



Differences in Civic Education Learning Outcomes Between the Use of Animated Videos and Conventional Methods Among Fourth-Grade Students at MI Al Islam Mranggen

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ABSTRACT

This study aims to analyze differences in student learning outcomes between the use of animated video media and conventional methods in Civic Education (PKn) instruction in the fourth grade at MI Al Islam Mranggen for the 2025/2026 academic year. This study employed a quantitative approach with a quasi-experimental design involving two groups—an experimental group and a control group—each consisting of 30 students. The experimental group received instruction using animated video media, while the control group used conventional methods. Learning outcome data were collected through documentation of daily test scores and were analyzed using data categorization, descriptive statistics, and an independent samples t-test after meeting the criteria for normality and homogeneity. The results of the data categorization analysis showed that most students in the experimental group fell into the moderate category (63.3%) and the high category (36.7%), while most students in the control group fell into the low category (56.7%) and the moderate category (43.3%). The results of the hypothesis test using the independent samples t-test showed that the calculated |t-value| of 6.707 was greater than the critical t-value of 2.001 at a 5% significance level; therefore, H_0 was rejected and H_a was accepted. These results indicate that there is a significant difference in learning outcomes between the experimental group and the control group. Thus, the use of animated video media yields better learning outcomes compared to conventional methods in Civic Education instruction. Therefore, animated video media can serve as an alternative instructional medium to improve students' learning outcomes in Civic Education at the elementary school level.

Keywords

Learning Outcomes, Animated Video Media, Conventional Method, Civic Education, Elementary School.

Introduction

Civics Education (PKn) is a subject that plays a crucial role in shaping students' character, attitudes, and social skills so they can participate actively and responsibly as citizens. Through Civics Education, students are expected to understand national values, the rights and obligations of citizens, and to develop a sense of nationalism and strong moral values. However, the Civic Education learning process in elementary schools is still dominated by conventional methods, such as lectures and written assignments, resulting in a teacher-centered approach that fails to actively engage students. This situation has led to suboptimal student motivation and learning outcomes.

Preliminary observations in the fourth-grade class at MI Al Islam Mranggen for the 2025/2026 school year indicate that Civic Education instruction is still dominated by lectures and simple question-and-answer sessions, without the support of engaging instructional media. As a result, students' enthusiasm

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for participating in “ ” lessons remains low, and their daily test scores have not yet met the Minimum Competency Criteria (KKM). The average student score ranges from 65 to 70, while the school’s established KKM is 75. This situation highlights the need for instructional innovations capable of enhancing student engagement and learning outcomes.

Advances in information technology provide opportunities for teachers to utilize more innovative learning media, one of which is animated videos. Animated videos integrate visual, audio, and motion elements, making it possible to present material in a more engaging and easily understandable way. Theoretically, the effectiveness of this medium is supported by Paivio’s Dual Coding Theory, which explains that information conveyed through both verbal and visual representations simultaneously is processed more easily and stored in long-term memory.

Several previous studies have shown that the use of animated videos can improve students’ learning outcomes. Amanda (2024) states that Civic Education (PKn) instruction without visual media support causes students to become bored more quickly and struggle to understand abstract concepts. Ningsih’s (2023) study also showed that the use of animated videos in Civic Education instruction can improve students’ understanding of the third principle of Pancasila and significantly enhance learning outcomes. Additionally, Qalbi (2025) found that *Problem-Based Learning* (PBL)-based animated videos are effective in enhancing students’ understanding of Pancasila values, critical thinking skills, and learning motivation.

However, these studies were generally conducted in science and social studies classes or in public elementary schools. Research specifically comparing student learning outcomes between the use of animated video media and conventional methods in Civic Education (PKn) instruction at Madrasah Ibtidaiyah remains limited. This research gap serves as a crucial basis for testing the effectiveness of animated video media in the context of Civic Education (PKn) instruction, which emphasizes not only cognitive aspects but also character development and civic values.

From an Islamic perspective, efforts to improve the quality of education are part of the command to seek knowledge, as stated by Allah SWT in Surah Al-Mujādilah, verse 11, which declares that Allah will elevate the status of those who believe and possess knowledge. This verse serves as the foundation for the view that innovation in learning—including the use of animated video media—is one form of effort to improve the quality of education and the quality of students.

Based on this discussion, this study aims to analyze the differences in student learning outcomes between the use of animated video media and conventional methods in Civics Education instruction for fourth-grade students at MI Al Islam Mranggen during the 2025/2026 academic year. The results of this study are expected to provide empirical evidence regarding the effectiveness of animated video media as an alternative instructional medium capable of improving student learning outcomes in Civics Education.

Literature Review

Learning Outcomes

Learning outcomes are indicators of the success of the learning process that demonstrate changes in students’ abilities after participating in learning activities. These changes not only reflect mastery of knowledge but also indicate the effectiveness of the implemented learning process. Low learning outcomes indicate obstacles in the learning process, necessitating evaluation and improvement of the



strategies and learning media used (Hidayati et al., 2024). According to Bloom, learning outcomes encompass three domains: cognitive, affective, and psychomotor. The cognitive domain relates to thinking skills ranging from recall to creation; the affective domain relates to students' attitudes, values, and interests; while the psychomotor domain relates to skills in applying knowledge through concrete actions (Adams, 2015). These three domains form the basis for assessing the overall success of learning.

In Civic Education (PKn) instruction, these three domains of learning outcomes play complementary roles. In addition to mastering concepts of citizenship, students are expected to demonstrate a sense of responsibility, appreciate national values, and apply them in daily life. Therefore, the assessment of learning outcomes is not only oriented toward cognitive aspects but also takes into account the development of students' attitudes and skills (Larsen, 2022; Chandio et al., 2016). This view aligns with Hamalik's assertion that learning outcomes are behavioral changes encompassing knowledge, attitudes, values, and skills resulting from the learning process (Sukatmi, 2024).

Learning outcomes are influenced by various factors originating from both within and outside the learner. Internal factors include physical condition, intelligence, interests, motivation, attention, and learning habits. Meanwhile, external factors include the family environment, school, community, teacher competence, the curriculum, and the availability of learning resources and media (Edy, 2020; Madanda, 2018; Kadang, 2023). A positive interaction between internal and external factors will support the achievement of optimal learning outcomes.

Learning outcome indicators refer to three main domains: cognitive, affective, and psychomotor. The cognitive domain is demonstrated through the ability to understand and master learning material; the affective domain is reflected in positive attitudes, responsibility, and appreciation for the values being learned; while the psychomotor domain is evident in students' ability to apply knowledge to actions or skills. Therefore, the evaluation of learning outcomes should be conducted comprehensively to fully capture students' development (Maharani et al., 2023).

Animated Videos

Animated videos are audio-visual learning media that combine images, motion, text, and sound to present material in a more engaging and easily understandable way. Through dynamic visualization, animated videos can transform abstract concepts into more concrete ones, thereby making it easier for students to understand the learning material. The use of this medium can also enhance students' attention, motivation, and active participation during the learning process (Aqib, 2013; Agustien et al., 2018). According to Afendi and Farihatun (2022), animated videos are an innovation in digital learning media that leverage electronic technology to convey information effectively, thereby strengthening students' understanding of the material being studied.

The strength of animated videos lies in their ability to present information visually and verbally simultaneously. In line with the *Cognitive Theory of Multimedia Learning* proposed by Mayer (2023), presenting information through a combination of images, animations, and narration helps students integrate information more effectively, thereby enhancing their understanding and memory retention. Furthermore, animated videos can be replayed according to students' learning needs, making the learning process more flexible, engaging, and effective (Mashuri & Budiyo, 2020). However, their effective use requires technological support, teachers' ability to manage media, and sound instructional planning to ensure optimal results (Muhammad, 2022; Hidayat & Pramudiani, 2021).



In the context of Civic Education (PKn) instruction, animated videos not only help improve conceptual understanding but also support the instillation of character values and social responsibility through the presentation of contextual and engaging examples. Rochmawan et al. (2024) emphasize that digital media-based learning must remain focused on fostering students' character development. Thus, animated videos serve as a relevant instructional medium for creating interactive and meaningful Civic Education lessons that have the potential to improve student learning outcomes.

Conventional Method

Conventional methods are a teacher-centered approach to learning, in which the teacher serves as the primary source of information, while students primarily receive material through verbal explanations or lectures (Musakkir, 2023). This approach is still widely used because it is simple, easy to implement, and does not require complex learning resources. In addition to lectures, the conventional method can also be combined with question-and-answer sessions, assignments, or simple discussions in accordance with the learning objectives (Nur'aini, 2019). Although effective for conveying factual material in a relatively short time, this method tends to limit students' active engagement and is therefore less effective at developing critical thinking, creativity, and collaboration skills (Sari, 2022).

The main characteristics of conventional methods are teacher-dominated learning, one-way communication, and assessment that emphasizes mastery of cognitive aspects through achievement tests (Amin & Susan, 2022). These conditions limit interaction among students and result in a learning process that provides few opportunities for students to construct knowledge independently. Rochmawan et al. (2024) explain that learning that actively engages students through the use of media and technology tends to yield better understanding compared to learning that relies solely on lectures.

Although conventional methods offer advantages in terms of time efficiency, ease of implementation, and relatively low costs, they also have several limitations, including an inability to accommodate differences in students' learning styles, reduced motivation to learn, and limited active student participation (Ahmadi, 2021). Therefore, in Civic Education (PKn) instruction, conventional methods are often compared with more innovative instructional media, such as animated videos, to determine differences in student learning outcomes. Thus, this study compares the learning outcomes of students who participate in instruction using animated video media with those of students who learn using conventional methods as a basis for assessing the effectiveness of both approaches

Methods

This study employs a quantitative approach using a quasi-experimental *research* design to analyze differences in student learning outcomes between the use of animated video media and conventional methods in Civic Education (PKn) instruction. A quasi-experimental design was used because the research subjects were not selected randomly; instead, two classes were designated as the experimental and control groups (Sugiyono, 2019).

The study was conducted at MI Al Islam Mranggen during the 2025/2026 academic year. The experimental group received instruction using animated video media, while the control group used conventional methods. Both groups received the same material, and learning outcomes were measured through documentation of daily test scores. The data were analyzed quantitatively using



descriptive and inferential statistics. Descriptive statistics were used to describe the data through the mean, maximum value, minimum value, and standard deviation. The mean was calculated using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

$\bar{X}$ = mean,

$\{\sum X\}$ = total of all scores,

N = sample size.

Before hypothesis testing was conducted, the data were tested for normality using the Kolmogorov-Smirnov test and for homogeneity using Levene's test. Next, hypothesis testing was performed using the independent samples t-test with the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Notes:

$\bar{X}_1$ = mean of the experimental group

$\bar{X}_2$ = mean of the control group

S_1^2 = variance of the experimental group

S_2^2 = variance of the control group

n_1 = sample size of the experimental group

n_2 = sample size of the control group

The decision is made by comparing the value of |calculated t| with the table t-value at a 5% significance level. If |calculated t| > table t-value, then H_0 is rejected and H_1 is accepted. Conversely, if |calculated t| ≤ table t-value, then H_0 is accepted and H_1 is rejected.

Results

Description of Student Learning Outcomes Data

Table 1. Results of Descriptive Statistical Analysis of Student Learning Outcomes

Group	Number of Students	Highest Score	Lowest Score	Mean	Standard Deviation
<i>Experiment</i>	30	98	72	84.57	7.815
<i>Control</i>	30	88	60	71.53	7.224

Based on the descriptive statistics in Table 1, the experimental class achieved a mean score of 84.57 with a standard deviation of 7.815, while the control class achieved a mean score of 71.53 with a standard deviation of 7.224. This difference in mean scores indicates that, descriptively, the learning outcomes of students who participated in lessons using animated video media were higher than those of students who participated in lessons using conventional methods.

Data Categorization Analysis



Table2 . Categorization of Student Learning Outcomes

Category	Score Range	Group Experimental	Percentage (%)	Group Control	Percentage (%)
High	90–100	11	36.7	0	0.0
Moderate	71–89	19	63.3	13	43.3
Low	≤70	0	0.0	17	56.7
Total		30	100	30	100

Based on Table 2, the categorization of learning outcomes shows that of the 30 students in the experimental group, 11 students (36.7%) were in the high category and 19 students (63.3%) were in the moderate category, while no students (0%) were in the low category. Meanwhile, in the control group, no students (0%) were in the high category; 13 students (43.3%) were in the moderate category; and 17 students (56.7%) were in the low category. Based on this distribution, learning outcomes in the experimental group tended to be better than those in the control group.

Prerequisite Tests

Before testing the hypotheses, prerequisite tests—namely the normality test and the homogeneity test—were conducted. The results of the normality test showed that the experimental group had a significance value of 0.222 and the control group had a value of 0.245; thus, both groups followed a normal distribution because the significance values were > 0.05 . Furthermore, the results of the homogeneity test yielded a significance value of 0.443, indicating that the variances of both groups were homogeneous. Consequently, the data met the requirements for an *Independent Samples t-test*.

Hypothesis Testing

Independent t-Test

Table 3. Results of the Independent t-Test

		Levene's Test for Equality of Variances		t-Test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Standard Error of the Difference	95% Confidence Interval for the Difference Lower Upper
VALUE	Equal variances assumed	5.596	.443	-6.707	58	.000	-13.033	1.943	-16.923 -9.144
	Equal variances not assumed			-6.707	57.645	.000	-13.033	1.943	-16.923 -9.143

Hypothesis:

H0: There is no difference in the mean scores between the Control and Experimental groups.

H1: There is a difference in the mean scores between the Control and Experimental groups.



Based on the results of the independent samples t-test, a significance value of 0.000 (<0.05) was obtained, with a calculated $|t|$ value of 6.707, which is greater than the critical t-value of 2.001. These results indicate that H_0 is rejected and H_1 is accepted, meaning there is a significant difference in learning outcomes between the experimental group and the control group. This finding is consistent with the results of the data categorization analysis, which showed that the learning outcomes of the experimental group were dominated by the moderate and high categories, while those of the control group were dominated by the low and moderate categories.

Discussion

The research results show that there is a difference in learning outcomes between students who participated in learning using animated video media and those who participated in learning using conventional methods. Based on the results of the data categorization analysis, the majority of students in the experimental group fell into the moderate category (19 students, 63.3%) and the high category (11 students, 36.7%), whereas in the control group, the majority of students fell into the low category (17 students, 56.7%) and the moderate category (13 students, 43.3%). These findings indicate that student learning outcomes in the experimental group tended to be better than those in the control group.

These results are supported by an Independent Samples t-test, which showed that the calculated $|t\text{-value}|$ of -6.707 was greater than the critical t-value at a 5% significance level; thus, H_0 was rejected and H_1 was accepted. Consequently, there is a significant difference in learning outcomes between the experimental and control groups. This indicates that the use of animated video media has a more positive impact on students' learning outcomes compared to conventional methods.

The findings of this study align with the Cognitive Theory of Multimedia Learning proposed by Mayer (2023), which explains that information is more easily understood when presented through a combination of visual and verbal elements. Presenting material in multimedia format helps students process information more effectively, thereby enhancing comprehension and memory retention. Furthermore, Paivio's (1990) Dual Coding Theory explains that information received through two channels—visual and verbal—is stored more effectively in memory, thereby facilitating the learning process.

This effect was also evident during the learning process. The use of animated video media made the abstract Civic Education material more concrete through a combination of images, sounds, and engaging illustrations. This helped students understand the material more easily, increased their attention during lessons, and encouraged their active participation in the learning process. Conversely, in classes using conventional methods, the delivery of material is largely dominated by the teacher's explanations, resulting in relatively lower student engagement in the learning process. This condition is believed to be one of the factors causing the difference in learning outcomes between the two groups.

The results of this study also support several previous studies. Ningsih (2023) stated that the use of animated video media in Civic Education (PKn) instruction can improve students' understanding of the material and lead to improved learning outcomes. Similar findings were presented by Amanda (2024), who explained that visual media can increase students' interest in learning because the material is presented in a more engaging and easily understandable way. Furthermore, Pradana (2025) found



that animated videos, as an interactive learning medium, can increase student engagement during the learning process, thereby positively impacting learning outcomes.

In contrast, learning using conventional methods remains dominated by teacher-led explanations, resulting in relatively lower student interaction. This situation causes students to primarily act as recipients of information, while opportunities to observe, understand, and relate the material to real-life experiences are limited. Consequently, students' conceptual understanding of Civic Education is suboptimal, and their learning outcomes tend to be lower compared to groups using animated video media.

Based on these findings, animated video media can serve as an effective learning alternative to improve the quality of Civic Education instruction in elementary schools. In addition to enhancing learning outcomes, this medium also encourages active student engagement, boosts learning motivation, and helps teachers present material in a more engaging and contextual manner. Therefore, the use of animated video media is worth considering as an educational innovation that supports the creation of a more effective and meaningful learning process.

Conclusion

This study shows that there is a significant difference in learning outcomes between students who participated in lessons using animated video media and those who participated in lessons using conventional methods in the Civic Education (PKn) subject in the fourth grade at MI Al Islam Mranggen during the 2025/2026 academic year. Based on the results of the data categorization analysis, the majority of students in the experimental group fell into the moderate (63.3%) and high (36.7%) categories, while the majority of students in the control group fell into the low (56.7%) and moderate (43.3%) categories. These findings indicate that the use of animated video media is capable of producing better learning outcomes compared to conventional methods. These results were supported by an Independent Samples t-test, which showed that the calculated $|t\text{-value}|$ of -6.707 was greater than the critical t-value at a 5% significance level; thus, H_0 was rejected and H_1 was accepted. Therefore, animated video media is suitable as an alternative learning medium to improve student learning outcomes in Civic Education at the elementary school level.

Limitations and Future Studies

This study has several limitations that need to be noted, including sample and location limitations that only covered two classes at MI Al Islam Mranggen; therefore, the results cannot yet be widely generalized to schools with different characteristics. Furthermore, this study focused solely on the Civic Education subject with specific content, and the measurement of learning outcomes was limited to the cognitive domain through daily test scores, without a comprehensive analysis of the affective and psychomotor aspects. During the research process, external factors that could potentially influence learning outcomes—such as motivation, students' prior knowledge, the learning environment, and technology-based facilities and infrastructure—could not be fully controlled.

Given these limitations, future research is recommended to involve a larger sample size and a more diverse range of locations to enhance the generalizability of the findings. Future research is also expected to test the effectiveness of animated video media across various subjects, materials, and educational levels to provide a more comprehensive picture. In addition, future research needs to



examine the impact of this medium more comprehensively on students' affective and psychomotor aspects, motivation, interest, as well as critical and collaborative thinking skills to contribute more broadly to innovations in technology-based learning media.

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