

An Exploration of the Use of Animated Video Media in Enhancing Students' Learning Motivation at SMP PAB 1 Klumpang

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 30, 2025 Revised: March 17, 2025 Accepted: April 22, 2025 Available Online: May 30, 2025</p> <p>Keywords: Animated Video; Learning Motivation; Instructional Media; Qualitative Approach.</p> <p>Please cite this article: Tambak, A., Setiawan, H. R., Nurdianti, N., & Lestari, S. P. (2025). An exploration of the use of animated video media in enhancing students' learning motivation at SMP PAB 1 Klumpang. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 3(2), 80–93.</p>	<p>This study aims to explore the use of animated video media in enhancing students' learning motivation at SMP PAB 1 Klumpang. The research employed a qualitative approach using a case study design. Data were collected through observations, in-depth interviews with teachers and students, and learning documentation. The findings reveal that the use of animated video media increases students' interest, attention, and active participation in the learning process. Students expressed greater enthusiasm and motivation when the material was presented visually and interactively. Teachers also experienced ease in delivering the material and managing the classroom. Therefore, animated video media is proven to be effective as a learning aid in creating an engaging and motivating learning environment.</p>
	ABSTRAK
	<p>Penelitian ini bertujuan untuk mengeksplorasi penggunaan media video animasi dalam meningkatkan motivasi belajar siswa di SMP PAB 1 Klumpang. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam dengan guru dan siswa, serta dokumentasi pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan media video animasi dapat meningkatkan minat, perhatian, dan partisipasi aktif siswa dalam proses pembelajaran. Siswa merasa lebih tertarik dan termotivasi untuk belajar ketika materi disajikan secara visual dan interaktif. Guru juga merasakan adanya kemudahan dalam menyampaikan materi dan mengelola kelas. Dengan demikian, media video animasi terbukti efektif sebagai alat bantu dalam menciptakan suasana belajar yang menyenangkan dan memotivasi.</p>
Page: 80-93	<p>This is an open acces article under the CC-BY-SA lisence (https://creativecommons.org/licenses/by-sa/4.0/).</p>

A. Introduction

Motivation plays a central role in the learning process, influencing students' engagement, perseverance, and achievement. According to Schunk, Pintrich, and Meece (2008), motivation determines the direction, intensity, and persistence of learning behaviors. In recent years, technological advancements have transformed educational practices, especially through the integration of multimedia tools. Among them, animated video media has emerged as an effective strategy to stimulate student motivation and improve learning outcomes (Mayer, 2009).

Animated videos combine visual elements, sound, motion, and storytelling, making abstract concepts more tangible and engaging. Berk (2009) suggests that videos help capture students' attention, foster emotional involvement, and deliver instructional content in a format that resonates with today's digital-native learners. This shift in teaching media is particularly relevant in Indonesian schools, including SMP PAB 1 Klumpang, where traditional teaching methods often fail to fully engage students and sustain their motivation.

The use of animated media has the potential to address motivational challenges by presenting content in a visually stimulating and contextually meaningful way. According to Deci and Ryan's Self-Determination Theory (1985), intrinsic motivation can be enhanced when students experience autonomy, competence, and relatedness—conditions that can be supported through thoughtfully designed animated content. Students are more likely to participate actively and show enthusiasm when they are emotionally and cognitively engaged in the learning process.

Studies have confirmed the benefits of using animated media in education. Aloraini (2012) found that students exposed to multimedia-based instruction demonstrated higher academic achievement and motivation than those taught through conventional methods. Animated videos simplify complex material, enhance retention, and create an interactive learning environment. Yousef, Chatti, and Schroeder (2014)

also highlighted that students better comprehend and retain content delivered through video-based learning platforms.

Beyond its visual appeal, animation can foster narrative immersion and emotional engagement through character-driven stories and relatable scenarios. Brame (2016) noted that students are more motivated to learn when the content is presented in a compelling story format. Mayer's (2009) Cognitive Theory of Multimedia Learning further emphasizes that learning is enhanced when words and pictures are used together, rather than in isolation.

In the Indonesian context, the use of animated videos in classrooms can also reflect students' cultural and social realities, thus making learning more relevant. This contextualization is crucial for developing meaningful learning experiences that foster motivation and deeper understanding. The integration of animation aligns with 21st-century skills—such as creativity, digital literacy, and problem-solving—which are increasingly emphasized in modern curricula (Partnership for 21st Century Learning, 2015).

However, effective use of animated media is not simply about showing videos in class. The success of video-based learning depends on how well the media aligns with learning objectives and how it is facilitated by the teacher. Kay (2012) asserts that student engagement with video content increases when teachers actively involve them through questioning, discussion, and reflection. Thus, teacher roles remain central in maximizing the pedagogical potential of animated videos.

In addition, the use of animated media requires adequate infrastructure, digital competencies, and pedagogical readiness. In many Indonesian schools, such integration faces obstacles including limited technology access, lack of teacher training, and resistance to adopting new methods (Sari & Wahyudin, 2020). These challenges need to be addressed to realize the full potential of animation in education.

Despite these hurdles, schools that have adopted digital and animation-based instruction report improvements in classroom dynamics and student motivation. Rohendi (2012) observed that students taught using animated programming tutorials showed more enthusiasm and better performance compared to traditional approaches. This suggests a promising avenue for enhancing motivation through media innovation.

In light of these developments, further exploration is needed to understand how students actually perceive animated video media and how it affects their motivation in real classroom settings. The current study seeks to fill this gap by focusing on students' lived experiences and interpretations of animated media in learning.

By adopting a qualitative case study approach, this research investigates how animated video media is used in a real classroom context at SMP PAB 1 Klumpang, a junior secondary school in Indonesia. It aims to understand the specific ways in which animated content influences students' attitudes, interest, and engagement in learning activities.

Furthermore, this study considers the pedagogical strategies employed by teachers to facilitate the use of animation and how these strategies contribute to motivational changes among students. Woolfolk (2016) emphasized that teacher guidance is essential in ensuring that learning from media is meaningful and sustained.

In exploring these dynamics, the study aims to provide practical insights for educators, school administrators, and policymakers who are interested in leveraging digital media to improve educational outcomes. Understanding students' motivation is key to designing effective instruction that meets both cognitive and emotional needs.

Ultimately, this research intends to contribute to the growing body of literature on multimedia learning and student motivation, while offering context-specific recommendations for Indonesian classrooms. It highlights the importance of integrating technology with sound pedagogy and student-centered approaches.

Animated video media, if used effectively, holds great promise in transforming the learning experience from passive reception to active engagement. This shift is essential in preparing students to become motivated, independent, and lifelong learners.

Through this study, it is hoped that educators can better understand how to harness the power of animated media not only as a visual tool but as a pedagogical approach that promotes meaningful and motivated learning.

B. Method

This study employed a qualitative research approach using a case study design to explore the use of animated video media in enhancing students' motivation to learn. A qualitative approach was chosen because it allows for a deep understanding of participants' experiences, perspectives, and the meanings they assign to those experiences (Creswell, 2013). The case study method enabled the researcher to focus intensively on a particular school—SMP PAB 1 Klumpang—and explore how the use of animated video media influenced students' learning motivation in a real-life context.

Participants in this study included seventh-grade students and teachers who had direct experience with the use of animated video media in their learning environment. The sampling technique used was purposive sampling, where participants were selected based on specific criteria relevant to the research objectives (Merriam, 2009). This ensured that the data collected would be rich, relevant, and aligned with the phenomenon under investigation.

Data collection techniques included semi-structured interviews, classroom observations, and document analysis. Semi-structured interviews were conducted with students and teachers to gather in-depth insights into their perceptions, feelings, and reflections on the use of animated videos during learning. These interviews allowed for flexibility in responses while maintaining focus on key research themes (Patton, 2015). Classroom observations were also carried out to directly witness how animated videos

were implemented and how students responded behaviorally and emotionally to the media.

The researcher used observation checklists and field notes to document patterns of interaction, engagement, and student participation during video-based lessons. In addition, lesson plans, instructional materials, and students' work products were analyzed to understand how the animated video media was integrated into teaching practices and how it influenced students' academic engagement.

To ensure the trustworthiness of the data, this study applied triangulation by combining multiple data sources and methods (Lincoln & Guba, 1985). Member checking was also employed, where participants were given the opportunity to review and verify the accuracy of the data and interpretations drawn from their input. These strategies enhanced the credibility and dependability of the research findings.

Data analysis followed thematic analysis procedures as outlined by Braun and Clarke (2006). The researcher coded the data inductively, allowing themes to emerge from participants' narratives and observed behaviors. The coding process involved identifying recurring patterns, constructing categories, and interpreting meanings related to students' motivation and engagement with the animated video media.

Ethical considerations were also prioritized throughout the research process. Prior to data collection, informed consent was obtained from participants and relevant school authorities. Confidentiality was maintained by using pseudonyms and securely storing all collected data. The study adhered to the principle of voluntary participation and respected the rights and privacy of all participants (Bogdan & Biklen, 2007).

C. Results and Discussion

Research Findings

This chapter presents the findings of the study based on data collected through classroom observations, interviews with students and teachers, and analysis of relevant

documents at SMP PAB 1 Klumpang. The findings are organized thematically to reflect key patterns that emerged during the research.

The initial observation revealed that students displayed noticeable enthusiasm when animated video media was introduced at the beginning of the lesson. As the video started playing, students paid close attention, showed facial expressions of curiosity, and demonstrated fewer signs of boredom compared to previous lessons using traditional methods.

Several students expressed in interviews that they found learning through animated videos to be more interesting and enjoyable. One student mentioned, “Watching the video makes me feel excited to learn. I can understand the topic better because it’s like watching a cartoon.” Such responses suggest that animated videos are successful in capturing attention and creating a fun learning environment.

Teachers also reported positive changes in student behavior and engagement. One teacher explained, “Since I began using animated videos, my students became more active. They asked more questions and even discussed the topic outside of class.” This indicates an increase in cognitive and emotional engagement due to the visual and narrative format of the media.

The integration of storytelling, colorful visuals, and character-driven content helped students relate more personally to the material. For instance, a video on environmental awareness featured animated characters facing real-life pollution problems, which students found relevant and memorable.

In terms of participation, the animated videos acted as a trigger for group discussions and collaborative learning. During one lesson, students spontaneously formed small groups to discuss what they saw in the video, with minimal teacher intervention. This type of interaction reflects increased intrinsic motivation and peer-driven engagement.

From document analysis, it was found that students' post-video learning outcomes, such as summary notes and creative assignments, were generally more detailed and expressive compared to assignments from lessons without video. Many students used visual elements from the videos in their written responses, demonstrating improved memory and understanding.

Furthermore, the use of animated video media seemed to benefit not only high-performing students but also those who usually struggled with comprehension. A teacher noted, "Students who usually find it difficult to follow the lesson now appear more focused and willing to answer questions."

The study also revealed that animated videos contributed to a more inclusive classroom atmosphere. Students who were typically passive or shy began to participate when asked to share their thoughts about scenes or characters from the videos. This engagement was especially evident during reflection sessions after the video presentations.

Although students responded positively to the videos, some also mentioned that videos that were too fast-paced or overloaded with information made it harder to understand the content. This highlights the importance of proper video selection and teacher facilitation to maximize learning outcomes.

Teachers emphasized the need to combine animated videos with follow-up activities such as group discussions, questioning sessions, and guided reflection. One teacher said, "Videos are helpful, but we still need to guide students afterward. The real impact comes when they process what they've seen."

An interesting finding was that the use of animated videos helped reduce classroom disruptions. Students were more focused and disciplined during the sessions, and the overall atmosphere became more conducive to learning.

Another key observation was the way students connected the media to real-life applications. In one interview, a student shared, "After watching the video about healthy

living, I told my parents about it and asked them to cook vegetables more often.” This suggests that learning through animated media can have an impact beyond the classroom.

Overall, the findings indicate that animated video media serves as an effective tool for enhancing students’ learning motivation, promoting engagement, encouraging participation, and improving retention. The positive responses from both students and teachers confirm the pedagogical value of animation-based instruction.

In summary, the use of animated video media at SMP PAB 1 Klumpang has significantly contributed to increasing students’ motivation and engagement in learning activities. These findings support the argument that integrating technology and multimedia in classrooms, when done meaningfully, can enhance educational experiences and learning outcomes.

Discussion

The findings of this study demonstrate that the use of animated video media has a positive impact on enhancing students’ learning motivation at SMP PAB 1 Klumpang. This is evident from students’ increased attention, active participation, and emotional engagement during learning sessions that utilized animated videos. These findings are consistent with Mayer’s (2009) Cognitive Theory of Multimedia Learning, which suggests that combining words and images effectively supports deeper cognitive processing.

Students’ motivation was visibly heightened during video-based lessons, as reflected in their verbal responses and behaviors. The animation format made the learning process more enjoyable and less monotonous, allowing students to connect with the material in a meaningful and personal way. This supports Brame’s (2016) argument that well-designed educational videos can improve emotional engagement and stimulate curiosity—two key elements in intrinsic motivation.

Moreover, the data aligns with Deci and Ryan's (1985) Self-Determination Theory, which highlights the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. The animated videos provided students with a sense of control over their learning as they were able to understand and interpret content more easily. The characters and stories within the videos also helped them relate to the material and to each other, fulfilling the psychological need for relatedness.

The increase in classroom participation and interaction during video-based lessons confirms previous findings by Aloraini (2012), who noted that students exposed to multimedia content showed higher levels of academic performance and motivation. In the context of this study, the animated videos served as a catalyst for collaborative learning, spontaneous discussions, and peer engagement, especially among students who were previously passive or less involved.

The teacher's role in guiding and supplementing video content proved to be essential. As observed in this study, teachers who followed up the video sessions with reflective questions, discussions, and assignments were more successful in deepening students' understanding and sustaining motivation. This finding echoes Kay's (2012) emphasis on active learning strategies as a necessary complement to multimedia use.

Interestingly, the videos also contributed to a more inclusive and disciplined classroom atmosphere. Students who previously displayed disruptive behavior were more focused, and shy students began to participate. This supports the notion that multimedia can cater to diverse learning preferences and create a psychologically safe environment for learners (Woolfolk, 2016).

However, the study also uncovered a few challenges, particularly regarding the pacing and content density of some videos. Some students expressed difficulty in understanding fast-paced animations or those that contained too much information in a short time. This highlights the need for careful selection and design of media content, as well as adequate scaffolding by teachers to ensure clarity and retention.

Additionally, the finding that students applied the lessons from the animated videos in their daily lives—such as encouraging healthier habits at home—demonstrates the broader impact of animation-based learning beyond academic achievement. It reinforces the value of integrating emotionally resonant and contextually relevant media in the classroom.

The results of this study affirm the growing body of literature supporting the use of multimedia in education. As noted by Yousef, Chatti, and Schroeder (2014), video-based learning not only improves comprehension and retention but also enhances learner satisfaction and motivation when implemented effectively.

In summary, animated video media is more than just a visual aid; it is a pedagogical strategy that, when used thoughtfully, can transform the learning experience into one that is dynamic, student-centered, and motivating. The success observed at SMP PAB 1 Klumpang provides valuable insight into how digital media can be meaningfully integrated into the teaching-learning process, particularly in Indonesian secondary schools.

These findings carry important implications for teachers, school administrators, and curriculum developers. Teachers need to be trained not only in using digital tools but also in designing learning experiences that integrate media with active and reflective pedagogy. Schools should also invest in appropriate infrastructure and resources to support such innovations.

Overall, the discussion confirms that the use of animated video media aligns well with modern educational theories and practices aimed at fostering motivation and meaningful learning. It emphasizes that technology alone is not the solution; rather, it is the pedagogical use of technology that creates real educational value.

D. Conclusion

Based on the findings of this study, it can be concluded that the use of animated video media significantly enhances students' motivation to learn. The integration of visual storytelling, characters, and interactive elements in animated videos creates an engaging learning atmosphere that captures students' attention and stimulates their curiosity. Students responded positively to the media, showing increased enthusiasm, participation, and focus during learning sessions. This suggests that animated video media is an effective tool to foster intrinsic motivation, especially when used thoughtfully in classroom settings.

Moreover, the study revealed that animated videos support various aspects of learning motivation, such as emotional involvement, peer interaction, and a sense of relevance. Students not only enjoyed the content but also understood it better, retained it longer, and applied it in real-life situations. Teachers observed improvements in student engagement and reported that even passive or struggling learners became more active when video animation was used. These results indicate that animated video media can contribute to a more inclusive, dynamic, and student-centered learning environment.

However, the effectiveness of animated video media largely depends on how it is implemented. Teachers must play an active role in facilitating discussion, providing follow-up activities, and ensuring that video content is appropriate in terms of pacing and complexity. When combined with reflective pedagogy and supportive learning environments, animated video media has the potential to transform classroom instruction and significantly enhance students' motivation and learning experiences.

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