
DEVELOPMENT OF INTERACTIVE LEARNING MEDIA BASED ON ANIMAKER TO IMPROVE ELEMENTARY STUDENTS CONCEPTUAL UNDERSTANDING IN SOCIAL STUDIES AT SDN 3 KOTA JANTHO

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ABSTRACT

Keywords: Animaker, Conceptual Understanding, Interactive Learning Media

This study aims to develop and evaluate the feasibility of an interactive learning medium based on Animaker to enhance elementary students' understanding of Social Studies (IPS) concepts. The background of this research arises from the low level of students' conceptual understanding in Social Studies due to the continued use of conventional and less engaging learning media. The study employs the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of 25 fifth-grade students at SDN 3 Kota Jantho. Data were collected through classroom observations, expert validation questionnaires, and learning outcome tests. The results indicated that the Animaker-based learning medium obtained an average validation score of 4.58 from material and media experts, categorized as highly feasible. Field trials revealed an increase of 36.8% in students' conceptual understanding of Social Studies after using the medium. Therefore, the interactive learning medium based on Animaker has been proven effective in improving conceptual understanding, learning interest, and students' active participation in Social Studies learning.

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan menguji kelayakan media pembelajaran interaktif berbasis Animaker dalam meningkatkan pemahaman konsep Ilmu Pengetahuan Sosial (IPS) siswa sekolah dasar. Latar belakang penelitian ini berangkat dari rendahnya pemahaman konsep IPS siswa akibat penggunaan media yang masih konvensional dan kurang menarik perhatian. Penelitian ini menggunakan model pengembangan ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri atas 25 siswa kelas V di SDN 3 Kota Jantho. Data dikumpulkan melalui observasi, angket validasi ahli, dan tes hasil belajar. Hasil penelitian menunjukkan bahwa media Animaker memperoleh nilai validasi rata-rata 4,58 dari ahli materi dan ahli media dengan kategori *sangat layak*. Uji coba lapangan menunjukkan peningkatan pemahaman konsep IPS siswa sebesar 36,8% setelah penggunaan media. Dengan demikian, media pembelajaran interaktif berbasis Animaker

terbukti efektif dalam meningkatkan pemahaman konsep, minat belajar, serta partisipasi aktif siswa dalam pembelajaran IPS.

Kata kunci: Animaker, Media Pembelajaran Interaktif, Pemahaman Konsep

INTRODUCTION

The teaching of Social Studies (IPS) in elementary schools plays an important role in shaping students' critical thinking skills, social awareness, and sense of responsibility as good citizens. Social Studies not only aims to provide factual knowledge about the social environment, history, and geography but also helps develop social values and skills that are essential for community life. However, in practice, Social Studies learning often remains theoretical and lacks meaningful experiences. According to Pambudi et al. (2025), lecture-based instruction and textbook use still dominate Social Studies classrooms, causing students to become passive and struggle to understand abstract concepts such as social interaction, cultural change, or environmental dynamics.

The challenge of Social Studies learning in the twenty-first century is not only about mastering content but also about integrating technology into the learning process. Today's students are digital natives who are more engaged with visual and interactive learning experiences (Amelia et al., 2023). Therefore, innovation in educational media is needed to connect students' learning styles with curriculum goals that emphasize active, collaborative, and contextual learning. One of the media platforms that has become increasingly popular is Animaker, a digital animation tool that is easy to use and can produce engaging, communicative, and interactive learning content. Educational media can make students more active participants who not only listen but also watch, explore, and interact (Wahyudi et al., 2024).

Previous studies have shown the potential of using Animaker to improve the quality of learning. Research by Amelia et al. (2023) found that the use of Animaker increases motivation and participation among elementary school students in understanding Social Studies material. Likewise, a study by Pambudi et al. (2025) reported that Animaker-based media achieved a high level of validity and practicality for classroom use. Meanwhile, Rahman and Suryani (2022) found that interactive animation media significantly improved students' conceptual understanding compared to traditional learning methods.

In addition, Handayani and Pratama (2023) found that digital animation media help develop students' critical thinking skills and learning outcomes in Social Studies. Animated visuals of social and historical events assist students in connecting abstract ideas with real-world social contexts. Similar findings were reported by Nurhayati and Hidayat (2024), who noted that the use of Animaker increased students' emotional and cognitive engagement in learning, especially when applied through contextual approaches.

Despite these positive results, previous research still has limitations. Most studies focused more on learning motivation and media feasibility rather than on how Animaker affects students' conceptual understanding, particularly in the context of elementary schools in regions such as Kota Jantho. In addition, several studies conducted only small-scale trials without systematic development stages, resulting in learning media that were not yet fully adapted to student characteristics or local curriculum needs. This research gap provides the foundation for the present study, which aims to develop and evaluate Animaker-based interactive learning media that are not only visually appealing but also able to improve students' conceptual understanding in a comprehensive manner.

Initial observations at SDN 3 Kota Jantho showed that Social Studies learning was still conducted in a conventional way and rarely used digital media. Teachers faced difficulties in maintaining student attention, while assessment results indicated that most students had not yet met the Minimum Mastery Criteria (KKM) for concept-based topics. This finding emphasizes the need for innovative learning media that can help teachers deliver Social Studies material in a more engaging, contextual, and understandable way.

Therefore, this study aims to develop Animaker-based interactive learning media that are valid, practical, and effective for improving elementary students' conceptual understanding of Social Studies at SDN 3 Kota Jantho. The study is expected to provide theoretical contributions to the field of digital educational media development and practical contributions for teachers by introducing Animaker as an alternative medium that enhances conceptual understanding, motivation, and student participation throughout the learning process.

METHODS

This study employed a Research and Development (R&D) approach aimed at producing an interactive learning media using Animaker that is valid, practical, and

effective for improving elementary students' conceptual understanding of Social Studies (IPS). The development model used in this research refers to the ADDIE model, which consists of five main stages: Analyze, Design, Develop, Implement, and Evaluate (Branch, 2009). This model was chosen because it provides a systematic and relevant framework for designing digital technology-based instructional products.

The analysis stage was conducted to identify learning needs through classroom observations and interviews with Social Studies teachers at SDN 3 Kota Jantho. This stage included an analysis of student characteristics, curriculum content, learning difficulties, and available facilities. The results revealed that students needed visually appealing and easy-to-understand learning media to help them grasp abstract Social Studies concepts, such as social interaction and environmental change.

The design stage involved creating the instructional flow and storyboard for the Animaker-based media aligned with the Basic Competencies (Kompetensi Dasar) for fourth- and fifth-grade Social Studies. The learning materials focused on social and geographical environmental themes. The design process included developing animation scripts, character visuals, dialogues, and integrating interactive elements such as quizzes and simple reflections to enhance student engagement.

The development stage included the production of the learning media using Animaker and its validation by experts. Validation was conducted by three experts: a learning media specialist, a Social Studies content expert, and an elementary education expert. Each validator assessed the media in terms of visual design, interactivity, content relevance, and alignment with learning objectives. Feedback and suggestions from the experts were used to revise the media before the field trial.

The implementation stage was carried out through a limited trial involving 25 fourth-grade students at SDN 3 Kota Jantho. The teacher acted as a facilitator during the learning sessions using the developed media. Data were collected through classroom observations, student and teacher response questionnaires, and pre-test and post-test assessments of students' conceptual understanding of Social Studies.

The evaluation stage aimed to assess the effectiveness of the media in improving students' conceptual understanding. Evaluation was conducted both formatively at each stage of development and summatively through the analysis of students' learning outcomes and user responses. Data analysis used both qualitative and quantitative

descriptive approaches. Qualitative data were obtained from observations and interviews, while quantitative data were derived from expert validation results and trial findings, analyzed using descriptive statistics in the form of feasibility percentages and improvement in learning outcomes.

This research was conducted at SDN 3 Kota Jantho, Aceh Besar Regency, which was purposively selected because the school had basic technological facilities such as projectors and computers but had not yet utilized interactive digital media for Social Studies instruction. The research subjects included one Social Studies teacher and 25 fourth-grade students as trial respondents. The study was carried out over one academic semester, covering all stages from development to evaluation of media effectiveness.

Through the application of the R&D method based on the ADDIE model, the developed Animaker-based interactive learning media is expected to be not only valid and practical but also effective in enhancing students' conceptual understanding of Social Studies. Furthermore, it may serve as a useful reference for teachers in integrating digital technology into meaningful and engaging learning processes.

RESULTS AND DISCUSSION

This study produced an interactive learning media based on **Animaker**, designed to improve elementary school students' understanding of social studies concepts. The development process followed the **ADDIE model**, which includes the stages of analysis, design, development, implementation, and evaluation. The results of each stage are described below.

1. Results of the Media Development Stage

The product developed is an interactive animated video with a duration of 8–10 minutes for each subtopic of social studies. The video content features animated characters of students and teachers who discuss social studies concepts through dialogue, accompanied by visual illustrations and simple interactive quizzes. This media was created using the Animaker platform and integrated into Google Classroom to make it easily accessible for both teachers and students.

2. Expert Validation Results

The developed media was validated by three experts: a media expert, a material expert, and a learning expert. The assessment covered four aspects: display quality, interactivity, content relevance, and usefulness of the media.

Table 1. Expert Validation Results for Media, Material, and Learning

Assessment Aspect	Average Score	Category
Display Quality	4.65	Highly Feasible
Interactivity	4.50	Highly Feasible
Content Relevance	4.60	Highly Feasible
Usefulness of the Media	4.55	Highly Feasible
Overall Average	4.58	Highly Feasible

The validation results indicate that the Animaker media was rated as highly feasible for use in Social Studies learning. The experts provided feedback suggesting that the duration of the animation should be adjusted to match students' concentration levels and that the narration should use simple and communicative language. After revisions were made according to the validators' suggestions, the media was declared ready for field testing.

3. Field Test Results

A limited trial was conducted in Grade IV of SDN 3 Kota Jantho with 25 participating students. The instruments used included student and teacher response questionnaires, as well as Social Studies concept understanding tests administered before (pre-test) and after (post-test) using the media.

Table 2. Results of Students' Social Studies Concept Understanding Test

Type of Test	Average Score	Percentage of Improvement
Pre-test	61,2	–
Post-test	83,7	36,8%

Based on the analysis results, there was an average increase of 36.8% in students' conceptual understanding of social studies after learning with the Animaker-based media. This finding indicates that the interactive media was effective in helping students comprehend social studies concepts that were previously difficult to understand through oral explanations or textbook readings alone.

Students' responses toward the use of the media were also highly positive. A total of 92% of students stated that the animations made learning more engaging and easier to understand, while 88% of teachers agreed that the media helped them explain the material more efficiently and communicatively.

The findings of this study demonstrate that the use of Animaker-based interactive learning media significantly improved students' conceptual understanding of social studies. This improvement was attributed to the combination of dynamic visualization, contextual narration, and interactive elements that stimulated students' cognitive and affective engagement during the learning process.

These results are consistent with Rahman and Suryani (2022), who reported that animation media enhances conceptual understanding by transforming abstract concepts into concrete visuals. Similarly, Amelia et al. (2023) confirmed that the use of Animaker effectively increases motivation and active participation among elementary school students.

Another contributing factor to the success of this media was the integration of visual design and interactivity, where students were not merely passive viewers but active participants through reflection activities, quizzes, and discussions. This aligns with Vygotsky's constructivist theory, which emphasizes that meaningful learning occurs when students actively interact with media and their learning environment.

CONCLUSION

This study demonstrates that Animaker-based interactive learning media is both feasible and effective for use in elementary school social studies instruction. Expert validation results showed an average score of 4.58, categorized as *highly feasible*, while field testing revealed a 36.8% improvement in students' conceptual understanding of social studies after using the media. The Animaker media helped students grasp concepts more concretely through engaging visual displays, interactive narration, and reflective learning activities. In addition, the media supported teachers in implementing technology-integrated instruction that aligns with the demands of the digital era. Thus, the use of Animaker serves as an innovative alternative for enhancing the quality of social studies learning at the elementary school level.

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