

**AN ANALYSIS OF THE USE OF ANIMATED VIDEO MEDIA ON THE  
LEARNING INTEREST OF GRADE XI STUDENTS IN THE SUBJECT  
OF CREATIVE PRODUCTS AND ENTREPRENEURSHIP  
AT SMK AL-HIDAYAH CIPUTAT**

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***ABSTRACT***

*This study aims to analyze the use of animated video media in enhancing the learning interest of 11th-grade students in the subject of Creative Products and Entrepreneurship at SMK Al-Hidayah Ciputat. The research is motivated by the low learning interest among students, which is attributed to monotonous conventional teaching methods and limited use of varied instructional media. Employing a literature review method with a qualitative approach, this study examines both primary and secondary sources to evaluate the effectiveness of animated video media in educational contexts. The findings indicate that animated video media significantly captures students' attention, facilitates comprehension of abstract concepts, and fosters an engaging and interactive learning environment. Through visually appealing content and clear presentation, animated videos have been proven to increase students' motivation and interest in learning, contributing to a more effective and meaningful learning experience.*

**Keywords:** *animated video, learning interest, instructional media, creative products, entrepreneurship, vocational education.*

**INTRODUCTION**

Education is a process of interaction between educators and students aimed at acquiring knowledge, attitudes, and essential skills. According to Law No. 20 of 2003, Article 1, Paragraph 1, "Education is a conscious and planned effort to create a learning environment and learning process through which students actively develop their potential to possess spiritual-religious strength, self-control, personality, intelligence, noble character, and the necessary skills for themselves, society, the nation, and the state." Through education, individuals are able to study various subjects and utilize technology to facilitate the learning process, including the use of media in instruction.

According to Hamid et al. (2020), learning media refers to anything that can convey messages through various channels, stimulate students' thoughts, emotions, and motivation, and thereby support the creation of meaningful learning experiences and the acquisition of new information, enabling the achievement of learning objectives. The role of media in education includes serving as a learning aid for students, a communication tool between teachers and learners, and a medium for fostering creativity. Sadiman (2010) stated that the appropriate and varied use of educational media can reduce student passivity, as such media can foster enthusiasm for learning and facilitate more direct interaction between students and real-world contexts.

As education evolves, the types of media employed by teachers have become increasingly diverse. Numerous studies have explored the development of instructional media, which plays a crucial role in supporting teachers in delivering learning materials. One such type is animated video-based instructional media. Effective instructional media must have clear learning objectives and be capable of increasing students' interest in learning. Among the various options available, animated video media is considered particularly suitable for teachers to use.

Animated video is a type of audiovisual media that incorporates motion and sound (Relis Agustien et al., 2018). It allows for the presentation of objects that can move, transform in shape, size, and color (Nurmalasari, 2019). Such media can be created using design applications like Canva, which is an accessible online platform that facilitates the creation of desired instructional content. Canva offers a wide range of features including tools for presentations, resumes, posters, pamphlets, brochures, infographics, banners, video playback, and more (Irsan et al., 2021). Animated video-based media is highly relevant in enhancing student interest in learning and can serve as an effective alternative instructional tool, potentially improving learning outcomes, motivation, communication skills, and other aspects of the educational experience.

Learning interest refers to a strong emotional inclination, enthusiasm, or desire towards a particular subject. When an individual is interested in something, they are naturally driven to explore it further. Nurrahmawati (2021) stated that students who pay greater attention to a particular subject exhibit higher level of engagement, which serves as a powerful motivator, enabling them to participate more actively in the learning process.

In the Grade XI Creative Products and Entrepreneurship class at SMK Al-Hidayah Ciputat, observation results indicated that the use of instructional media in this subject has not

been optimal. The teaching process continues to rely heavily on traditional lecture methods, leading to student passivity, boredom, and even drowsiness during class. To confirm these observations, the researcher conducted interviews with the Entrepreneurship subject teacher, Ms. Sari Puspita, who stated that the current learning process still primarily involves lectures and problem-based learning (PBL), resulting in many students feeling sleepy and talking to their peers during lessons. Interviews with several Grade XI students also revealed that the learning experience in the Entrepreneurship class has been perceived as unengaging, monotonous, tiring, and lacking media variation, which in turn reduces students' focus and engagement with the material presented by the teacher.

Based on these observations, the learning interest of Grade XI students in the Entrepreneurship subject at SMK Al-Hidayah Ciputat remains suboptimal. This issue is partly due to inadequate facilities and learning resources. Teachers have not fully succeeded in motivating students, largely due to limited creativity in applying basic competencies, suboptimal classroom management, ineffective teaching methods, limited use of instructional media, and a lack of relevant instructional strategies that align with students' needs and the subject matter. The researcher chose to focus on Grade XI students because preliminary observations during class showed that many students appeared unmotivated, frequently complained, lacked attention, and were unwilling to take notes. Some students remained silent, chatted, or joked with their classmates. This ineffective learning environment has negatively impacted students' learning enthusiasm.

In light of these issues, there is a clear need for innovation in instructional strategies to improve students' learning interest—particularly through the use of animated video media. Animated video plays a vital role in the learning process as it can effectively attract attention and boost students' interest. With engaging visuals and easily comprehensible storylines, animated videos bring lesson content to life, making learning more enjoyable and memorable. This medium helps students focus better and become more actively involved in the learning process, thereby enhancing the overall effectiveness and meaningfulness of education.

## METHODS

The research method applied in this study is a literature review. According to Samuel (2018), a literature review is an effort commonly undertaken to find, collect, and analyze data in depth to solve a particular problem. This study employs a qualitative approach and utilizes

two types of data sources: primary and secondary. Primary data consists of research reports containing information obtained directly from relevant subjects. In this context, primary data was collected from sources discussing audiovisual media aimed at enhancing students' learning interest, along with journal articles that focus on the use of animated video media and learning motivation in vocational high school environments.

Secondary data refers to existing information that serves as supporting and complementary material to the primary sources. These include written references such as books, newspapers, articles, and documents that are relevant to the study. The data collection techniques involved several stages, including editing (verifying the accuracy of data), finding (organizing relevant information), and organizing (structuring the data systematically). After data collection, further examination was carried out to assess how animated video media influences students' interest in learning within the vocational school context.

The analysis began with a comparative approach by reviewing and contrasting data from various journals to form a conclusion. This was followed by an interpretative analysis process to synthesize insights obtained from reviewing literature related to the studied variables. Deductive reasoning was used to derive specific conclusions from general findings, while inductive reasoning was applied to generalize conclusions based on specific field findings regarding the use of animated video media to enhance the learning interest of Grade XI students in the subject of Creative Products and Entrepreneurship at SMK Al-Hidayah Ciputat.

## RESULTS AND DISCUSSION

Instructional media support the implementation of the 2013 Curriculum in classroom learning. The use of media and instructional approaches has a significant influence on increasing students' interest in learning. Animated video media is capable of significantly enhancing students' engagement in the subject of Creative Products and Entrepreneurship. Students show greater enthusiasm because the learning experience differs from the usual.

Through video presentations, abstract concepts become concrete, clear, and easier to understand. The instructional videos are designed to combine text, colored images, audio, and animation into a unified presentation, which makes the material more appealing and encourages students to learn through audiovisual content. According to the theory by Sudarma et al. (2015), the effectiveness of color use depends on contrast; a dark background should be paired with

light-colored text, and vice versa. In this study, animated video media serves as an instructional tool that improves student comprehension, expands knowledge, enhances focus, and creates a fresh learning environment.

The first study, conducted by Nanda et al. (2022), used an experimental method focusing on the effect of animated video media on students' learning interest. The research took place at SDN 3 Rumak, Kediri District, involving all 34 fourth-grade students selected through non-probability sampling. Data collection methods included questionnaires and observation. The questionnaire was used to assess students' interest, while observation measured the implementation of animated video-based learning.

Data analysis techniques included normality tests, homogeneity tests, and hypothesis testing. Results from the Independent-Sample T-Test showed an F-value of 79.55, with a 5% significance threshold of 1.71, and an effect size of 0.68. These findings indicate a significant influence of animated video media on students' learning interest.

The second study investigated the use of animated videos in social studies learning for eighth-grade students at MTs Miftahul Huda Ngunduh, Tulungagung. The study aimed to improve student engagement and examined three key points: (1) students' interest in social studies, (2) the steps involved in using animated video media, and (3) the implications of its application. This research applied a descriptive qualitative method.

Findings revealed that students' learning interest was influenced by classroom atmosphere and instructional media. Animated video media helped overcome sensory and spatial limitations, motivated students, and encouraged differentiated teacher attention to accommodate students with varying abilities.

The third study by Hasmira, Anwar, and Yusuf (2017) aimed to enhance student activity, achievement, and interest through animated video media. Two research cycles were conducted. In the first cycle, without using animated video, the teacher's performance score was 70.8%. In the second cycle, after integrating animated video, the score rose to 95%. Students' learning activity improved as well, increasing from 78.57% in the first cycle to 96.42% in the second. Additionally, student achievement showed significant gains. Initially, only four students met the minimum score of 59.07. This number increased to 11 students with a score of 70 in the first cycle, and 26 students with an average of 83.15 in the second cycle.

The fourth study was conducted due to low interest in Theme 7 learning among second-grade students at SD Negeri 3 Babadan. The study aimed to: (1) evaluate the validity of animated video media based on Plotagon and Kinemaster, (2) determine its feasibility, and (3)

enhance learning interest. This research used a qualitative R\&D method following the ADDIE model. Data collection involved observation, questionnaires, and documentation. The findings confirmed that the media was valid and feasible with expert revisions. Before using the media, the overall score was 1093.75, averaging 54.68 with 20% mastery. After implementation, scores rose to 1882.25, averaging 94.11 with 100% mastery.

The fifth study responded to the low interest in thematic learning and limited use of video media among third-grade students at SDN 05 Balesari. The objectives were to develop animated video-based media and evaluate its effectiveness. Using the ADDIE development model, the product developed was called VIDAM.

The study involved 13 students and used interviews, observation, questionnaires, and documentation. Results showed that VIDAM was highly valid, with a 100% score from content experts, 82% from media expert 1, and 98% from media expert 2. Learning interest increased significantly, with small group scores rising from 61% to 87%, and large group scores from 62.25% to 88.25%, reflecting a 26% improvement.

Based on the journal studies reviewed, the use of this media has shown a clear correlation with increased student interest in learning at vocational schools. The implementation of animated video media encourages students to become more active, creative, and collaborative. It also simplifies the understanding of complex concepts and provides a realistic learning experience. Animated video media supports the overall learning process.

It not only enhances student engagement but also positively impacts teachers. Initially unfamiliar with current technologies, teachers gradually adapt and develop their skills, transitioning from inexperience to competence through consistent use of this media. Teachers play a critical role in selecting and implementing effective, efficient, and appropriate learning strategies. Before choosing instructional media, it is important to consider the characteristics and learning styles of students to ensure alignment with their needs and abilities.

Effective learning requires a conducive classroom environment and strong teacher-student communication. In line with this, Inggiyani et al. (2019) stated that learning interest develops when students genuinely enjoy the activities they engage in, free from pressure, leading to a comfortable and motivating learning experience. If students enjoy learning through animated video media, this medium can significantly support the teaching and learning process. It enhances student motivation and simplifies the learning process, particularly when instructional content is presented in an enjoyable and engaging manner.

## CONCLUSION

Based on the results of observations, interviews, and literature review, it can be concluded that the use of animated video media is highly effective in increasing students' learning interest, particularly in the subject of Creative Products and Entrepreneurship at vocational high schools. This medium helps overcome the monotony of conventional learning, presents material in a more engaging and interactive manner, and facilitates students' understanding of abstract concepts. Animated videos not only enhance students' focus and active participation, but also provide an enjoyable learning experience, thereby making the learning process more meaningful and significantly improving learning outcomes.

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