on the global stage (Kotorov et al., 2020; Ekanayake et al., 2020).

However, one of the main problems often encountered in literature learning at elementary schools is the low interest and engagement of students. Students tend to be passive, unmotivated, and inactive in the learning process due to less varied teaching methods and unappealing learning media (Rone et al., 2023). This issue is particularly evident in understanding the intrinsic elements of short stories, such as theme, plot, characters, and setting. Based on field studies conducted in three elementary schools, it was found that only 23% of students achieved the Minimum Completeness Criteria (MCC) in understanding the intrinsic elements of short stories. This low achievement indicates that conventional teaching methods are ineffective in helping students understand these elements (Zepeda et al., 2019).

One solution that can be applied to address this problem is the use of innovative, technology-based learning media, such as animated videos. Research shows that animated media can increase students' interest and motivation in learning. Animation enables students to understand complex concepts visually and more concretely compared to conventional teaching methods (Mayer, 2009; Hanif, 2020). Animation can also facilitate students in internalizing information presented through a combination of visual and verbal means, aligning with cognitive multimedia theory (Mayer & Moreno, 2003). This approach has proven effective in enhancing students' understanding of short story elements and encouraging their active involvement in the learning process.

In addition, the use of animated media also provides a more interactive and enjoyable learning environment. In a study by Wang et al. (2016), students who learned with animated media showed higher participation rates and greater interest compared to students who learned through traditional methods. The use of animated media is not only effective in improving students' understanding, but it can also stimulate their critical thinking skills and creativity. Animation provides opportunities for students to identify and analyze the elements of short stories in a more dynamic and visual manner, making it easier for them to internalize the learning material.

The use of animation in literature learning can also contribute to the development of project-based learning, where students can actively participate in creating simple animations to reflect their understanding of the story. This offers students a chance to engage directly in the creative process, which not only increases their engagement but also deepens their understanding of the material. Beyond academic aspects, animated media also enables teachers to incorporate social and cultural values into the stories presented, so that learning is not solely focused on academic achievement but also on developing students' character and cultural awareness. This is important for fostering students who are not only high achievers but also culturally aware and appreciative of their own local values.

Based on this background, this classroom action research (CAR) was conducted with the aim of improving students' understanding of the intrinsic elements of short stories through the application of animated video media. This research was carried out in three elementary schools in Indralaya, Palembang, involving 78 students as respondents. Thus, it is hoped that the use of animated media can help students better understand the elements of short stories and increase their engagement in the learning process.

METHOD

This study employs the Classroom Action Research (CAR) method using the [Kemmis and McTaggart \(1988\) model](#), aiming to improve students' understanding of the intrinsic elements of short stories through the application of animated video media. The research was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection. The research subjects were 78 fourth-grade students from three elementary schools, each consisting of one class.

The research subjects were fourth-grade students from three elementary schools in Indralaya, Palembang, with a total of 78 students divided into three classes (26 students per class). The selection of subjects was based on initial studies showing low student achievement in understanding intrinsic elements of short stories, such as theme, plot, characters, and setting. Initial conditions indicated that only 23% of students reached the Minimum Completeness Criteria (MCC), thus requiring intervention through this research. This study uses a CAR design consisting of two cycles, following the Kemmis and McTaggart (1988) model.

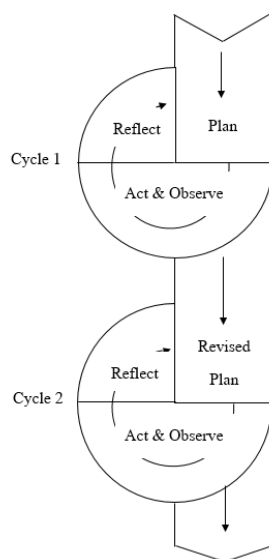


Figure 1. Classroom Action Research Cycle of Kemmis & McTaggart, 1988

The stages of the model used in Cycle 1 are as follows.

1. Planning

In this stage, the researcher and the classroom teacher develop a Lesson Plan (RPP) incorporating the use of animated video as a learning medium. The material to be taught includes the intrinsic elements of short stories, such as theme, plot, character, and setting. Additionally, research instruments such as observation sheets, student comprehension tests, and interview guidelines are prepared. The animated video material is selected and adapted to the understanding level of fourth-grade students to ensure effective learning.

2. Action

In this stage, animated video media is applied in the classroom learning process. In the first cycle, the animation media introduces the basic elements of short stories visually, focusing on

theme and character. Meanwhile, in the second cycle, more complex animation media is used to deepen students' understanding of plot and setting. This lesson design aims to help students grasp abstract concepts more easily through dynamic and interactive visual representations (Mayer & Moreno, 2003).

3. Observation

The researcher observes the learning process directly to monitor student activity. Observation sheets are used to record active student participation, such as asking questions, responding, and participating in discussions. Additionally, comprehension tests are conducted after the learning session to measure the extent to which students understand the intrinsic elements of short stories after the application of animated media. Data collected include student engagement and their learning outcomes during the research process (Creswell, 2014).

4. Reflection

After implementing actions in each cycle, the researcher and the teacher conduct reflection to analyze the outcomes of the actions taken. In the first cycle, reflection is done to evaluate the effectiveness of the animation media and to identify areas for improvement. The results of this reflection are then used to develop the planning for the second cycle, such as improving ineffective aspects of the animation media and providing more practice for students.

For Cycle 2, the steps include: (a) using input from Cycle 1 to refine the lesson plan; (b) conducting implementation, observation, and reflection as in the first cycle; and (c) conducting a post-test to measure changes in students' abilities after the application of animated video media. Several instruments are used to obtain more comprehensive data. The instruments include:

a. Observation Sheet

Used to record student activity during the learning process, including active involvement in asking questions, answering, and discussing. This observation sheet is designed based on student engagement indicators developed earlier (Mills, 2011).

b. Comprehension Test

A written test used to measure students' abilities to understand the intrinsic elements of short stories before and after the intervention. This test includes questions focused on story elements such as theme, plot, character, and setting.

c. Student Reflective Journal

Students are asked to write reflections on their experiences after each cycle. This journal provides qualitative insights into how students process information and respond to the use of animated media.

Regarding data management, data obtained from pre-tests and post-tests are analyzed quantitatively to determine students' comprehension improvement. Descriptive statistical analysis is conducted to calculate the average and the percentage of students meeting the MCC. Qualitative data from observations and student journals are analyzed using content analysis techniques to identify emerging themes and patterns. To ensure instrument validity, a trial is conducted before the research implementation. Instrument reliability is measured by using the same trial method on

a different group outside the research sample. Data validity is also obtained through triangulation, by comparing data from various sources (tests, observations, and journals).

The success of this study is measured based on two main indicators, namely: (a) improvement in learning outcomes, which is measured by the number of students achieving MCC in each cycle. In the first cycle, the success target is a minimum of 75% of students reaching MCC, with an expected increase in the second cycle; and (b) improvement in student activeness, which is measured by the increase in active participation during learning. The target for student activeness is a minimum of 75% of students showing increased active participation in the second cycle.

RESULTS

This study aims to explore the effectiveness of using animated video learning media in enhancing students' understanding of the intrinsic elements of short stories. The research was conducted at three elementary schools in Indralaya, Palembang, involving 78 fourth-grade students. This study was carried out in two cycles, where each cycle consisted of planning, implementation, observation, and reflection.

The respondents in this study consisted of 78 students divided into three classes across three elementary schools. The details of the respondents' characteristics are as follows:

- a. Demographics: Comprising 39 male and 39 female students.
- b. Age: The average age of the respondents is 10 years, which is the common age for fourth-grade students in Indonesia.
- c. Educational Background: Most students come from families with lower-middle educational backgrounds, which may affect their access to learning resources.

Before applying the animated video media, students took a pre-test to measure their initial understanding of the intrinsic elements of short stories. The pre-test results showed that only 23% of students met the Minimum Completeness Criteria (MCC). This indicates that the students' initial understanding of the intrinsic elements of short stories was still low and required intervention.

In the first cycle, students were introduced to animated video media. The process included:

- a. Planning
Developing a lesson plan that integrates animated video media to explain themes, characters, and plots in short stories. The chosen material was short stories relevant to the curriculum and appealing to students.
- b. Implementation
The animated video media was played in class, and students were encouraged to discuss the elements found in the story. The teacher provided additional explanations to support students' understanding.
- c. Observation
During the learning process, the teacher recorded students' engagement. Observation notes included participation, interest, and student responses. The observation results showed that 57% of students successfully achieved the MCC after the first cycle.

After reflecting on the first cycle, the second cycle was conducted with the following steps:

a. Planning

Improving the lesson plan based on observation results and feedback from students. More interactive and engaging animated video media was selected for the second cycle.

b. Implementation

Students were reintroduced to the animated video media, with an emphasis on group discussions and interactive activities that involved students in the learning process. Group discussions were held after watching the animation to deepen understanding of story elements.

c. Observation

Student engagement was recorded during the second cycle. Many students participated actively in discussions, and the post-test results showed that 87% of students successfully achieved the MCC.

The MCC test results include a graph showing the percentage of students who achieved the MCC during the pre-test and the two cycles.

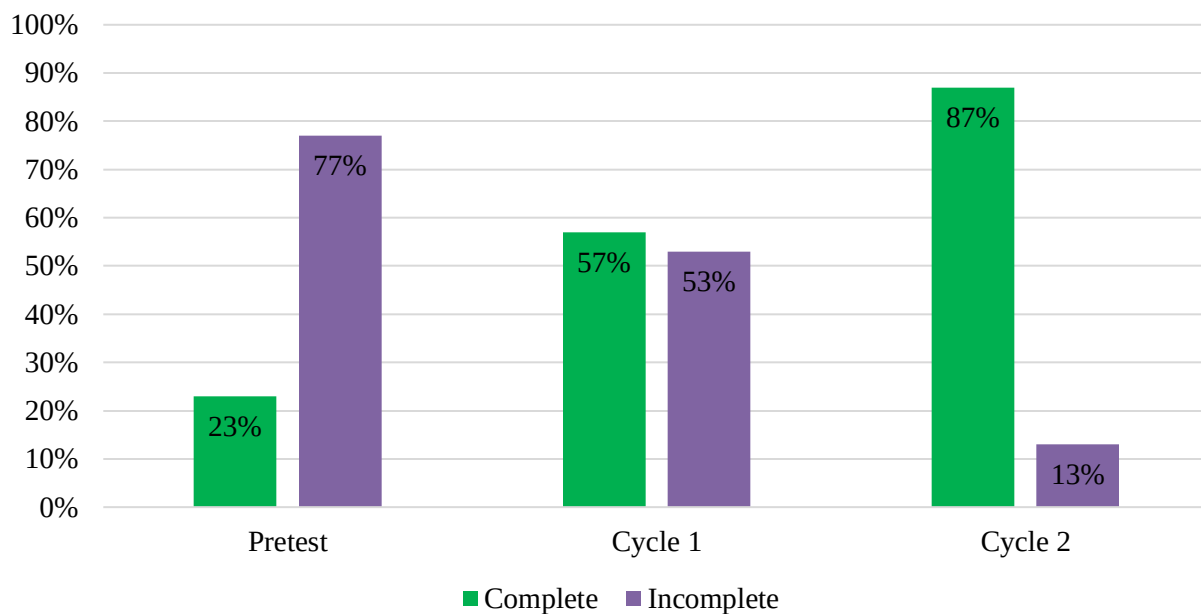


Figure 2. Graph of Improvement in Student Learning Mastery

Qualitative analysis was conducted to explore the experiences of students and teachers regarding the use of animated video media. Data were collected through observations, interviews, and student journals. The results of the qualitative analysis reveal several key findings:

1. Student Motivation:

a. 78% of students reported feeling more motivated to learn after using animated video media. They felt that learning became more interesting and enjoyable.

b. One student expressed, *"Animation makes it easier for me to understand the story and its characters."*

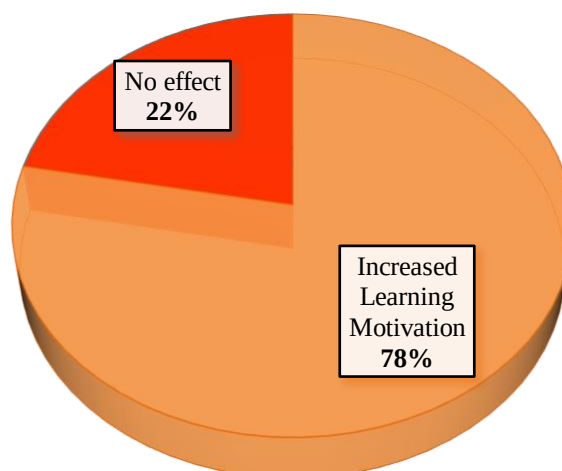


Figure 3. Percentage of Students Experiencing Increased Learning Motivation

2. Engagement in Learning:

- a. Observation results show that student engagement increased significantly, with 85% of students actively participating in class discussions.
- b. Many previously passive students are now more willing to ask questions and share opinions, enhancing the overall classroom dynamics.

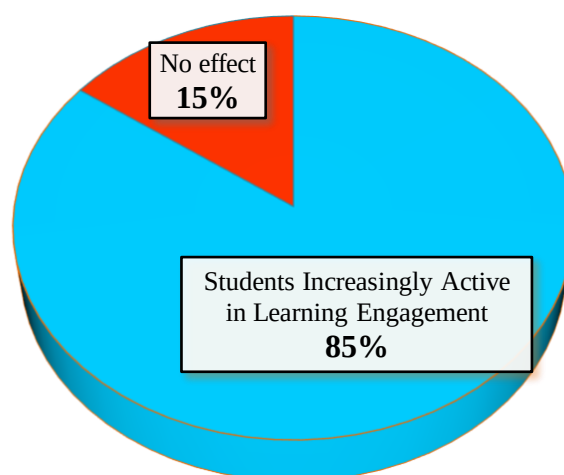


Figure 4. Percentage of Students Experiencing Increased Engagement in Learning

3. Understanding of Material:

- a. Approximately 90% of students felt that they understood the elements of the story better after watching the animation. They reported that visualization helped them remember information more effectively.
- b. Another student stated, *"I find it easier to understand the story after watching the animation."*

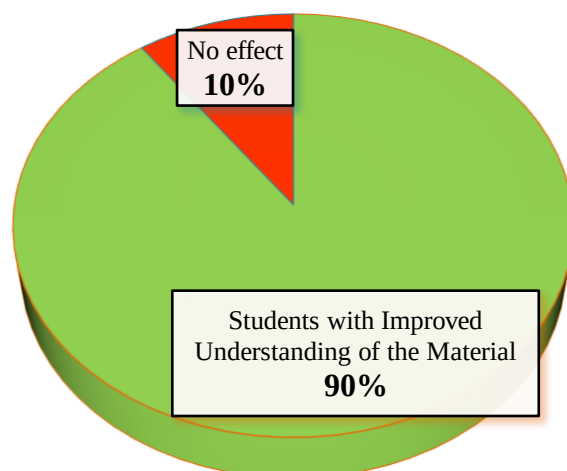


Figure 5. Percentage of Students Experiencing Increased Understanding of Learning Material

4. Media Interactivity:

- a. A total of 88% of students desired more learning involving interactive media. They felt that interaction in learning is very important for enhancing understanding.
- b. Students' expectations for more activities involving animation and group discussions indicate that they value more dynamic learning methods.

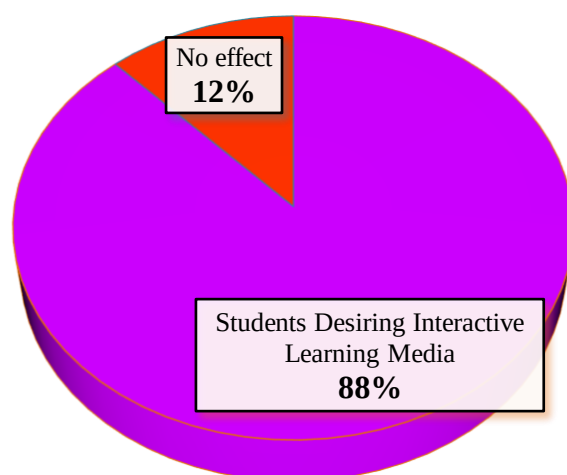


Figure 6. Percentage of Students Desiring Interactive Learning Media

Regarding reflection and feedback, teachers indicated that students showed increased enthusiasm and participation in class discussions. This interactive media is expected to be more widely implemented in literature teaching at elementary schools. Teachers noted that previously less active students are now more willing to speak up and ask questions.

DISCUSSION

The research results show that the use of animated video learning media in literature teaching has produced significant results in improving students' understanding of the intrinsic elements of short stories. This study found a clear improvement from the pre-test to the post-test, where only 23% of students met the Minimum Completeness Criteria (MCC) before the application of media, which increased to 87% after the application of animated media in the second cycle. This is consistent with previous research showing that visual media, including animation, can enhance students' understanding (Mayer, 2009).

Student engagement also increased significantly during the learning process. Observations found that students' active participation increased from 62% in the first cycle to 85% in the second cycle. This increase indicates that animated media successfully captured students' attention and encouraged greater participation in class discussions. According to Fredricks, Blumenfeld, and Paris (2004), student engagement in learning is key to achieving optimal learning outcomes.

Previously passive students now demonstrate increased enthusiasm and willingness to ask questions. This indicates that animated video media not only serves as a learning aid but also as a motivator that can boost students' confidence in participating. The intrinsic motivation theory described by Ryan and Deci (2000) suggests that enjoyable learning experiences can increase students' motivation to engage more deeply in the learning process.

Qualitative data obtained from interviews and student journals show that students felt more motivated and engaged after using animated video media. A total of 78% of students reported that learning became more interesting and enjoyable. One student said, "Animation makes it easier for me to understand the story and its characters." This statement reinforces that visual media can help students relate the concepts they are learning to more concrete experiences. Wang et al. (2020) indicated that students' motivation in learning can increase through enjoyable and interactive experiences.

Qualitative analysis also showed that 90% of students felt an improvement in understanding story elements after using animated videos. Visualization helps students remember information better, which aligns with information processing theory (Mayer, 2009), stating that multimedia usage can strengthen the learning process by combining verbal and visual elements. In this context, animated videos allow students to see clear representations of story elements. This is also consistent with research by García-Sánchez et al. (2019), which shows that using visual media can help students relate story elements to their experiences, thus enhancing information retention.

Interactivity in animated video media is also an important factor that drives student engagement. A total of 88% of students expressed a desire for more use of interactive media in learning. This indicates that students appreciate learning that involves active participation, aligning with the constructivism principles proposed by Piaget (1976). When students actively engage in the learning process, they are more likely to understand and retain information. Moreover, this shows that students value dynamic and participative learning methods. Murphy and Stewart (2017) found that interactivity in learning can strengthen the connection between taught concepts and students' learning experiences. The use of animation media also helps reduce the difficulties

students face in understanding complex literary texts. [Mendez et al. \(2022\)](#) show that interactive media, such as animation, can facilitate students' understanding, especially for those who struggle with reading and analyzing texts. By viewing stories through animation, students can more easily grasp the context and meaning of story elements.

The results of this study also highlight the importance of teacher training in using modern technology and learning media. [Ingersoll \(2003\)](#) emphasized that improving teachers' competence in educational technology can contribute to students' success. Therefore, it is important for schools to provide adequate training for teachers in using animation media to support classroom learning. This aligns with research by [Koh and Divaharan \(2011\)](#), which indicates that technology skills development for teachers can enhance teaching effectiveness.

Teacher reflections during the research also show that the application of animated video media has changed the classroom dynamics. Previously less active students are now more willing to speak and participate in discussions. Teachers noted a significant increase in student engagement and a more positive classroom atmosphere. This interactive media is expected to be more widely implemented in literature teaching at elementary schools.

The importance of student engagement and motivation in learning is also emphasized by the social learning theory proposed by [Bandura \(1977\)](#). This theory states that students learn through observation and interaction with others. By using animated video media, students not only learn from the material but also from their interactions with classmates and teachers. In a broader context, the results of this study make a significant contribution to the development of teaching methods in elementary schools. With improved understanding of students' intrinsic elements of short stories, it is hoped that students can better appreciate and enjoy literature. This aligns with the broader educational goal of fostering a love for literacy and learning among students.

From an educational policy perspective, this study suggests that educational institutions should consider integrating technology into their curricula. The application of innovative learning media, such as animated videos, can help improve student learning outcomes and make the learning experience more engaging. This policy should encourage the use of technology in the classroom to align with contemporary developments and students' needs. Thus, this study shows that using animated video media in learning can significantly improve students' understanding, motivation, and engagement. Applying this media not only helps students better understand the material but also creates a more interactive and enjoyable learning environment. This study provides a strong foundation for using technology in education and encourages educators to continue innovating in their teaching methods.

Based on the results of this study, it is hoped that using animated video media can become an effective alternative in literature teaching at elementary schools. Educators are advised to routinely integrate this media into their teaching, making the teaching and learning process more interesting and enjoyable for students. With appropriate application, animation media can enhance students' motivation to learn literature, as well as provide a more enjoyable and effective learning experience. This study provides a strong basis for further research on the use of technology in education.

CONCLUSION

This study demonstrates that the implementation of animated video learning media significantly improves students' ability to understand intrinsic elements of short stories. Involving 78 students from three elementary schools in Indralaya, Palembang, the research findings show an increase in student engagement and comprehension. In the first cycle, 57% of students achieved the Minimum Completeness Criteria (MCC), which increased to 87% in the second cycle after using animated videos. Animated media has proven effective in motivating students, presenting material more engagingly, and enhancing both engagement and learning outcomes. Therefore, it is recommended that animated media be used more frequently in literature learning in elementary schools to improve the quality of learning.

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