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Development of animation media in citizenship education learning based on HOTS

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ABSTRACT

Rapid technological advances, demand innovation in teaching methods and learning media to improve student engagement and learning outcomes. This research aims to develop learning media in the form of animated videos to improve the learning experience and the effectiveness of learning in the classroom. The main reason for this research is the need for interactive and visually appealing teaching materials, which are in accordance with the characteristics of students and technological developments. This research uses ADDIE (Analysis, Design, Development, Implementation, and Evaluation) method. Products in the form of animated video learning media are validated by media experts, material experts, and linguists. The validation results showed an average score that was categorized as good. Media experts give "excellent" ratings, subject matter experts also give "very practical" ratings, and linguists give "very appropriate" ratings. In conclusion, the animated videos developed are valid, feasible, and effective to improve students' learning motivation, comprehension, and learning outcomes.

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ABSTRAK

Kemajuan teknologi yang pesat menuntut adanya inovasi dalam penggunaan metode dan media pembelajaran. Hal ini dapat berpengaruh pada minat belajar, oleh karena itu guru memiliki peran penting dalam pengembangan media pembelajaran bagi peserta didik. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa video animasi guna meningkatkan pengalaman belajar dan efektivitas pembelajaran yang dilaksanakan di kelas. Alasan utama penelitian ini adalah kebutuhan akan bahan ajar yang interaktif dan menarik secara visual, sesuai dengan karakteristik siswa dan perkembangan teknologi. Penelitian ini menggunakan kerangka kerja model ADDIE *(Analysis, Design, Develop, Implement, Evaluate*). Produk berupa media pembelajaran video animasi divalidasi oleh ahli media, ahli materi, dan ahli bahasa. Hasil validasi menunjukkan bahwa skor rata-rata media memiliki kategori ‘baik’. Penilaian media mendapat hasil ‘sangat baik’, penilaian dari segi materi juga mendapat penilaian ‘praktis’, dan secara bahasa media mendapat penilaian ‘sangat sesuai’. Dapat disimpulkan video animasi yang dikembangkan memiliki hasil akhir valid, layak, dan efektif untuk meningkatkan motivasi belajar, pemahaman, dan hasil belajar siswa.

Kata kunci: *media pembelajaran; pengembangan media; video animasi HOTS*

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INTRODUCTION

Learning today has grown rapidly by utilizing technology to increase learning effectiveness. Technology can help improve the quality of learning by providing more extensive and interactive resources. However, many traditional learning methods are still used in schools, which can lead to student boredom. Nowadays, education is essential to keep pace with the times, creating a classroom atmosphere that aligns with current needs. To achieve this, a classroom integrated with technology is necessary (Göçen et al., 2020). The use of technology can be applied in the learning process because most schools have facilitated various tools that will support the use of technology in the learning process. In the 21st century, every individual, including educators, is required to acquire new skills to keep up with existing changes and progress, and adapt to daily life (Ciğerci, 2020; Komara & Hadiapurwa, 2025). In the 21st century, educators are expected to leverage the sophistication of available technology. Educators in the 21st century must master the content of teaching skills to integrate technology into the learning process effectively.

However, elementary school educators do not display 21st-century learning. The learning results of class VI students at SD Negeri 115 Pekanbaru demonstrate this; of the 21 children, only nine scored above 70, while the other 12 scored below 70. The learning process will be more effective if learning media is used. To increase student enthusiasm, the latest and interesting learning media are needed, namely electronic-based learning media (Anjarsari et al., 2020). Students show more interest and motivation when the teacher teaches them using new or varied learning media (Rosyiddin et al., 2023; Wulandari, 2024). Video is a learning medium that academics are trying to create, and to make it more interesting, they package it in the form of animated animations. Compared to image media, which only utilize the sense of sight, animated video media utilizes both the senses of sight and hearing, making learning content easier to understand and more interesting for students. Therefore, animated video media is considered more suitable than image media.

Visual media is considered an ideal learning tool. It can have a positive impact on students and consistently improve their understanding (Sabrina et al., 2023). The use of visual media can encourage interaction, discussion, and in-depth understanding of the subject matter presented to students. Students become more engaged in learning when material is presented interactively and engagingly (Pohan et al., 2024). In this case, visual media has advantages compared to other types of media. One particularly effective form of interactive media is animation. Animation media is considered a suitable medium for various applications, including educational purposes (Siregar et al., 2021). Animation media refers to a sequence of images arranged and displayed in a flowing motion to emphasize certain features or areas on the screen, demonstrate procedures or mechanisms, and visually convey abstract or complex ideas more concretely and understandably. Since animation typically involves rich visual elements and dynamic graphics, it is highly dependent on appropriate file formats and optimized graphic sizes to maintain quality and ensure smooth delivery across digital platforms. Furthermore, animation media—sometimes popularly referred to as educational cartoons—represents a unique form of instructional resource that combines both audio and visual components to narrate educational content using storytelling and motion techniques.

The purpose of this study is to enhance the quality of learning by utilizing technology that is more interactive and engaging, reduce student boredom by employing more varied and engaging learning methods, and provide recommendations for teachers and curriculum developers on how to integrate technology into learning effectively. Thus, this research is expected to make a meaningful contribution to the development of more effective and enjoyable learning. Based on the background presented, this research explores the development of learning media using animation. This research is expected to

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provide important insights into the importance of developing learning media for the continuity of learning activities in schools.

LITERATURE REVIEW

Instructional Media

Learning media is a type of media that utilizes technology and information in messages to be used in the classroom for educational purposes. Learning media can be used to channel messages and stimulate students' thoughts, feelings, and desires, motivating a deliberate, purposeful, and controlled learning process (Widyaningrum et al., 2022). This can arouse students' interest in learning and stimulate their learning. To ensure the achievement of learning objectives. Teachers have a positive impact when they utilize appropriate media, as it provides convenience, facilitates the development of effective teaching strategies, and allows for the use of more diverse learning models, resulting in the achievement of maximum learning objectives (Mukarromah & Andriana, 2022).

Learning media can deliver learning messages about direct learning models, namely through the teacher acting as an information provider, and in this case, the teacher must use various appropriate media. Learning media is a means for the teaching and learning process. Everything that can be used to stimulate students' thoughts, feelings, attention, and abilities or skills in order to stimulate the learning process (Khaira et al., 2023; Ramadhani, 2023). Media is a visual tool, so its existence is crucial in increasing students' interest in learning. Certain learning media can convey messages and information even without the presence of a teacher. Even experts have stated that learning media can replace the presence of teachers, as is the case in programmed learning and distance learning (Nurhasana, 2021). Developments in instructional media and theory can contribute to the development of instructional design theories and models (An, 2021; Ashary & Komara, 2022). Based on this, the role of teachers is to develop appropriate learning media. Considering the urgency and influence of learning media, teachers must be able to determine the appropriate type of media to encourage students to have interest and motivation in their studies.

Animation Media

An animated video is a video show resembling a movie, consisting of images and sounds, which can be designed in such a way that they are more engaging. Based on the book "*Dasar-dasar Animasi*" by Anggara et al., animation is highly dependent on the file format and size of the animation graphics, as animation typically combines complex visuals. Animation can provide a variety of effects that are usually impossible to achieve through live film or real images, allowing creators to express ideas and concepts more creatively and interestingly. Therefore, animation can offer knowledge and insights that are more easily accepted and understood by viewers, making it an effective tool in various fields, including education and entertainment. Animation media are also designed to present something abstract in a concrete way (Tiwow *et al*., 2022). Shapes that can be visually perceived are more appealing to the eye and easier to learn. Animation media incorporates technological elements that can move images, such as moving objects or animations, making the learning process more engaging. This can also increase attraction and motivation when learning begins (Zahwa & Syafii, 2020). The use of animated media is currently relevant and valuable as a form of diversity in learning media. Animated media can provide more opportunities for teachers to achieve learning objectives.

Teachers are expected to be able to design and use instructional media in the teaching process in schools (Zakir *et* al., 2020). The advantages of animation media are that they eliminate the need for lengthy explanations of subject matter and can attract students' interest, thereby encouraging them to continue

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educational activities. The foundation of animation is its versatility as a medium. In addition, to its application in entertainment and animated films, animation also offers advantages as a teaching tool. In the field of education, animation media can convey concepts that are too complex or difficult to communicate effectively through words and images alone. Animation media serve various purposes for students beyond simply arousing interest in learning. Students can understand concepts more quickly and avoid boredom by using animation media, as it is more useful, engaging, and efficient.

Citizenship Education

The field of education has undergone significant transformations in the twenty-first century. The development of 21st-century human resource competencies must be balanced with this shift in the educational paradigm. The aim of citizenship education, also known as civic education, is, in theory, to overcome the difficulties facing education in the 21st century (Dewi *et al*., 2021). Citizenship education has the same essence and meaning as character education, as it shapes children's personalities to become good human beings, good citizens (Anatasya & Dewi, 2021). Citizenship education enables us to anticipate moral crises and play a role in developing the younger generation. The values of the Pancasila ideology, which encompass fundamental human and personal values that naturally form the basis of the concept of global citizenship, are instilled through citizenship education, playing a crucial role. These values are also identical to those outlined in the program objectives. The goal of citizenship education is to help develop the core character of the younger generation who are intelligent, polite, and trustworthy.

A caring attitude towards the state of society and an attitude capable of bringing about positive change are two traits needed to create intelligent, dignified, and trustworthy global citizens. The caring attitude discussed here refers to cultivating the capacity to care not only for the local environment but also for the broader global environment, which is particularly important in the context of contemporary global society (Hidayat & Mulyani, 2020). This definition essentially states that Civics is a scientific discipline that aims to develop students' analytical, mental, and critical thinking abilities regarding social, national, and state issues. According to Pancasila and the 1945 Constitution of the Republic of Indonesia, students' beliefs and behavior must be democratic. More attention should be paid to what are known as civic or citizenship skills in citizenship education. In this study, civics was chosen because it is a crucial subject for students. Developing learning media can increase student interest in learning civics better.

METHODS

Based on the book titled "*Metode Penelitian Kualitatif, Kuantitatif dan R&D*" written by Sugiyono, Development research involves a systematic process aimed at creating new products or improving existing ones, ensuring they are more effective, efficient, and applicable in real-world contexts. The ADDIE model was used as the guiding framework for this research. In creating animated video learning media, researchers have applied ADDIE steps, which consist of five stages: analysis, design, development, implementation, and evaluation.

The research was conducted at SDN 115 Pekanbaru, Jln. Kaharudin Nasution No. 226, Pekanbaru, Riau, Indonesia. The study involved six expert validators: two media experts, namely YR and IA who is a lecturer at *Universitas Riau*, two language experts, namely ZHR and ZHP who is a lecturer at the *Universitas Islam Riau*, and two material experts, namely VS and RM who is a lecturer at the *Universitas Islam Negeri Sultan Syarif Kasim Riau* who assessed the quality of the animated video learning material. These validators provided feedback on the effectiveness, clarity, and appropriateness of the content.

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RESULTS AND DISCUSSION

To obtain the research results, the authors followed a systematic approach at each stage of the ADDIE model. In the Analysis phase, the researchers identified the educational needs, goals, and challenges faced by students and teachers, particularly in understanding content related to globalization in PPKn. They conducted interviews with teachers to gather insights on current teaching methods and media usage. The Design phase involved creating a blueprint for the animated learning video, including storyboards and specifying the content, visuals, and interactive elements to be incorporated into the video. During the development phase, the animated video was created, incorporating the feedback and suggestions from the design phase. The video was produced with attention to engaging visuals, sound, and content accuracy. The Implementation phase involved testing the video in a classroom setting at SDN 115 Pekanbaru, where the researchers observed student engagement and learning outcomes while using the animated video. In the Evaluation phase, the researchers conducted post-implementation evaluations through questionnaires and expert reviews from media, material, and language experts. These evaluations provided feedback on the effectiveness, relevance, and clarity of the animated video, allowing the researchers to determine its impact on students' learning motivation and understanding of globalization topics.

Analysis

From the results of the researcher's observation activities at school, it was observed that teachers used learning media, such as PowerPoint, YouTube, and image-based learning videos, but very rarely. In contrast, students often learned using books and lecture methods. Diverse educational resources affect student engagement. Students who do not fully participate in the educational process sometimes feel bored and uninterested in the assigned reading.

Based on the researcher's observations in the field, it was noted that students seemed to enjoy the PPKn learning materials genuinely. However, students said that they sometimes felt uninterested in the learning process and felt bored. Additionally, students found it challenging to comprehend PPKn learning resources. Students had difficulty providing examples of how the ideals of Pancasila are applied in real-world situations. Students reported that videos were the type of educational material they liked. Learning resources in the form of animated films can help students better understand the subject matter and increase their enthusiasm for participating in the PPKn learning process in class.

Design

After identifying basic skills, indicators, and learning objectives, researchers produce content for use. The material is prepared by collecting information from various sources, including books, the internet, and educational YouTube videos. The content created will be presented in animated learning, video, and media materials. The results of the HOTS-based PPKn learning video animation media design are interactive and engaging learning media, which can enhance students' high-level thinking skills and improve their understanding of PPKn concepts. This video animation can be used as an innovative and compelling learning alternative to improve the quality of PPKn learning. The following **Figure 1** is an animated video design developed by researchers in this study.

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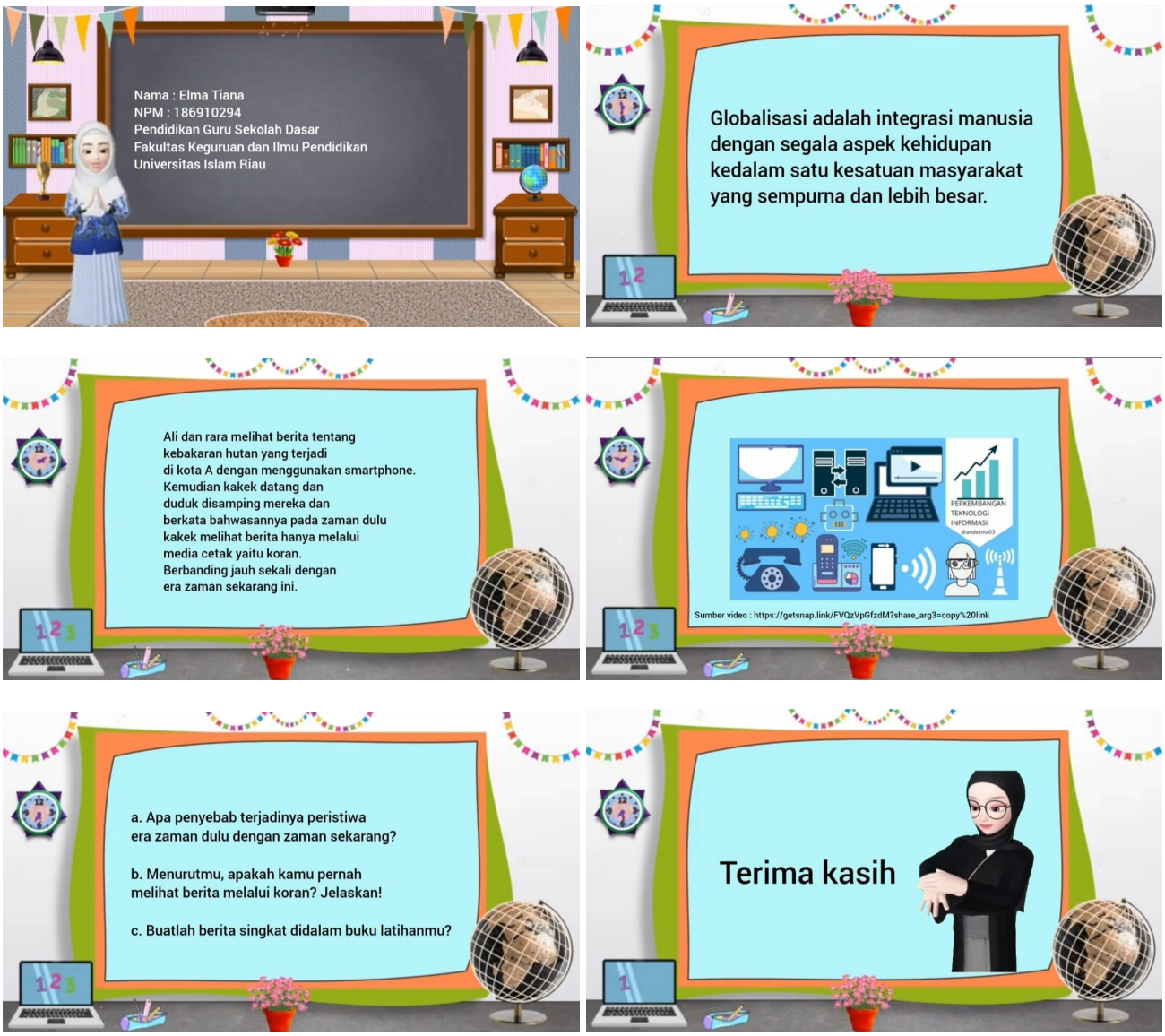

Figure 1. Animation Video Design
Source: Research (2025)

Development

The animated video products produced in this study are the result of a systematic development process and are based on the needs of PPKn learning. This video is designed to improve students' HOTS skills by presenting challenging content and stimulating critical thinking, as well as using engaging and interactive animations. Designing HOTS-based video animation media designs, including determining learning objectives, materials, and delivery strategies. 3. Developing video animation media based on the designs that have been created. This development process can involve several stages, such as: 1) Making storyboards; 2) Character and background design creation; 3) Animation creation; 4) Added sound and music; 5) Video editing.

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1. Pre-Production Stage
   The first step in making animated video learning materials for class VI elementary school Civics lessons is the pre-production stage. Gathering information, creating audio narration, and seeking visual references and animations are the initial steps in this stage.
2. Production Stage
   A defined strategy is followed during the production phase. Once animated video instructional materials are developed, they are saved in MP4 format and posted to YouTube. Online and offline access is available for animated video learning materials. The film can be downloaded by students when they visit the YouTube page. This makes it easier for students to access educational materials, allowing them to learn anytime and from anywhere.
3. Post Production Stage
   Post-production will begin on the animated video teaching materials that have been created. Skilled instructors will validate animated video learning materials. The aim is to assess the suitability of the educational material that has been created. Validation was carried out by three (three) expert lecturers, namely media experts, material experts, and language experts.

For the results of expert validation in this research, the following **Table 1, 2,** and **3** present the results.

Table 1. Material Expert Validation Results

Material Expert		**Evaluation**	
Assessment Aspects	**Number of Indicators**	**Validator 1**	**Validator 2**
Relevance of the Material	3	15	14
Accuracy and clarity of material	2	9	9
Uses of HOTS	1	5	5
Evaluation or practice questions	1	5	5
	Sum	**34**	**33**
	Maximum Score	**35**	**35**
	Percentage	**97,1%**	**94,3%**
	Average	**95,7%**	
	Category	**Very Good/Very Worthy**	

Source: Research Data (2025)

According **Table 1** the percentages of grading for Validator 1 and Validator 2 are 97.1% and 94.3%, respectively. The average percentage of the scores of the two validators was 95.7%. Based on the assessment category, the average percentage of 95.7% falls into the "Very Good" or "Very Feasible" category. With these excellent validation results, it can be concluded that the developed material meets high-quality standards and is highly suitable for use in the learning process.

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Table 2. Media Expert Validation

Media Member		Valuation	
Assessment Aspects	**Number of Indicators**	**Validator 1**	**Validator 2**
Text	4	12	19
Picture	4	20	20
Animation	3	15	15
Audio	2	8	10
	Sum	**55**	**64**
	Maximum Score	**65**	**65**
	Percentage	**84,6%**	**98,5%**
	Average	**91,5%**	
	Category	**Very Good/Very Worthy**	

Source: Research Data (2025)

According to **Table 2**, the percentages of grading for Validator 1 and Validator 2 are 84.6% and 98.5%, respectively. The average scoring percentage of both validators was 91.5%. Based on the assessment category, the average percentage of 91.5% falls into the category of "Very Good" or "Very Worthy". With these excellent validation results, it can be concluded that the developed material meets high-quality standards and is highly suitable for use in the learning process. The difference in judgment between the two validators may be due to differences in perspective and emphasis on specific aspects of the material; however, the material developed has shown excellent quality overall.

Table 3. Linguist Validation

Linguist		Valuation	
Assessment Aspects	**Number of Indicators**	**Validator 1**	**Validator 2**
Businesslike	2	9	9
Conformity with language rules	2	10	9
Use of the term	1	4	4
Communicative	2	10	10
Compatibility with student development	1	5	4
Collapse and integration of the mindset	1	5	4
Dialogical and interactive	1	5	4
	Sum	**48**	**44**
	Maximum Score	**50**	**50**
	Percentage	**96,0%**	**88,0%**
	Average	**92,0%**	
	Category	**Very Good/Very Worthy**	

Source: Research Data (2025)

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According to **Table 3**, the scoring percentages for Validator 1 and Validator 2 are 96.0% and 88.0%, respectively. The average scoring percentage of both validators was 92.0%. Based on the assessment category, the average percentage of 92.0% falls into the category of "Very Good" or "Very Worthy". With these excellent validation results, it can be concluded that the language used in the developed material meets high-quality standards and is highly suitable for use in the learning process. Validator 1 gives a very high rating, while Validator 2 gives a slightly lower rating, but is still in the outstanding category. Overall, the validation results show that the language used is compelling and clear.

Implementation

Animated video learning materials that have been created and approved by lecturers who are experts in the fields of media, content, and language will be used in class. The implementation involved the use of animated videos as a learning tool. The resulting learning video designs were utilized in classroom civics lessons. The videos were the result of the design and development phase. The implementation of HOTS-based citizenship education animated video media, which incorporates elements that enhance students' high-level thinking skills, includes questions that trigger critical thinking, case analysis, and discussions that encourage problem-solving. The researcher also attached documentary evidence to support the students' viewing of the animated video, which was created as **Figure 2**.

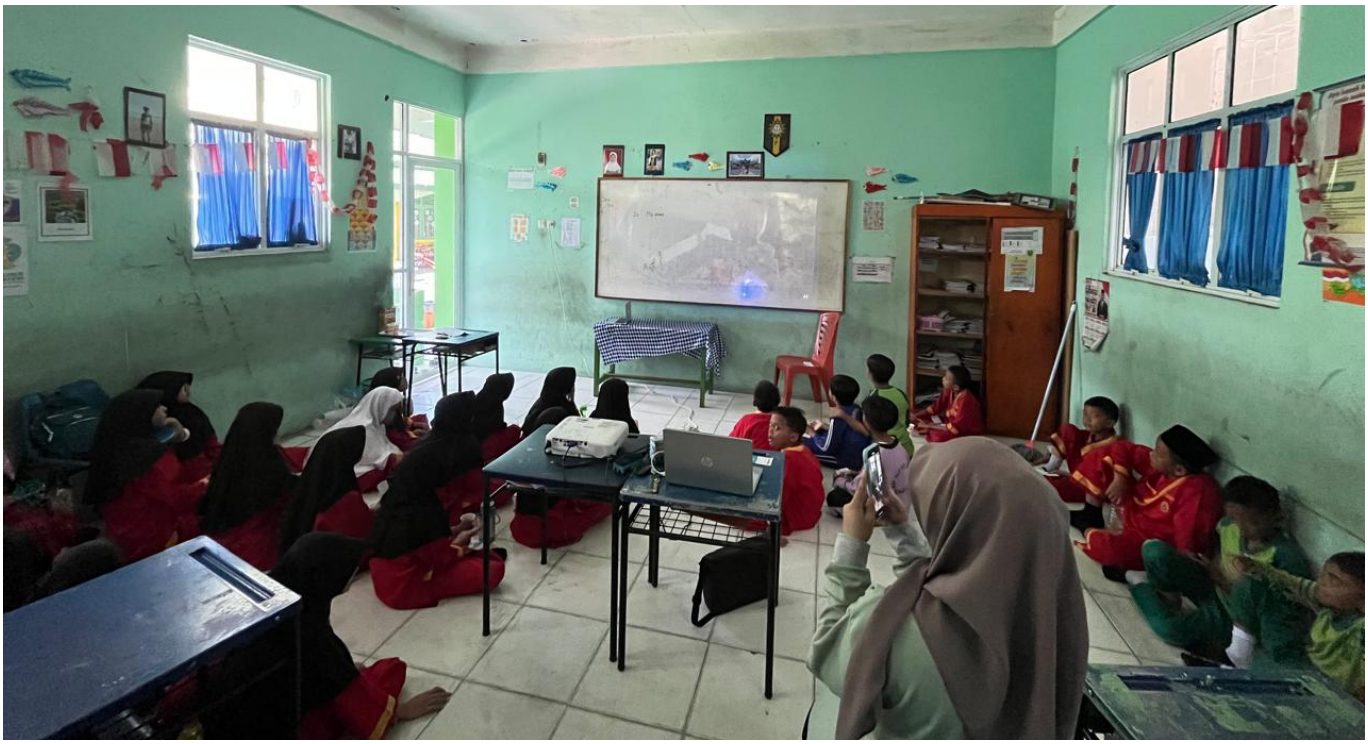

Figure 2. Research Documentation
Source: Research (2025)

Evaluation

Based on the data analysis conducted, the research results on the development of HOTS-based PPKn learning animation video media for elementary schools indicate that the developed animation video media possess good quality and are suitable for use in the learning process. The results of the data analysis indicate that HOTS-based PPKn learning animation video media can enhance students' high-level thinking skills and make the learning process more engaging and interactive. Thus, the results of this study can

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contribute to the development of innovative and effective learning media in improving the quality of PPKn learning in Elementary Schools. The results showed that the animated video learning material received a 95.7% feasibility score, which categorized it as Very Good/Very Feasible according to expert evaluations. The qualitative evaluation of the material expert validation exam was also given by material expert lecturers, who provided recommendations for improving the animated video learning material. Recommendations for improvement include transforming values into concise phrases that are easy to understand and incorporating them into attitudes and behavior through short films. Researchers modified the animated video learning materials based on this evaluation, following the recommendations of lecturers who have extensive knowledge in the media field.

From the quantitative evaluation findings, it can be seen that the validation test carried out by media experts on animated video learning materials obtained a feasibility percentage of 91.5%, thus placing the feasibility in the Very Good/Very Feasible category. Based on the results of the quantitative evaluation, validation tests carried out by linguists on animated video learning materials yielded a feasibility percentage of 92.0%, placing the feasibility in the Very Good/Very Feasible category. Another linguistics professor provided a qualitative evaluation of this linguist's validation test, stating that the animated video learning material was suitable for use in experiments with sixth-grade elementary school students.

Discussion

During this period, children's learning is not limited to school; they can also learn through animated videos. Animated videos have several benefits, namely strengthening children's imagination and providing indirect education (Sandi, 2021). In animated video visuals, children tend to prefer cartoon visualizations because the depiction of cartoon illustrations utilizes shapes that are easier for elementary school children to understand (Palit & Sulaiman, 2022). The purpose of cartoon animation is to support children's cognitive development, as well as enhance their language skills and knowledge through the dialogue contained in the animated video, without causing boredom (Nasution, 2024). Animated video media is a medium that combines reading, diagrams, and sound into a single, engaging movement activity. This media is considered interesting because it is valuable and helpful in the education and learning process. The following benefits of this animated video media in learning are: with the correct movements and sounds, it can attract students' attention, enhance the appearance of the media, facilitate learning, and make it easier for students to understand and explain complex material (Lestari *et al.,* 2022).

Animation as a learning medium offers various advantages, including the ability to convey knowledge dynamically and engagingly (Nuraisyah et al., 2024). Learning materials incorporating animation media for citizenship education were developed using the ADDIE development model. Animated video media can increase students' motivation to learn and improve their' critical thinking skills (Annisya & Suyanti, 2024). This study strengthens these findings and adds that HOTS-based animation video media can improve students' high-level thinking skills in PPKn learning. Thus, this research can contribute to the development of innovative and effective learning media in improving the quality of PPKn learning in elementary schools. The application of learning animation videos can make the learning process easier. The use of learning animation video media motivates students to learn more effectively.

From the learning animation video, it is hoped that students can understand the information presented, which is initially abstract and can become clearer. Thus, the selection of the correct design elements in learning animation videos significantly affects the effectiveness and quality of the learning (Pradana, 2025). This highlights the importance of careful design in creating learning media that optimally supports educational goals. Reforms in the field of education are necessary to improve the quality of education. The integration of the internet in the learning process can improve the quality of education (Sukmayadi &

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Yahya, 2020). The learning process will also become more effective and interactive if it follows existing technological developments.

In the process of helping students build their HOTS skills, teachers play an important role (Ramadhani, 2023; Rambe et al., 2025). The development of learning using learning videos to increase HOTS in students is one of the options for teachers in the learning process to make it more interesting and fun because it can provide the latest innovations in learning. Therefore, the role of teachers in the learning process is vital. Where teachers are required to have high creativity and innovation in creating media that attracts students' attention, not just image-based media or solely based on books (Nurmaharani et al., 2023). The advantage of using animated video media is that it combines elements of audio, text, video, images, and sounds into one, making learning media more engaging for students. In addition, the advantage of using animated video media is that it can be uploaded to social media platforms such as YouTube, Instagram, and Facebook, allowing students to replay it (Angela & Triadi, 2022). This can provide flexibility for students to replay and review learning materials as needed, thereby strengthening their understanding of the material, and can also support learning outside of school hours.

The use of animated videos can attract attention, increase student motivation, and stimulate students' thinking to make it more memorable. Animation can also motivate them to be more involved in learning activities. Students' attention can be easily captured, as students' memories will last longer through dynamic media. Therefore, the use of dynamic media that is presented interactively tends to be stored longer in memory (Putra et al., 2024). In addition, the use of animated video media based on practical learning theory and design, with topics presented in an engaging way, can encourage students to develop better learning abilities (Dewi & Negara, 2021). By providing interesting material, it can make students enthusiastic in the learning process. This can lead to better learning outcomes for students.

By the planned development stages, animated video learning materials have been created. This research and development has several obstacles, the material presented in the animated video learning media was limited to only one topic. Furthermore, the researchers lacked the necessary skills to create the animated videos themselves, requiring assistance from an illustrator for product development. The project also only reached the product feasibility testing stage, without progressing to the effectiveness testing stage. Overall, this research was confined to the development stage and did not proceed to broader implementation or testing.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the PPKn animation video teaching materials developed have excellent quality and are suitable for use as teaching materials in grade VI of elementary school. The results of validation by media experts, material experts, and linguists indicate that the animation video teaching materials achieved an overall average that falls within the good category.

Thus, it can be concluded that the PPKn animated video teaching materials developed have met the expected quality standards and are suitable for use as teaching materials in grade VI of elementary school. The results of expert validity tests and student trials also indicate that the animated video teaching materials fall into the outstanding category. Therefore, this PPKn animated video teaching material can be used as an alternative, innovative, and effective teaching resource to improve the quality of PPKn learning in elementary schools. The use of this animated video teaching material is expected to enhance students' high-level thinking skills and make the learning process more engaging and interactive. The further researchers can develop animated videos for other subjects that also require improving students' HOTS abilities.

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AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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