

THE EFFECTIVENESS OF USING ANIMATED VIDEOS ON LEARNING ACHIEVEMENT IN ECONOMICS INSTRUCTION AT SMAN 7 SOUTH TANGERANG CITY

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ABSTRACT

This study aims to determine the effectiveness of using animated video media in improving student learning achievement in Economics subjects at SMAN 7 South Tangerang City. The research method used is quantitative with a quasi-experiment design. The research sample consisted of two classes, namely the experimental class that used animated video media and the control class that used conventional learning methods. Data were obtained through learning achievement tests given before and after treatment. The results of the analysis showed a significant increase in the average score of students in the experimental class compared to the control class. These findings indicate that the use of animated videos as a learning medium can have a positive impact on understanding concepts and improving student learning achievement in Economics subjects. Thus, animated videos can be used as an alternative effective learning media to create a more interesting and interactive learning process.

Keywords: *Animated Video, Learning Achievement, Economics Learning, Learning Media.*

INTRODUCTION

Economic education at the senior high school level plays a vital role in shaping students' understanding of economic systems and their application in everyday life. However, economics is often perceived as abstract and difficult, requiring more effective learning strategies to help students grasp key concepts. The low level of achievement in economics in several schools has become a serious concern, including at SMAN 7 Kota Tangerang Selatan. This situation highlights the need for more innovative and engaging teaching methods.

SMAN 7 Kota Tangerang Selatan, as one of the secondary education institutions, also faces challenges in improving students' achievement in economics. Factors such as the dominance of conventional teaching methods and the limited use of interactive learning

media contribute to students' difficulties in mastering the subject. Therefore, exploring alternative instructional media has become an important step toward improving the quality of economics education in this school.

The rapid development of information and communication technology has provided new opportunities for education. One of the most promising instructional media is animated video. This medium is able to present abstract materials in a more concrete, engaging, and interactive way, making it easier for students to understand complex concepts. Dynamic visualizations, clear narration, and the combination of audio-visual elements in animated videos are believed to enhance students' attention, motivation, and comprehension.

Previous research supports this perspective. Anugrah and Deden (2022) found that the use of Canva-based animated videos increased students' interest in economics at SMA Negeri 4 Balikpapan. Destiasa et al. (2020) also demonstrated that Powtoon-based animated instructional media improved students' achievement in economics at SMA Negeri 1. Furthermore, Maharani, Azizah, and Sudarwati (2021) emphasized that animated videos are effective in presenting detailed learning objects, thus helping students comprehend abstract materials. Similarly, Puspita (2017) argued that animated videos attract attention, improve retention, and enable the visualization of imaginative concepts that are otherwise difficult to grasp.

Animated videos as a learning medium combine complementary audio and visual elements. Videos are useful for presenting information, explaining complex concepts, teaching skills, and influencing attitudes, while animation allows for the visualization of moving objects arranged according to a storyline. These objects can take the form of humans, animals, plants, or buildings (Maharani et al., 2021). This combination makes animated videos not only entertaining but also powerful instructional tools capable of fostering students' interest, attention, and motivation.

Enjoyable learning is a key determinant of educational success. Trinova (2012) noted that learning that captures students' attention prevents boredom, while Nurhayati (2014) emphasized that accessible and engaging learning media help students absorb material more effectively and encourage logical thinking. In this regard, animated videos can be considered a relevant medium for delivering economic content, which is often perceived as challenging by students.

Learning achievement serves as an important indicator of educational success. Sukardi (1983) suggested that achievement can be measured through tests designed to

uncover students' actual abilities, while Suryabrata (1987) stated that report card grades represent a final formulation of students' achievement over a given period. Gagne (1985) further classified learning achievement into five aspects: intellectual skills, cognitive strategies, verbal information, attitudes, and motor skills. This implies that achievement is not limited to cognitive outcomes but also includes affective and psychomotor dimensions.

Several factors influence learning achievement. Haditomo et al. (1980) argued that achievement reflects an individual's abilities shaped by both internal and external factors. Syah (2010) explained that internal factors include physiological aspects (e.g., vision, hearing, and physical condition) and psychological aspects (e.g., intelligence, interest, and motivation). External factors, meanwhile, encompass learning facilities, teaching methods, learning environments, and the availability of instructional media. In this context, animated videos can serve as a significant external factor supporting students' success.

Based on this background, the present study focuses on examining the effectiveness of animated videos in economics learning at SMAN 7 Kota Tangerang Selatan. Specifically, the study aims to analyze how animated videos may improve students' learning achievement and contribute to the development of more innovative, effective, and efficient teaching strategies in economics.

METHODS

This study employed a quantitative approach using a quasi-experimental design, specifically the *non-equivalent control group design* (Sugiyono, 2019). A quasi-experimental design was chosen because the researcher could not fully control all variables that might influence the experiment yet still aimed to examine the effect of the independent variable on the dependent variable (Sugiyono, 2013).

The research was conducted in two classes: the experimental class, which was taught using animated video media, and the control class, which was taught using conventional learning methods such as lectures and discussions. Data on students' learning achievement were collected through written tests designed to measure conceptual understanding and application skills. The data were analyzed using statistical tests to compare the learning outcomes of the two groups.

The implementation began with the selection of research subjects, namely two classes of relatively equal academic ability, such as XI IPS 1 and XI IPS 2. The classes were selected

purposively based on preliminary test results or prior academic performance to ensure group homogeneity. The experimental class was then given treatment using animated video media, while the control class continued with conventional methods. Before the treatment, both groups completed a pretest with identical questions to determine their baseline learning ability.

The treatment was carried out over three to four sessions, during which both groups studied the same material but through different instructional methods according to their respective group assignments. This ensured that any differences in learning outcomes could be directly attributed to the methods applied. At the end of the treatment, both groups took a posttest using the same instrument, which served to measure the extent of improvement in student achievement after the intervention.

The population of this study consisted of all students at SMAN 7 South Tangerang City. Population is defined as the generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher for study and conclusion (Sugiyono, 2013:117). The sample was determined using purposive sampling, a technique of selecting samples based on specific considerations (Sugiyono, 2012:68). The main consideration was to select representative classes that matched the research objectives, particularly regarding the use of animated video media in economics learning.

RESULT AND DISCUSSION

The findings of this study indicate that the use of animated video media in Economics learning at SMAN 7 South Tangerang City had a positive impact on students' academic achievement. This was evident from the significant difference in the mean scores between the experimental and control classes after the posttest. The experimental class, which was taught using animated videos, showed a greater improvement in learning outcomes compared to the control class, which relied solely on conventional methods. At the pretest stage, both groups had relatively similar initial abilities, indicating that the differences observed after the treatment were directly attributable to the variation in instructional methods.

The use of animated videos proved effective in presenting material visually and interactively, making it easier for students to comprehend. Abstract economic concepts could be visualized more concretely, assisting students in recalling, understanding, and connecting the material to real-life situations. This finding aligns with the studies of Anugrah and Deden

(2022) and Destiasa et al. (2020), both of which found that animated media enhanced students' interest and learning achievement. Thus, this study reinforces empirical evidence that animated media is a relevant teaching strategy in the digital era.

Moreover, animated videos contributed to increased student motivation. Motivation is a critical factor that significantly influences learning success. Classroom observations revealed that students were more focused, enthusiastic, and actively engaged when animated videos were employed compared to conventional methods. The media created an enjoyable and interactive learning atmosphere, enabling students to participate both emotionally and cognitively in the learning process. Questionnaire responses further supported this, with the majority of students reporting that animated videos helped them better understand the material and increased their enthusiasm for learning.

Statistical analysis confirmed these findings by demonstrating a significant difference in posttest results between the experimental and control classes. Although both groups showed improvement after the lessons, the experimental class exhibited a much greater increase. This outcome highlights the limitations of conventional teaching methods in meeting the learning needs of today's digital generation, while animated videos provide a richer and more meaningful learning experience.

This study is consistent with Vputri (2022), who found that animated videos significantly improved students' comprehension, and Musa'adah (2024), who emphasized the importance of innovative media in enhancing the quality of education. The consistency of these findings underscores the potential of animation as an alternative instructional medium, particularly in Economics, a subject often perceived as difficult and abstract by students.

The practical implication of this research is the need for teachers to integrate animation-based media into lesson planning. This approach would ensure that learning is not limited to the delivery of information but also fosters active interaction between students and the material. From an educational policy perspective, the results provide valuable input for schools and policymakers to encourage broader use of digital media in teaching and learning, in line with the policy direction emphasizing the integration of information technology in education.

Overall, the findings of this study demonstrate that animated videos not only enhance students' academic performance but also create an active, innovative, and engaging learning environment. Supported by theory, empirical evidence, and positive student responses, animated video media can be recommended as an effective alternative learning strategy to

improve academic achievement in Economics at the secondary school level.

CONCLUSION

Based on the study on the effectiveness of using animated videos in Economics learning at SMAN 7 Kota Tangerang Selatan, it can be concluded that video-based instructional media significantly improves student achievement. The higher average scores of the experimental class compared to the control class demonstrate that animated videos are effective in helping students better understand abstract economic concepts in a clearer and more accessible way.

In addition to cognitive improvement, the use of animated videos also has a positive impact on students' motivation, interest, and participation. The learning process becomes more engaging and interactive, making students more enthusiastic, focused, and active in asking questions. This confirms that learning is not merely a transfer of knowledge but also an enjoyable and meaningful learning experience.

The findings of this study are consistent with previous research that highlights the importance of innovation in learning strategies through the use of technology. Animated videos are proven to be relevant for today's generation, as they present materials with appealing visualizations, facilitate comprehension, and strengthen students' retention. Thus, this study reinforces empirical evidence regarding the effectiveness of animation as an alternative instructional strategy.

This research also provides practical implications for teachers, schools, and policymakers. Teachers can adopt animated videos as effective teaching media, schools can support the provision of technology-based facilities, and the government can consider them as part of strategies to improve education quality. Overall, the integration of animated videos into Economics learning not only enhances students' academic achievement but also creates a more dynamic, creative, and relevant learning environment aligned with the demands of the digital era.

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