

Development of animated videos in social science learning for fourth-grade elementary schools

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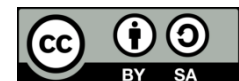
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ABSTRACT

This study aims to develop an animated video media for fourth grade social studies learning about economic diversity in Riau. This research is research and development with the 4D model, namely define, design, development and dissemination. The instruments used to obtain data were questionnaires (validation questionnaires and response questionnaires) and interviews. While the data obtained came from 2 validators, namely material experts and media experts, as well as 1 practitioner (teacher) and 12 students from one of the public elementary schools in Pekanbaru. Data collection techniques used were validity questionnaires, teacher response questionnaires, student responses and interviews. The results showed that the animated video media developed received very valid criteria with a proportion of 96.4% from material experts in the very valid category and very valid criteria with a score of 84.5% from media experts. The results of the teacher's answers get a very good score with a score proportion of 89.2%, one-to-one test results get a very good score with a score proportion of 90% and small group test results get a very good score with a proportion of 83.8%. It can be interpreted that animated video media is feasible and valid for use in learning.

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INTRODUCTION

Education is a human need in this day and age and also one of the factors to advance a country. Education in a country, if the human resources are of high quality, of course a country will progress, good education in a country, of course, must achieve the goals of its education system. The Indonesian state as a large nation also has the goals of its education system, namely contained in Law Number 20 of 2003 concerning the National Education System which briefly explains that

education is a planned and conscious effort in achieving the goal of achieving a teaching and learning process as well as a good learning atmosphere so that active participation of students to develop self-potential to have self-control, personality, spiritual religion, noble character, intelligence, and skills needed for themselves, the nation, and society based on invitation rules that originate from Indonesian national culture, religious values, as well as being responsive to various changes in the times (Sugiyono, 2019).

Based on the Law of the Republic of Indonesia Number 20 of 2003, we can conclude that the purpose of education is to develop the potential of students to become human beings who believe and fear God almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a modified and responsible citizen who keeps abreast of the increasingly advanced times. According to vander meji in (Hapsari et al. 2019) Researchers are starting to develop learning media products in the form of interactive compact disc packages containing animated videos that explain the subject matter. Because the majority of students like watching cartoons and animations, the development of this learning video is directed at making animations. Animated video in its utilization now has various video formats that can be played by various people's electronic devices, such as VCD players, computers, or smartphones. This increases the possibilities for further sharing and the flexibility of video media.

Based on the results of observations and interviews with fourth grade teachers in Pekanbaru, teachers who teach fourth grade still have a number of problems found, namely learning is dominated by the lecture method, the use of instructional media is not optimal and there are still teachers who only hand over assignments to their students. According to Puspita Sari & Hani (2019) this path is an obstacle because it is difficult for teachers to equate the perceptions of each student. As a result, students have a different understanding of the material presented. In addition, the use of the didactical method will affect student learning outcomes motivation. The chosen method makes students easily feel bored and unfocused. Students then try to do something else with their friends. The didactic method can be tricked by collaborating with interesting learning media to maximize memorable material

One effort to overcome the problem of low learning outcomes is to use animated video media in the learning process, based on the results of Hapsari et al (2019) research that this study also proves empirically that there is a need for alternative media to help students learn certain subjects and there are differences in learning outcomes between the experimental class using motion graphic animation media and the control class using conventional methods, the effectiveness of using motion graphic animation media in elementary schools was held.

In this research the product developed is three-dimensional based video animation media, with video animation media teachers do not need to print or draw objects for learning and will attract students' interest and focus in learning. The researcher chose video animation because video animation can display overall information effectively without having to speak for a long time to explain.

LITERATURE REVIEW

The origin of the word media is from "medius" (Latin) which means introduction or intermediary. The definition of media specifically in relation to the learning process tends to be interpreted as electronic, photographic, or graphic equipment for compiling, processing, and retrieving visual or

verbal information (Akrim, 2018). The Association of Education and Communication Technology (AECT) provides boundaries regarding the definition of this media, namely all channels and forms used in conveying information or messages (Fuadi, 2022). Implementation of learning using electronic technology is very effective in conveying, supporting, and improving the teaching and learning process and assessment. The main consideration in selecting instructional media is to meet learning needs, so that explanatory material is more concrete, and more attractive to students. It should be noted that the selection is the purpose of learning, the characteristics of the recipient of the message, the type of message, the range of the message (Pakpahan & Nurmi, 2022).

According to Aktürk, Yazıcı and Bulut in (Dikmenli et al. 2018) animation is the process of animating graphics in certain scenarios. Then Çakır in (Dikmenli et al. 2018) explained that Using animation in educational activities makes it possible to explain abstract subjects in a more material and real way, develops individual imagination, makes learning a fun and permanent activity, and offers rich teaching resources to educators. According to Popp, animated videos have distinct advantages and are relatively not owned by real/action videos. In contrast to action videos, animations can be changed and modified relatively easily making it possible to correct errors and/or keep the instrument up to date over time. Additionally, animations can be customized, in terms of language, character features, clothing, and locations to make them more suitable for use across countries and countries. culture, something that is not easy to achieve when human actors are involved (Karakolidis et al. 2021). Animation Type. There are two ways you can choose to use animation in a multimedia project. One way is to use special animation software to generate standalone animation files. Animation files can be embedded into multimedia projects, and can also be used to control program playback. Animation is produced by using frame-based animation software, role-based animation and object-based animation. Another way is to use multimedia creation tools to provide animation functions, the production of simple object animation. For example, you can make an on-screen object (which could be an image, or an outline of text) move along a specified path, producing a simple animation effect. According to this idea, animation can be summarized into 3 types: frame-based animation, character-based animation, object animation. Frame-based animation, frame-based animation works very much like the previously mentioned flip book, when fast playback of all the pictures, it will generate a dynamic running feeling. Initially you need to draw each frame drawing manually, production efficiency is very low. Now, with the rapid development of computer technology, the use of advanced animation software, you can cut, copy, paste and other ways to reduce duplication of labor, improve the speed and quality of animation production. Plus, editing each frame is much more relaxed than before. Role-based animation, which is role-based animation based on the developed animation technology framework, the goal is to increase the speed of animation production. Its name comes from a hierarchical technique, an animation technique that is superimposed on a static background (Li, 2016) .

According to The National Council for Social Studies in (Coleman, 2021) social science is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated and systematic study based on disciplines such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural Science. The primary goal of social studies is to help young people make

informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world. The main aim of this social study is to provide assistance to young people to develop their own abilities to form a reasoned and informed decision for the good as citizens of a democratic, culturally diverse nation in an interdependent world. (Ginanjar, 2016), According to Deveci in (Kaşot & Özsezer. 2015) that social sciences are teaching programs that are combined with findings from various sciences between social sciences and human sciences. The study of social sciences ensures the development of civic competence and the integration of social sciences and human sciences. Therefore, not only providing students with pure information, it conducts research on the evolution of children and adolescents towards a significant restructuring of information.

In elementary schools the goal of learning social sciences is to develop and form good citizens or also called good citizenship, then specifically aims to develop students' abilities to be able to master social science disciplines so that they can assist in achieving higher educational goals (Susanto, 2014).

METHOD

The implementation of this research was at public elementary school in Pekanbaru in the odd school year 2022/2023. This is development research with a 4-D development model. Thiagarajan 1974 in (Ekantini & Wilujeng. 2018) The 4-D development model includes 4 stages namely define, design, development, and dissemination. This research focuses on the development of animated video media, but researchers in the context of this research are limited to the third stage, namely development.

Participants in this study were validators, teacher and students of public elementary schools, with the following data presented in table 1

Tables 1. Participants

Trials	Institutions
Teacher	Public Elementary School
One to One trials	Fourth Grade B Public Elementary School
Students I-III	
Small Group Trials	Fourth Grade B Public Elementary School
Student I-XII	
Expert Judgment I&II	Universitas Riau

The procedure in this study is as follows: starting with the Define stage, this stage is useful for establishing and defining needs in the learning process by starting to analyze the objectives of the material boundaries related to the product to be developed. After that Design, At this stage the design of the learning media stage will be carried out, namely video media based on animation in fourth grade thematic learning. Then Development, the purpose of the development stage is to produce video learning tools that have been revised based on the validity of the experts. The final stage of dissemination, after validation and revision of the instruments, the next stage is the dissemination stage. The purpose of this stage is to disseminate animated video-based media in elementary schools.

Tables 2. Matter Expert Validation Sheet Grid

Aspect	Indicator	Total
<i>Visible</i>	The sound in the video can be heard clearly	4
	The writing on the video is clearly visible	
	Images on the animated video can be seen clearly	
	Animated video media is easy to play on a computer or smartphone easily	
<i>Interesting</i>	Animated video media can attract attention from colors, text and images	4
	Images and colors used vary	
	The size and type of writing used can be read clearly	
<i>Simple</i>	Animated video media can attract the attention of students according to the characteristics of elementary school students	2
	Making animated video media is easy to do	
<i>Useful</i>	Animated video media can be accessed easily on the video player and YouTube platforms	3
	The material in the animated video can be easily understood	
	Animated video media visualizes social science learning materials	
<i>Accurate (Benar)</i>	Animated video media facilitates understanding of the material	2
	Animated video media according to social science material for grade four elementary school	
<i>Legitimate</i>	The material presented in the animated video media is in accordance with the material in the fourth grade thematic books	1
	The material in the animated video media makes sense	
<i>Structured</i>	The material on the animated video media is logical and systematic	1

Results The data used in this study were in the form of quantitative and qualitative data. According to Kauber, in (Rahman, 2017) quantitative research based on a positivist paradigm in measuring variables, quantitative is in the form of assessment scores that have been given by practitioners and validators according to the instrument validation sheet and student and teacher responses which are then analyzed based on predetermined assessment criteria, so that the developed media obtains practicality. and validity. The use of the instrument is intended to see how appropriate and valid media information is developed. Stages of product validity were assessed on linguists, media experts, material experts, teacher and student responses. Next, the media are expertly designed, revised, and tested.

Tables 3. Teacher Response Sheet Grid

No	Statements
1.	The sound produced on the video can be heard clearly
2.	The writing and typeface contained in the video are clearly visible
3.	Image quality in animated videos can be seen clearly
4.	Animated video media is easy to play on a computer or smartphone easily
5.	Animated video media can attract attention when viewed
6.	Images and colors used vary
7.	Making animated video media is easy to do
8.	The material in the animated video can be easily understood
9.	Animated video media visualizes social science learning materials
10.	Animated video media facilitates understanding of the material
11.	Animated video media according to science material for grade four elementary school social
12.	The material presented in the animated video media is in accordance with the material in the fourth grade thematic books
13.	The material in the animated video media makes sense
14.	The material on the animated video media is logical and systematic

Tables 4. Student Response Sheet Grids

No	Statements
1.	I am interested in learning social sciences.
2.	I am happy after watching the animation video
3.	I like it when learning is done by watching animated videos
4.	I can see the images on the animation video clearly
5.	The images in the animated video are quite clear and interesting
6.	The colors displayed in the video are varied and attractive
7.	I like the images in the animated video shown
8.	I can clearly hear the sound in the animation video
9.	I enjoy learning about the diversity of the economy in Riau with animated videos
10.	I became familiar with the material presented by the animated video
11.	The material presented in the animated video is quite good and easy to understand
12.	Learning is done to be very interesting with animated videos
13.	I can understand the explanation given in the animation video
14.	I can read the text presented in the animated video clearly
15.	With this animated video, I have come to understand the diversity of the economy in Riau

Obtaining qualitative data, namely from input and suggestions from practitioners and validator experts, while descriptive qualitative analysis is used as a data analysis technique in the form of input and suggestions from practitioners and validator experts then used as a reference for researchers in revising interactive media that was developed according to the results of the validation sheet assessment. Data analysis in the form of scores from the validation sheet and media feasibility were analyzed using quantitative descriptive analysis.

Tables 5. Validation Assesment Category

No	Score	Category
1.	4	Strongly Agree
2.	3	Agree
3.	2	Slightly Disagree
4.	1	Moderatly Agree

Source : (Sugiyono, 2019)

After being assessed by material experts, media experts, teacher and student responses, the next step is to find the value of the questionnaire using Aiken's V formula: $V = \frac{\sum s}{n(c-1)}$

S=r-loLo = The lowest number of validity assessments (in this case, namely 1), c = The highest number of validity assessments (in this case, namely 4), r = the score given by an assessor, n = the number of assessors / validators (in this case = 2), To find out the percentage of media validity and teacher and student responses, the criteria given.

Tables 6. Aiken's V Assesment Criteria

Score	Category
$0,8 < v$	Very Valid
$0,4 < v \leq 0,8$	Valid
$v \leq 0,4$	Invalid

Source : Modification (Sugiyono, 2019)

Tables 7. Category Teacher and Student Response Assessment

Interval (%)	Category
$81,25 < \text{score} \leq 100$	Very Good
$62,5 < \text{score} \leq 81,25$	Good
$43,75 < \text{score} \leq 62,5$	Slightly Not Good
$25 < \text{score} \leq 43,75$	Strongly Not Good

Source : Modification (Sugiyono, 2019)

RESULTS

Define stage

The define stage in the 4D model aims to define development needs. This stage is the analysis of the needs of the product development stage (Hariyanto et al. 2022). The define stages in this study are as follows:

Need analysis

Needs analysis is carried out in this stage to ensure that the products developed are following what students need. The activities carried out at this stage are analyzing basic competencies, learning

objectives, indicators, and learning material for class 4 theme 7 sub-theme 3 learning 4. In analyzing the material to be conveyed in the video animation researchers will deliver more material Specifics such as conveying any economic diversity that exists in the classroom environment.

Student analysis

Activities at this stage are student analysis which is carried out during initial planning by observing student characteristics so that there is compatibility between the media developed and student interests. As Piaget in (Ibda, 2015) explained that when children are aged 6-12 years, they enter the stage of concrete operational development. Students tend to prefer teaching and learning activities that are fun and not monotonous, so from this through the development of animated video media it is hoped that students will enjoy learning more in these media.

Learning environment analysis

Researchers in this stage held observation activities at public elementary school in Pekanbaru in order to find out offline learning at school after the pandemic. Learning is carried out as it was before the pandemic, namely students enter the classroom and the teacher explains the learning material.

Design stage

The design stage consists of selecting media applications to develop content and design learning. The selection of media is based on important concepts and is able to motivate students to learn (Munoto et al. 2020). The design stages in this study are as follows:

Establish a development team

The development team in this study included the main developer, namely the researcher and then the expert validator, namely EN as a media expert and HM as a material expert.

Determine the resources needed

In this research, the development is technology-based and requires equipment including computers, smartphones, infocus, the availability of a good power source and good internet speed.

Arrange a research schedule

There is a need for a process to arrange a schedule in media development. Design and manufacture of media for about 2 months. After completing the media work, the practitioner and expert validator will carry out the validation where the time needed in this case is around 2 months.

Choose and determine the structure, scope and sequence of materials

Material for class 4 theme 7 "The Beauty of the Diversity of My Country" sub-theme 3 "The Beauty of Unity and Unity of My Country" in the 3rd lesson was used as material in this study. social science subjects are included in this material. The scope of material exposure is in the form of determining new information from reading texts and economic diversity in Riau. Presentation of material in sequential and interrelated animated videos.

Determine Product Specification

Learning media is a product that researchers have developed which can be used online/offline in the form of animated videos that students will watch in class with the help of infocus and can also be accessed via computers and smartphones with the availability of a good internet network

Development stage

At this stage, animated videos are developed based on the validity of experts, practitioners and users as well as the results of trials. Suggestions from experts and students are used to revise the final product (Syam et al. 2022). The stages of development in this study are as follows:

Product Manufacturing

Product creation is done on the Canva, Kinemaster and Plotagon applications

Background creation

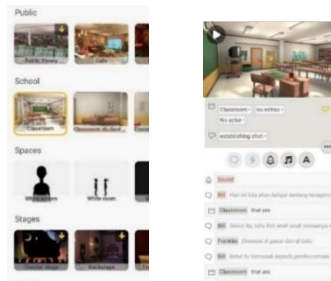


Figure 1. Background Creation

Making an animated video media background begins by selecting the create video menu and pressing on the scene section, then the researcher selects the background that is needed and available for background creation applications such as schools, forests and so on.

Character creation

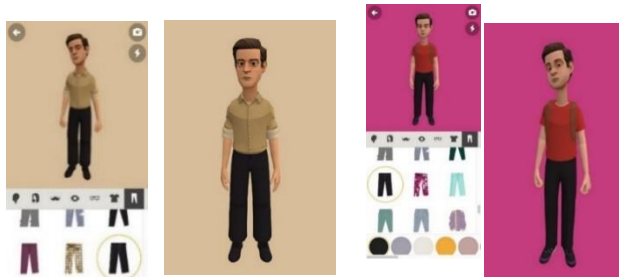


Figure 2. Character Creation

Making characters in animated video media begins with selecting hair, face shapes, clothes, pants, and shoes that are adapted to the school. These character figures act as teachers.

Typing titles, inserting animations and images



Figure 3. Typing Titles, Inserting Animation And Images

Making a video cover begins by typing the video title by typing the theme, namely theme 7 "The Beauty of the Diversity of My Country" sub-theme 3 "The Beauty of Unity and My Country" the 3rd lesson and material from the video, namely economic diversity in Riau.

Making learning materials

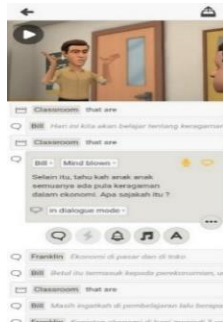


Figure 4. Typing Learning Materials

Making learning material on animated video media is done on the plotagon application by typing economic diversity learning material up to the text meaning diversity in Indonesia in the column provided.

Voice Recording



Figure 5. Voice Recording

Making sound recordings on animated video media is done in the plotagon application, namely by pressing the mic symbol button on the screen and then proceeding with reading the material that was previously written

Editing

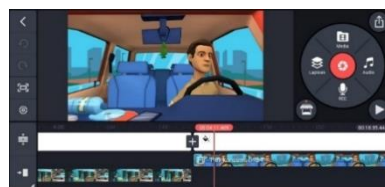


Figure 6. Video Editing

Editing animated videos begins by entering videos that have been made in plotagon and then exporting them and entering them in the kinemaster application to merge the videos

Product validation

Animated video media is a product produced in this study which can be accessed via the link that has been shared. The research results can be viewed from the results of validation by media experts and material experts as follows :

Tables 8. Expert Validation Results

Aspect	Assesment						V	Description
	I	II	S1	S2	$\sum s$	$n(c-1)$		
Visible								
Item 1-4	15	14	11	10	21	0,875		Very Valid
Intresting								
Item 1-4	14	14	10	10	20	0,833333		Very Valid
Simple								
Item 1-2	8	6	6	4	10	0,833333		Very Valid
Useful								
Item 1-3	12	10	9	7	16	0,888889		Very Valid
Accurate								
Item 1-2	8	7	6	5	11	0,916667		Very Valid
Legitimate								
Item 1	4	3	3	2	5	6	0,83333	Very Valid
Structured								
1	4	4	3	3	6	6	1	Very Valid
Total	65	58	48	41	89		0,882	Very Valid

Description :

I = Material Expert

II = Media Expert

Based on tables 4. Media feasibility gets an average score of all aspects from material experts and media experts get an average score of 0.822 with a very valid category, so from this it can be concluded that it is feasible to use animated video media in one to one test and small group.

Product Trial

1) One to One trial

Implementation of one-on-one trials privately on 3 grade IV students. The implementation of this activity is by giving directions and information to students regarding questionnaire sheets and animated video media. Then students were asked to pay attention to the animated video being played, then the researcher observed students who were watching and paying attention to the video

being played. The results of the questionnaire are as follows Implementation of one-on-one trials privately on 3 grade IV students. The implementation of this activity is by giving directions and information to students regarding questionnaire sheets and animated video media. Then students were asked to pay attention to the animated video being played, then the researcher observed students who were watching and paying attention to the video being played. The results of the questionnaire are as follows:

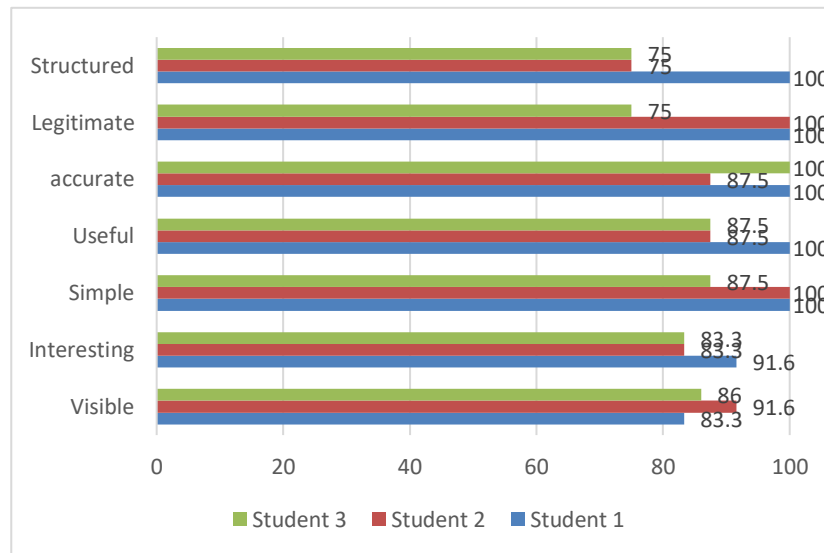


Figure 7. The evaluation of the media

From figure 7, it can be seen that the Visible aspect gets an average score of 86%, Interesting gets an average score of 86% which can be categorized as good. The Simple aspect is categorized very well, namely getting an average score of 95.8%. Then on the usefull aspect it gets an average score of 91.6% and is in the very good category, then on the accurate aspect it gets an average score of 95.8% which can be categorized as very good. In the Legitimate aspect it can be categorized as very good with an average score of 91.6% and in the structured aspect it is categorized as very good with an average score of 83.3%. The average gain from all aspects is 907% and can be categorized as very feasible. This means that animated videos are feasible to use

2) Small Group Trials

The small group test was conducted on 12 students from grade IV of Elementary School. The trial will be held on September 10, 2022. The trial will be carried out by providing directions and information to students regarding the media used.

Referring to this data, it can be seen that the visible aspect gets a score of 89.5% in the very good category, the Interesting aspect is in the very good category by obtaining a score of 83.9%, the simple aspect gets 79.5% in the good category, then the usefull aspect in the good category with a score of 81.5%, the accurate aspect is in the very good category, namely getting a score of 84.4%, then legitimate is in the very good category with a score of 86.4% and structured with a score of 81.5% is in the good category.

Tables 9. Overall Small Group Trial Results

No.	Aspect	Percentage	Category
1.	<i>Visible</i>	89,5%	Very Good
2.	<i>Interesting</i>	83,9%	Very Good
3.	<i>Simple</i>	79,5%	Good
4.	<i>usefull</i>	81,5%	Good
5.	<i>Accurate</i>	84,3%	Very Good
6.	<i>Legitimate</i>	86,4%	Very Good
7.	<i>Structure</i>	81,5%	Good
Average		83,8%	Very Good

The score for each aspect is in the range from good to very good, meaning that in every aspect the media has received good to very good responses from students, while for all aspects an average score of 83.8% is obtained and can be categorized as very feasible. So from this, it can be concluded that the response to animated video learning media is very good and can be used in learning.

3) The results of the teacher's response

After conducting the small group test, the researcher asked the teacher to fill out a questionnaire on the teacher's response to animated video media on a scale of 4-1. This questionnaire aims to find out the teacher's response to the animated video learning media that was developed. The results of the teacher questionnaire are as follows :

Tables 10. the results of the teacher's response

No.	Aspect	Value	Category
1.	<i>Visible</i>	100%	Very Good
2.	<i>Interesting</i>	100%	Very Good
3.	<i>Simple</i>	75%	Good
4.	<i>usefull</i>	100%	Good
5.	<i>Accurate</i>	87,5%	Very Good
6.	<i>Legitimate</i>	87,5%	Very Good
7.	<i>Structure</i>	75% %	Good
Avarage		89,2%	Very Good

Referring to the data above, it can be seen that the average score is 89.2 from all aspects and can be categorized as very feasible. then, there is no more input or suggestions from the teacher regarding animated videos.

Dissemination

Product development reaches the final stage if it has obtained positive values from experts and has gone through development tests or trials. The product is then packaged, distributed and specified for a wider scale (Peranginangin et al. 2019).

Media that has been declared valid and feasible can be seen on the link that has been distributed to teachers which can then be accessed freely by teachers/students either via smartphones or computers so that this animated video media can be used to support the teaching and learning process, but in this study the dissemination stage only in the school environment.

DISCUSSION

The development of animated videos in social science learning for the fourth grade of elementary school uses the R&D (Research and Development) method. The model used is a 4D model. In the 4D model there are 4 stages that go through, namely Define, design, development, and dissemination (Sugiyono, 2019). However, in this study, researchers only reached the development stage. Development activities are carried out in stages, namely from curriculum analysis, student character, school environment, product design, the development stage to limited trials with a series of validations from previous material experts and media experts.

The results of the research that has been carried out, the products developed are in the category of very valid and very suitable for use in teaching material on economic diversity in Riau in the fourth grade of elementary schools. This is based on the validation results from material experts and material experts get an average score of 0.882 with a very valid category, Meanwhile, according to Carmine & Zeller in (Shrotryia et al. 2019) , validity lies in the purpose of the instrument used and is determined by three general forms of content validity, constructs, and criteria. The purpose of content validation is to minimize the potential for errors associated with operationalizing the instrument at an early stage and to increase the likelihood of obtaining supporting construct validity at a later stage (Nurzayyana et al., 2021). Content validity indicates the extent to which empirical measurements reflect a particular content domain. Then according to Piedmont in (Shrotryia et al. 2019) a product is said to be valid if it simultaneously refers to the correlation between the score on the measurement tool and other related variables that are measured theoretically at the same time.

During the limited trial, the animated video media product received a positive response from the teacher, this was marked by the average score from the teacher's questionnaire, which was 89.2% in the very appropriate category and the responses from students from one to one trials and one-to-one trials. small group namely 90% and 83.8% with very good category. Compared to Nefriani's previous research entitled Development of Online Learning Video Media in Elementary Schools, the material experts were 92.7%, the material experts were 85% and the language experts were 100%. Then the teacher's response was 87.5% and students 87.5%. From the data above, it is known that the two studies both received very valid and feasible categories to use, but in terms of image and video display there were differences, namely the Nefriani study was two-dimensional based, while this research was based on a mixture of two and three dimensions and presented material on economic diversity. in riau.

From the explanation above, it can be concluded that animated video media is a learning media that can be used in learning and supports and facilitates teachers in delivering learning material and makes students able to understand learning material.

CONCLUSION

Based on the validation results of material experts, media experts, teacher responses, one-on-one trials and small group trials. It can be interpreted that animated video media is suitable for use as learning media in elementary schools. The animated video media developed obtained validation results from media experts and material experts 0.822 based on the average category score from the media validator which can be categorized as very feasible to use. One-to-one trials get a proportion score of 90% in the very good category. The small group test obtained a score of 83.8% and the teacher's response score was 89.2% in the very good category. In this case the media received very good category responses from teachers and students. Therefore, this media can be used in learning social sciences in elementary schools.

The limitations of this research are that for the media design process it would be nice to use a personal computer or laptop with a high enough specification which aims to make three-dimensional animations even smoother and also provide sufficient internet network to design media with applications to get unique image inspiration. , there is still a mixture of two-dimensional animation in animation and does not cover all the material in the book, especially in the third sub-theme.

Recommendations for future researchers can be in the development of animated video media on Fourth Grade Economic Diversity Material Seventh Theme Sub-theme three is expected to be able to test the effectiveness of the animated video media so that it can be used as a measuring tool to examine the extent of student motivation and interest in learning.

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