

THE EFFECT OF MEDIA BASED ANIMATED VIDEOS ON FOURTH (4TH) GRADE STUDENTS SOCIAL STUDIES MOTIVATION

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ABSTRACT

This research was motivated because of the low attention of students to IPS subjects due to the use of media that is conventional. This research uses a descriptive quantitative approach with a type of experimental research that uses true experimental design and pretest-posttest control group design research design. The population in this study was all students of grade IV Of State Elementary School 1 Barru consisting of 3 classes. Class IV 2 as experimental class with 29 students, and class IV 3 as a control class with 28 students. The research data was obtained by providing motivational questionnaires in the form of pretest and posttest and observation sheets on the use of animated video media, and documentation as evidence of research implementation. The results showed that the picture of the use of animated video media in the learning process is going well, this can be seen from the implementation of the use of animated video media during 2 meetings, where the first treatment by 73.33 % (good) and second treatment by 86.67% (very good). There is the difference in motivation, when at experimental class students is in the highly motivated, but at control class is in the motivated categories. Then in the test the N Gain score in the experimental class reached 0.5 with the control class reached 0.3. The results of this study showed that there was The Effect of Using Media Based Animated Videos on Learning Motivation of Fourth(4th) Grade Students of SD Negeri 1 Barru, Barru Regency.

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INTRODUCTION

Indonesian society cannot be separated from education. Education will play an important role in improving human resources. With education, it will change a person's behavior to create an intelligent, open and democratic society which will improve the progress of the Indonesian nation.

This has been stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter II article 3 which states that: National Education has the function of developing capabilities and shaping the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe, and have faith in God, who have great knowledge, have good morals, are independent, have good morals, and democratic and responsible citizens.

Education has existed since human civilization. One of the important sciences to make it easier for individuals to blend in is Social Science. Social Sciences is a subject that is learned at the elementary, junior high, high school, to university levels if you take *social studies*. Social Sciences teaches science about Geography, Sociology, Psychology, Social Sciences, Law, Political Science, Government Science, Anthropology, History, Economics, Management Science and even Education. Social science study materials, including earth science, history, economics, health, and so on are intended to develop students' knowledge, understanding, and analytical skills on the social conditions of society.

The purpose of social studies education is so that people have knowledge and skills that can be applied in everyday life. According to Nasution and Lubis () 2018, the purpose of social studies education is to educate students to become good citizens, constructive and productive citizens. A good citizen must master *knowledge, attitudes and values* and skills that help him understand his social environment and can be used to solve personal and social problems, be able to make decisions and participate in the life of society, nation and state. However, social studies learning is often considered unimportant, boring and uninteresting. With the wrong

assumption for parents, students, and even social studies education decision makers, it has less useful value compared to other fields of study even though intrinsically the learning material requires high intellectual ability and motivation. In learning activities, motivation plays an important role in the learning process so that goals can be achieved. Someone who has learning motivation is marked by changes in behavior, knowledge, and skills. Teachers play an important role in the success of the teaching and learning process. The teacher will know that students are not paying attention, some are indifferent, some are playing during the learning process, besides that some are eager to learn. With the various kinds of learning motivation, the teacher will look for appropriate strategies and learning media that can increase student motivation.

Creative teachers will create learning media that have not existed before, of course, at a low and efficient cost. The right learning media will foster student motivation so that later they can follow the learning process. This is in line with Zaini (2008) who emphasized that learning will be more interesting and help students understand what is being studied if teachers use learning media in addition to using varied methods (Angreiny, Muhiddin and Nurlina, 2020, p. 43).

Based on the results of observations that have been made while carrying out PPL KKN (Internship 4) at SD Negeri 1 Barru, Barru District, Barru Regency, that students' learning motivation in Social Studies subjects is lower than other subjects and low student learning motivation due to the use of conventional learning media and during this pandemic, students will not be motivated to do student learning because the teacher does not know what part of the learning material is given by the teacher because the teacher will be lazy to study. With that, the fourth grade students, totaling 86 students, on average did not reach the KKM score, the minimum completeness criteria for social studies learning was 75. During this pandemic the teacher gave assignments as a substitute for meetings and only used the pictures in the package book and sent it via *WhatsApp Group*. Students often think social studies learning is boring. In addition, of course, there are several other factors that can cause low student learning motivation, which can come from within students and the surrounding environment.

Therefore, the solution that we want to offer to increase student learning motivation in social studies learning is to use audio-visual learning media based on *animated videos*. Using audio visuals will make students motivated so that they can increase student learning motivation. This is in line with Berangka and Wuli (2020) The use of audio-visual media in teaching and learning activities is also a form of variation to increase learning motivation. Meanwhile, according to Kirana (2016) "The use *video* can stimulate students' motivation to learn because there is student curiosity about the videos that are displayed so that they can increase students' understanding of the material provided"(Ridha, Firman and Desyandri, 2021, p. 155).

Audio Visual media has been the subject of research by Andhika Puteri, Dita Ayu Maharani, and Ayu Wulandari which was published in their journal, researchers from Tidar University in 2020 with the title "Using Audio Visual Media to Increase Student Learning Motivation during the Covid-19 Pandemic at SDN 1 Serayu Larangan". The research stated that the use of audio-visual media can increase students' learning motivation so that students will more easily understand the material if the teacher provides explanations with Audio Visual media, besides that students will be easier to do assignments so that students have more attention to a material.

Based on the background that has been described, the researchers are interested in conducting research with the title The Effect of Audio Visual Media based on animated videos on the Social Studies Learning Motivation of Grade IV students of SD Negeri 1 Barru, Barru Regency.

LITERATURE REVIEW

Audio Visual Learning Media

According to the Big Indonesian Language Dictionary (KBBI) Audio Visual is media that can be heard, can be seen with the eyes (can be seen and heard). Audio visual media is a cheap and affordable learning media, and can attract and motivate students to learn more material,

audio material can be used to convey information from a source to a recipient. Audio visuals can be useful if the teacher plays an active role in the learning process. In the case of elementary schools, the learning video media is very suitable to be chosen by a teacher because the visualization that is added to the audio can help the teacher to concretize something into an abstract (Rohana, 2017).

Furthermore, according to Syaiful Bahri Djamarah and Aswan Zain (2013) audio-visual media are media that have sound elements and image elements. This type of media has better capabilities, because it includes the first and second types of media as follows: This media is further divided into: (a) Silent Audio Visual, namely media that displays sound and still images such as *sound slides*, sound series, sound prints; and (b) Audio Visual Motion, namely media that can display elements of sound and moving images such as sound films and video cassettes. (Hayati, Ahmad and Harianto, 2017, p.165).

Based on this opinion, it can be concluded that in terms of circumstances, audio-visual media consists of pure audio-visual media and impure audio-visual media. Audio-visual media also consists of motion audio-visual media and silent audio-visual media, examples of silent audio-visual media are *sound slides* and sound series films, while motion audio-visual media are for example films, videos and television.

Learning

Video Animation Learning video is one type of audio visual media. Video is included in the type of motion audio-visual media, motion audio-visual media is a modern instructional media that is in accordance with the advancement of science and technology because it includes sight, hearing and displays moving image elements.

Each has its own limitations and advantages. Learning videos can be repeated or stopped in playback, so that teachers can invite students to communicate about the content, material and messages of the videos seen. The teacher can also ask students to ask questions about the videos that students watch, so that the communication is not only one-way. (Yuanta, 2019)

So it can be concluded that video learning media is one type of audio-visual media that can be used in the learning process as a medium because it is in accordance with the times that involve several senses that can make it easier for students to understand the material.

Animated video media is a series of moving images that have legible text, narration as explanation, clear audio, clear visuals, and *sound effects* that support the learning process (Wuryanti and Kartowagiran, 2016, 241).

Animated Video Media helps teachers in delivering material to students and motivates students in good learning so that it attracts students' attention when learning in class. Therefore, the use of interesting animation-based learning videos will encourage students' learning enthusiasm and students will be motivated even though learning is carried out online due to the Covid-19 pandemic. (Rahayu, Uswatun and Sutisnawati, 2021)

So animated videos present information through audio and visuals which have advantages for students to get information from the senses of hearing aids and animation videos can help students participate. Therefore, the animated video is very interesting and students will love it from various levels and ages.

Therefore, the animated video consists of 2 criteria, namely responses and reactions with format indicators, relevance, attention, satisfaction, and confidence. (1) The response consists of 2, namely the format related to the presentation of animated videos and relevance related to whether the animated video media is useful to students and in accordance with the needs of students. Reactions in this study were measured in three indicators, namely (1) Attention of animated video displays. 2) Satisfaction relates to students' feelings about their learning experience. 3) Confidence relates to students' learning expectations after watching animated video media (Faryanti, 2016).

The steps for using animated learning videos are (1) Preparing the projector/LCD (2) Explaining to students that we will be watching an animated video program. (3) Explain in advance about KD and the goals to be achieved. (4) Also explain what the students should do while watching the video program. (5) Explaining the material/words if there is something the

students don't know. Animated children's learning videos are made with the sparkol *video scribe* and *Plotagon applications* that have been prepared previously. (1) *Plotagon* is very easy because it can choose the character, atmosphere, place, plot, and insert your own voice into the animation. (2) The *videoscribe* can help teachers in interesting presentations with videos with moving hand animations. Learning by using animated video media is able to attract students to learn so that students' learning motivation also increases (Wuryanti and Kartowagiran, 2016).

2.1 Learning Motivation

Sardiman, (2018, p.75) defines "the word "*motive*" is defined as an effort that encourages someone to do something". Motives can be said as the driving force from within and within the subject to carry out certain activities in order to achieve a goal. Meanwhile, according to Dimiyati and Mudjiono (2006) stated that "Motivation is defined as a mental drive that moves and mobilizes human behavior, including learning behavior. In motivation there is a desire to activate, move, channel and move the attitudes and behavior of individuals to learn" (Nata, 2019, p. 308). Thus, motivation has 3 main components, namely needs, drives, and goals.

According to mc. Donald (1959) motivation is a change in energy in a person which is marked by the emergence of "*feeling* " and is preceded by a response to the existence of a goal. There are elements of motivation, namely:

- a That motivation initiates a change in energy in each individual human being. The development of motivation will bring about some energy changes in *neurophysiological* that exists in the human organism because it involves changes in human energy (although the motivation arises from within humans) its appearance will involve human physical activities.
- b Motivation is marked by the appearance, *feeling*, affection of a person. In this case, motivation is relevant to mental, affective and emotional issues that can determine human behavior.
- c Motivation will be stimulated because of a purpose. Motivation in this case is actually a response to an action, namely a goal. Motivation does arise from within humans, but its emergence is due to being stimulated/encouraged by the presence of other elements, in this case, this goal will involve a matter of need (Sardiman, 2018, p. 73).

Furthermore, in learning activities, motivation can be said as the overall driving force within students that causes learning activities, which ensure the continuity of learning activities, so that the goals desired by the learning subject can be achieved (Sardiman, 2018). Motivation can also be said as a series of efforts to provide certain conditions, so that someone wants and wants to do something. So that motivation can be stimulated by external factors but that motivation is growing from within a person so that students need to be stimulated to grow motivation in themselves.

Every action in human life will get good results, one of which is based on motivation. According to Wulandari and Surjono, (2013) to determine the level of student learning motivation, there are several indicators such as (1) Perseverance in learning, (2) Interest and sharpness of attention in learning, (3) Tenacity in dealing with difficulties, (4) Independent in learning, (5) Desire to succeed in learning, and (6) Willing to succeed in learning. Praise/Award (Ferismayanti, 2020). Students who lack motivation are marked by not being enthusiastic in learning, preferring to be out of class/skipping, bored quickly, sleepy and passive in learning. Sticking with this, the failure of student learning is also just a problem for the students because it is possible that the teacher does not succeed in motivating students who are able to arouse enthusiasm and activities to do/learn. The success of student learning motivation is related to students' linguistic intelligence.

The indicators used to measure verbal linguistic intelligence are (1) Listening and responding to every rhythm, color and various word expressions. (2) Listening and reading including spelling, writing and discussion. (3) Listening effectively, understanding, deciphering, interpreting and remembering what is being said, (4) Likes to talk and tell funny stories, (5) Able to pronounce words accurately for children his age. (6) Enjoys reading books so that they can remember and understand what they have read (7) Write better than children of their age.

(Queen, 2016) Motivating a student means moving students to do something, wanting to do something, feeling a need and wanting to do something learning

. According to Morgan, which was rewritten by S. Nasution, he stated that humans live by having needs including: (1) The need to do something for an activity that can be associated with a learning activity that work or study will succeed if it is accompanied by a sense of joy. (2) The need to please others if given the motivation to do learning activities for the people they like. (3) The need to achieve results in teaching and learning activities needs to be developed *reinforcement*, namely in teaching and learning activities, work or activities that must start from easy/simple and gradually move towards something complex. (4) The need to overcome this difficulty, there is a need to overcome this difficulty, there are several physiologic needs, such as the need for safety, acceptance, and need. the need to manifest oneself such as developing talent in the fields of knowledge, social and personal formation (Sardiman, 2018, pp. 78-80). From the above description it can be concluded that the existence of motivation cannot be separated from the human need for activities to be carried out to achieve good results and develop talent both in the field of knowledge and skills. Teaching motivation has an important role for teachers to carry.

According to (Nata, 2019) states that the benefits of teaching motivation are as follows:

1. Develop, improve and maintain students' enthusiasm to learn until they are successful, arouse when students are not enthusiastic, increase when their learning enthusiasm sinks, maintains when their enthusiasm is strong to achieve learning goals. In this regard, gifts, praise, encouragement, or triggers can be used to inflame the spirit of learning.
2. Knowing and understanding the learning motivation of students in various classes, such as students who have an indifferent nature, who do not pay attention, play, and besides that some students have a passion for learning. With the various learning motivations, the teacher can use it as part of a learning strategy.
3. Increase and awaken teachers to choose one of the various roles including advisor, facilitator, instructor, discussion partner, motivator, gift giver, or educator.

From the description above, it can be concluded that the use of motivation in the teaching process is very important. Motivation will provide enthusiasm for learning for students, directing learning activities, informing about learning efforts, being aware of the existence of a learning journey, and raising awareness about learning positions.

Social Science Elementary School (IPS) is an "integration of various branches of Social Sciences and Humanities, namely Sociology, History, Economics, Politics, Law, and Culture" (Susanto, 2014, p.6). Social Studies is related to meeting their needs, both to fulfill their material, cultural, and psychological needs. Utilizing existing resources on the surface of the earth, regulating welfare and governance as well as other needs in order to maintain people's lives. In short, IPS is the study of humans with all their aspects in the social life system.

Based on the description above, it can be concluded that social studies is a science that studies geography, economics, politics, law, etc. that can be used by humans in everyday life.

The purpose of implementing Social Science in elementary schools is that students are able to understand various events or phenomena around them, not only focusing on memorizing learning theory but being able to interact with people in the social environment well (Patmawati, Rustono and Halimah, 2018). In essence, the purpose of social studies education is to develop the potential of students to concentrate on social problems that occur in society, have a positive attitude towards the improvement of all social inequalities that occur, and can overcome any problems that occur in social life. Social studies subjects are designed to develop students' abilities to become members of the community who have knowledge, understanding and analytical skills on the social conditions of society in entering a dynamic social life so that later students will easily understand the school life environment which is one of the places where social interaction occurs which is very capable of making a major contribution to student development. (Nurfaizah and Enandg Kusuma Amir, 2018).

METHOD

. Quantitative approach is used to study the population and sample, data collection using research instruments, quantitative/statistical data analysis by testing the hypothesis that has been determined with data analysis that will be processed with the *Statistical Package for Social Science (SPSS) version 22.0*. A quantitative approach will be used to find out how much influence the use of Animation-based Audio Visual has on students' learning motivation.

The type of research used is Experimental Research. Sugiyono (2019) stated that Experimental Research is one of the quantitative methods used if the researcher wants to conduct an experiment to find out the effect of the treatment of the independent variable on the dependent variable under controlled conditions. Condition control is carried out through direct comparison to something that is not treated with the subject being treated. The type of research used is *True-Experimental Designs*. The experiment will measure the effect of the treatment which can be calculated by comparing the value of the experimental group with the value of the control group so as to obtain an overview of the increase in student learning motivation.

Research

Design The research design used is *Pretest-Posttest-only Control Design*. This design involves two classes, namely the experimental class and the control class. the experimental class used animated video-based audio-visual media, while the control class did not use animated video-based audio-visual media. In this design, there are two classes that are chosen randomly and then given a pre-test or questionnaire to find out whether there is a difference between the experimental class and the control class in the initial state. After that the experiment was given treatment using video-based audio-visual media while the control class did not use audio-visual media. After being treated, both classes were given a *post-test*. Sugiyono (2019, p.116) *Pretest-Posttest Control Group Design* can be seen in the following table:

Table 1. Research Design Design

<i>Class</i>	<i>Pre-non-test</i>	<i>Treatment</i>	<i>Post non-test</i>
R₁	O₁	X	O₂
R₂	O₃	C	O₄

Source: Sugiyono, 2019

Information:

R₁= *Experiment Class*(Group that will receive treatment)

R₂= *Control Class*(Group that does not receive treatment)

O₁ = *Pre non-test Experiment Group* (Questionnaire of student motivation before learning using animated video media in the experimental group)

O₂ = *Post non-test Experimental Group* (Student motivation questionnaire after learning using animated video media in the experimental group)

O₃ = *Pre non-test*(student motivation questionnaire before learning did not use animated video media in the experimental group)

O₄ = *Post non-test Control Group*((student motivation questionnaire after learning did not use animated video media in the experimental group)

X = Giving *treatment* using animated video learning media

C = Teacher *riantreatment* by not using animated video learning media.

Research was conducted with the aim of knowing whether there was a difference between the experimental group that was given *treatment* and the control group that was not given *treatment*. In carrying out this research, several instruments are needed, such as observation, Questionnaire *Pre non-test* and *Post non-test*,

RESULT AND DISCUSSION

Result

The results of this study will describe the purpose of the research carried out, namely to find out the description of the use of Audio Visual Media based on video Animation of Class IV students of SD Negeri 1 Barru, Barru Regency, to find out the description of students' Social Studies Learning Motivation after using Audio Visual Media based on video Animation Class IV SD Negeri 1 Barru, Barru Regency, and to determine the effect of using Audio Visual Media based on Animation video on Learning Motivation of Class IV students of SD Negeri 1 Barru, Barru Regency.

Data obtained through the use of an instrument in the form of a questionnaire that uses a Likert scale to measure differences in student learning motivation in Class Experiment using animation-based audio-visual media, meaning that the media to be used is animated video so that the images move computerized and Class Control without using audio-visual based animation videos.

The subjects in this study were 29 students in Class Experiment and 28 students in Class Control. The student learning motivation questionnaire has been validated by an expert in the field, namely Mrs. Nurhidayatullah D, S.Pd., M.Pd. After being validated, based on the 5 assessed aspects, it was found that 4 aspects were declared very valid and 1 aspect was declared valid. Based on this, all questionnaire items totaling 36 items can be used in research consisting of 18 favorable statements and 18 unfavorable statements. The 36 statement items were then used as an instrument to measure students' learning motivation at the beginning before the application of the treatment (prenon-test). After the pre-test was held, the researcher then applied learning using animation-based audio-visual media as a treatment in the Class Experiment. The research was conducted for approximately 2 weeks with 4 meetings, both Class Experiment and Class Control.

At the first meeting the two classes were given a prenon-test (initial test), then the learning process was carried out for 2 meetings (students entered by session). The Experiment Class uses animated video media, while the Control Class does not use animated videos. The last meeting in the two classes was given a post non-test (final test) to find out whether there was a difference in learning motivation in the two classes.

1. Results of observations on the implementation of the learning process

Implementation of the social studies learning process in the Class Experiment with the material Types of work and economic activities during 4 meetings, namely the first meeting with the provision of pre-non-test, meetings II and III. Giving treatment / treatment in the form of the use of animated video media in the learning process, and post non-test carried out at the time of meeting IV. Likewise for Class Control but does not provide treatment using animated video media. The pre-non-test was conducted to measure the students' initial learning motivation in the social studies subject matter before a treatment was applied, while the post non-test was conducted to measure the students' final learning motivation in the social studies subject matter after a treatment was applied. The use of animated video media in social studies subjects in the experimental class has a positive effect on increasing students' learning motivation. This is evidenced by the results of observations that have been made during the learning process. Based on the results of observations that have been made in the social studies learning process using animated video-based media, the results of the implementation can be seen in the following table:

Table 2. Observation results of Learning IPS by Using Animated Based Audio-Visual Media

	<i>Treatment 1</i>	<i>Treatment 2</i>
Maximal score	22/30	26/30
Percentage	73,33%	86,67%
Category	Well	Very well

Based on the data above, it can be concluded that at the first meeting the learning process carried out with a percentage level of achievement of 73.33% was in the good category. At the second meeting the learning process carried out with a percentage level of achievement of 86.67% was in the very good category. The implementation of the learning process using audio-visual media based on animated videos is seen from the total percentage obtained by dividing the indicator score achieved by the maximum score multiplied by 100%. So the results show that at the first meeting it was in the good category and at the second meeting it was in the very good category.

Pre-non-test data on students' learning motivation for Social Studies Experiment Class

Pre non-test of students' learning motivation in Class Experiment was conducted on Tuesday, September 21, 2021, with a total of 29 research subjects. After the pre non-test data was obtained, it was then processed using the help of the IBM SPSS Statistics Version 22 program, to find out the data description of the students' pre non-test scores in the Class Experiment. Data from the results of the pre non-test Class Experiment can be seen in the following table:

Table 3. Description of Students' Pre Non-Test Scores in Class Experiment on Students' Social Studies Learning Motivation.

Descriptive Statistic	Statistic Value
Total Sample	29
Lowest value	61
Highest value	114
Mean	86,24
Range	53
Standard Deviation	12.147

Based on Table 3 it can be seen that the mean (mean) of the pre-non-test is 86.24 with a data spread (standard deviation) of 12,147, the highest (maximum) value obtained is 114 while the lowest (minimum) value obtained is 61 and the range of values (range) between the highest and lowest scores is 53. The frequency distribution of the pre-nontest results of Experiment class students' learning motivation can be seen in the following table:

Table 4. Distribution and Percentage of Students' Pre-Non-Test Scores in Class Experiment on Students' Social Studies Learning Motivation

Number	Interval value	Category	Frequency	Percentage
1	$117 < x \leq 144$	Very motivated	-	0%
2	$90 < x \leq 117$	Motivated	11	37,93%
3	$63 < x \leq 90$	Less motivated	15	51,72%
4	$36 < x \leq 63$	Not motivated	3	10,35%
Jumlah			29	100%

Based on the Table 4 it is known that the number of students who get the category score is highly motivated, there are no students who get it. Meanwhile, the number of students who obtained the motivated category was 11 people with a percentage of 37.93%. The number of students who obtained the unmotivated category was 15 people with a percentage of 51.72%.

For the unmotivated category, there are not as many as 3 people with a percentage of 10.35%. Based on the results of the descriptive analysis that has been carried out, it can be concluded that the results of the pre non-test on the Class Experiment are in the less motivated category, this can be seen based on the average value (mean) of learning motivation in the Class Experiment as a whole amounting to 86.24.

Pre-non-test data on students' learning motivation for Social Studies Control Class

Learning motivation on Class Control was conducted on Wednesday, September 22, 2021, with a total of 28 research subjects. After the pre non-test data was obtained, it was then processed using the help of the IBM SPSS Statistical Version 22 program, to find out the data description of the students' pre non-test scores in Class Control. Class Control student pre non-test results data. The data on the results of the Class Control pre non-test can be seen in the following table:

Table 5. Description of the Pre Non-Test Score of Students in Class Control on Students' Social Studies Learning Motivation

Descriptive Statistic	Statistic Value
Total Sampel	28
Lowest value	65
Highest value	111
Mean	87
Range	46
Standard Deviation	9.985

Based on Table 5 it can be seen that the average (mean) Class Control is 87. Deviation standard deviation (standard deviation) is 9985, the highest (maximum) value obtained is 111 while the lowest (minimum) value obtained is 65 and the range of values (range) between the highest and lowest values is 46. Frequency distribution of non-test motivation results Class Control students' learning can be seen in the following table:

Table 6. Distribution and Percentage of Pre-Non-Test Scores of Students in Class Control on Students' Social Studies Learning Motivation

N	Interval Value	Category	Frequen cy	Percenta ge
1	$117 < x \leq 144$	Very motivated	-	0%
2	$90 < x \leq 117$	Motivated	10	35,71%
3	$63 < x \leq 90$	Less motivated	18	64,29%
4	$36 < x \leq 63$	Not motivated	-	0%
Jumlah			28	100%

Based on Table 6, we can see that there are no student who is in highly motivated category. Meanwhile, the number of students who obtained the motivated category was 10 people with a percentage of 35.71%. The number of students who obtained the less motivated category was 18 people with a percentage of 64.29%. For the unmotivated category, there are no students who get. Based on the results of the descriptive analysis that has been carried out, it can be concluded that the results of the pre non-test on the Class Experiment are in the less motivated category, this can be seen based on the average value (mean) of learning motivation in the Class Experiment as a whole amounting to 87.

Post data non-test of students' motivation to learn Social Sciences Experiment Class

The non-test of student's motivation to learn in Class Experiment was conducted on Saturday, September 25, 2021, with a total of 29 research subjects. After the post-non-test data was obtained, it was then processed using the help of the IBM SPSS Statistics Version 22

program, to find out the description data for the post-non-test scores of students in Class Experiment. data on the results of the post non-test Class Experiment can be seen in the following table:

Table 7. Description of the Post Non-Test Score of Students in the Class Experiment on Students' Social Studies Learning Motivation.

Descriptive Statistic	Statistic value
Total Sampel	29
Lowest value	86
Highest value	137
Mean	117.59
Range	51
Standard Deviation	11.262

Based on Table 7, it can be seen that the average (mean) of Class Experiment is 117.59. The standard deviation (standard deviation) is 11.262, the highest (maximum) value obtained is 137, while the lowest (minimum) value obtained is 86 and the range of values (range) between the highest and lowest values is 51. Class Experiment students' learning motivation test can be seen in the following table:

Table 8. Distribution and Percentage of Post Non-Test Scores of Students in Class Experiment on Students' Social Studies Learning Motivation.

N	Interval Value	Category	Frequency	Percentage
1	$117 < x \leq 144$	Very motivated	14	48,28%
2	$90 < x \leq 117$	Motivated	13	44,83%
3	$63 < x \leq 90$	Less motivated	2	6,90%
4	$36 < x \leq 63$	Not motivated	-	0%
Jumlah			29	100%

Based on Table 8, it is known that the number of students who scored highly motivated category was 14 people with a percentage of 48.28%. While the number of students who obtained the motivated Category was 13 people with a percentage of 44.83%. The number of students who obtained the less motivated category was 2 people with a percentage of 6.90. For the unmotivated category, there are no students who get it. Based on the results of the descriptive analysis that has been carried out, it can be concluded that the results of the post non-test on the Class Experiment are in the highly motivated Category, this can be seen based on the average value (mean) of learning motivation in the Class Experiment as a whole amounting to 117.59.

Post non-test data on students' learning motivation for Social Studies Class Control

Post non-test student learning motivation on Class Control was conducted on Monday, September 26, 2021 with a total of 28 research subjects. After the post-non-test data was obtained, it was then processed using the help of the IBM SPSS Statistics Version 22 program, to find out the description data for the post-non-test scores of students in Class Experiment. data on the results of the post non-test Class Experiment can be seen in the following table:

Table 9. Description of the Post Non-Test Score of Students in Class Control on Students' Social Studies Learning Motivation

Descriptive Statistic	Statistik Value
Total Sampel	28
Lowest value	68
Highest value	124
Mean	106.64
Range	56
Standard Deviation	11.901

Based on Table 9, it can be seen that the average (mean) of Class Experiment is 106.64. The standard deviation (standard deviation) is 11,901, the highest (maximum) value obtained is 124, while the lowest (minimum) value obtained is 68 and the range between the highest and lowest values is 56. Frequency distribution of post non-test results Class Experiment students' learning motivation can be seen in the following table:

Table 10. Distribution and Percentage of Post Non-Test Scores of Students in Class Control on Students' Social Studies Learning Motivation

N	Interval value	Category	Frequency	Percentage
1	$117 < x \leq 144$	Very motivated	5	17.86%
2	$90 < x \leq 117$	Motivated	22	75.86%
3	$63 < x \leq 90$	Less motivated	1	3.45%
4	$36 < x \leq 63$	Not motivated	-	0%
Jumlah			28	100%

Based on Table 10, it is known that the number of students who get Category scores are highly motivated as many as 5 people with a percentage 17.86%. Meanwhile, the number of students who obtained the motivated category was 22 people with a percentage of 75.86%. The number of students who obtained the less motivated category was 1 person with a percentage of 3.45. For the unmotivated category, there are no students who get it. Based on the results of the descriptive analysis that has been carried out, it can be concluded that the results of the pre non-test on Class Control are in the motivated category, this can be seen based on the average value (mean) of learning motivation in Class Control as a whole amounting to 106.64.

Inferensial Analytic Statistic

1) Assumption Test Data

Normality test was conducted to determine whether the data in the Experiment Class and Class Control were normally distributed or not. The normality test processor used the help of the IBM SPSS Statistic Version 22 program. The normality test in this study used the Kolmogorov-Smirnov. The data is said to be normally distributed if the probability value at the output of the Kolmogorov-Smirnov test is greater than the specified , which is 5% (0.05). The summary of the results of the normality test for pre non-test and post-non-test on Class Experiment and Class Control can be seen in the following table:

Table 11. Normality Test Results for Pre-Non-Test and Post-Non-Test Class Experiment and Class Control

Data	Probability value	Description
<i>Pre Non-Test</i> Class Experiment	0,200	0,200 > 0,05 = normal
<i>Pre Non-Test</i> Class Control	0,200	0,200 > 0,05 = normal
<i>Post Non-Test</i> Class Experiment	0,200	0,200 > 0,05 = normal
<i>Post Non-Test</i> Class Control	0,200	0,200 > 0,05= normal

Based on these data, it shows that Data from the results of pre non-test and post non-test Class Experiment and Control were normally distributed. It can be seen from the results of the normality test on the four data that the probability value is greater than 0.05. Thus, it can be concluded that the Class Experiment and Class Control data are normally distributed.

a) Homogeneity Test

Homogeneity test was conducted to determine whether the data from the two samples were homogeneous. The homogeneity test was processed using the IBM SPSS Statistic Version 22 program. The data to be tested for homogeneity were from Pre non-test and Post Non-Test. The data is carried out homogeneously if the probability value at the Levene Statistic output is greater than the specified value, which is 5% (0.05). The summary of the results of the pre-non-test and post-non-test homogeneity test in the Experiment Class and Class Control can be seen in the following table:

Data	Nilai Probabilitas	Description
<i>Pre Non-Test</i> Class Experiment and Control	0,447	0,447 > 0,05 = homogen
<i>Post Non-Test</i> Class Experiment and Control	0,910	0,910 > 0,05= homogen

Class Control is said to be homogeneous because the probability value is greater than 0.05. After obtaining the results of the Class Experiment and Class Control homogeneity test, then a parametric test or t test is carried out because the conditions that must be met before conducting the parametric test or t test are that the two groups of data being tested must be homogeneous, but homogeneous data is one of the requirements (not an absolute requirement) in the independent sample t-test.

b) Hypothesis test

1) Independent sample t-test pre non-test Class Experiment and pre non-test Class Control

This analysis was conducted by testing the results of pre non-test Class Experiment and pre non-test Class Control using the help of the IBM SPSS Statistic program Version 22. Data requirements are said to be significant if the probability value is greater than 0.05. This analysis aims to determine the differences in students' learning motivation between Class Experiment and Class Control before being given treatment. The following are the results of the Independent Sample t-text pre non-test Class Experiment and pre non-test Class Control.

Table 12. Independent Sample T-Test *Pre Non-Test* Experiment and *Pre Non-Test* Control

Data	T	Df	Nilai probabilitas	Descriptions
<i>Pre Non-Test</i> Class Experiment and <i>Pre Non-Test</i> Class Control	0,257	55	0,798	0,798 < 0,05 = no difference

Based on the table above, it can be seen that the probability value is greater than 0.05. This shows that there is no significant difference in learning motivation between Class Experiment and Class Control before being given treatment. If the t-count value is 0.257 compared to the t-table value with a value of = 5% and df = 55, the Table value is 2.004. Then t count has a value smaller than t Table (0.257 < 2.004). If t count < t Table, it can be concluded that there is no significant difference.

2) Independent sample t-test *post non-test* Class Experiment and *post non-test* Class Control

This analysis aims to determine the differences in students' learning motivation between classes who take lessons using animated video media and classes that take lessons without using animated video media. This analysis was carried out by testing the results of the post non-test Class Experiment and post non-test Class Control. This analysis was carried out with the help of the IBM SPSS Statistic Version 22 program. The data requirements were said to have a difference if the probability value was less than 0.05. The following are the results of the Independent Sample T-Test with the post non-test Class Experiment and post non-test Class Control results.

Table 13. Independent Sample T-Test *Post Non-Test* Experiment and *Post Non-Test* Control

Data	T	Df	Probability value	Descriptions
<i>Post Non-Test</i> Experiment and Control Class	3,567	55	0,001	0,001 < 0,05 there are differences

Based on the table, it can be seen that the probability value less than 0.05 means H_0 is rejected and H_a is accepted. If the value of t count > t Table is compared, there is a significant difference. From Table 4.13 obtained t count of 3.567 and t table value of 2.004 with a significant level of 0.05 df of 55. This means that t count > t Table (3.567 > 2.004), it can be concluded that there is an effect of using audio-visual media based on animation on social studies learning motivation of Class IV SD Negeri 1 Barru students.

c) N Gain test

Table 14. Gain Test (*N Gain*)

Hasil	Class Experiment	Class Control
Indeks Gain	0,5	0,3
Category	moderate	low

In the tests that have been carried out, it can be seen that the N Gain score in Class Experiment reaches 0.5 with a moderate increase in Category and the N Gain score in Class Control reaches 0.3 with a low increase in Category. Based on the test results, it can be concluded that the use of animated video-based audio-visual media is good in increasing students' learning motivation.

DISCUSSION

The research was conducted for 2 weeks starting on September 20-September 29, 2021 at Class IV SD Negeri 1 Barru, Barru Regency. The subjects of this study consisted of two classes, namely Class IV 2 as Class Experiment and Class IV 3 as Class Control. As for the Class Experiment, there were 29 students consisting of 16 female students and 13 male students. Class Control with a total of 28 students consisting of 15 female students and 13 male students. Both of these classes were given a pre non-test as an initial test. Then the Experiment Class is given treatment in the form of using animated video media while the Control Class is given treatment without using animated video media. Furthermore, both classes were given a post non-test as a final test. SD Negeri 1 Barru, Barru Regency, after applying for Hybrid Learning, which is a combination of learning methods between online and offline methods. Students are divided into sessions in one class with each session consisting of 14-15 students.

The data collection techniques carried out include (1) a questionnaire test is a useful technique to obtain data about the use of animated video media on students' social studies learning motivation. (2) observation sheets are a tool used to obtain data related to the use of animated video media in the learning process. . Observation sheets are filled out by the observer at each meeting. (3) documentation is a technique of collecting data such as the results of the answers to the questionnaire on learning motivation and evidence of the implementation of social studies learning for the fourth grade students of SD Negeri 1 Barru, Barru Regency.

The inhibiting factor in the use of animated video-based audio-visuals is in the form of time constraints and factors of different levels of understanding of students and when they want to show videos at the Class Experiment meeting there are obstacles such as a projector that cannot be connected to the researcher's laptop, it takes time. to borrow another laptop. The supporting factors in the use of animation-based audio-visual media are the enthusiasm of students to watch animated videos and the existence of a projector that can be used to show videos provided by the SD Negeri 1 Barru school.

There are two data analysis techniques used, namely data processing using descriptive statistics and inferential statistics. Descriptive statistical processing to express the frequency distribution of respondents' scores or describe students' learning motivation in Class Experiment and Class Control before and after being given treatment. Inferential processing is to test the existing hypotheses, but previously to answer the research hypotheses that have been formulated through the t-test, assumption tests are carried out, namely the normality test and homogeneity test. This study also uses the N-Gain Test to determine the increase in student motivation outcomes after being given treatment.

This research was conducted by giving treatment in learning by using audio-visual media based on animated video in Class Experiment and in Class Control without using animated video media. This was done to find out whether there was a significant effect on the use of audio-visual media based on Class Experiment and Class Control animation without using animation-based audio-visual media, by comparing the results of the post-non-test Class Experiment and Control then analyzed with the help of the IBM SPSS Statistic Version program. 22.

The description of the implementation of the use of audio-visual animation based on video in the learning process in the Class Experiment went well. This can be seen from the implementation of the use of animated video media during the 2 meetings, the first treatment was 73.33% with good category and the second treatment was 86.67% with very good category. This categorization is based on the Categorization Table for the implementation of the learning process. The implementation of the use of audio-visual based on animated videos can be seen from the implementation of every aspect in the media stage as well as the enthusiasm and

involvement of students in the learning process that applies video learning media. This enthusiasm can be generated because of the attraction during the learning process.

This is in line with Alannasir's statement, 2018 that the advantages of animated video media are as follows: (1) It makes it easier for teachers to present information about processes that are quite complex in life; (2) Reducing the size of a fairly large object; (3) Motivating students to pay attention because it presents an attraction for students, especially animations equipped with sound; (4) Having more than one convergent media, for example combining audio and visual elements. (Susanti, Raharjo and Ngabiyanto, 2021). The accuracy of media selection in the learning process is one of the factors that can affect student learning motivation.

Students' learning motivation is assessed based on several indicators, (1) Persistence in learning, (2) Interest and sharpness of attention in learning, (3) Tenacity in facing difficulties, (4) Independent in learning, (5) Desire to succeed in learning, and (6) Getting Rewards/Praise/Awards and added with development indicators, namely the existence of a conducive learning environment. When the learning process takes place by giving treatment in the Class Experiment, students are enthusiastic about participating in enthusiastic learning in the learning process. Students' interest in the learning process is seen in terms of and has a sense of student curiosity during the learning process.

The picture of students' learning motivation can be seen based on the post non-test that has been done. Based on the results, it was found that in Class Experiment the non-test post value was in the highly motivated category, while in Class Control the non-test post value was in the motivated category and from 2 aspects in terms of internal factors and external factors as well as 5 indicators plus 1 development indicator. The most influential learning motivation on is the indicator of persistence in learning. This illustrates that there are differences in student learning motivation between classes that are given treatment using animated video learning media and without using animated video learning media.

Inferential statistical analysis, the assumption test is carried out first, namely the normality test and homogeneity test. The pre-non-test and post-non-test normality test of students' learning motivation in Class Experiment and Class Control uses the Kolmogorov-Smirnov test because it has a sample of more than 50 with the results that all data are normally distributed. After that, the homogeneity test was carried out between the pre non-test Class Experiment and Class Control, and the post non-test Class Experiment and Class Control showed the results that the two groups of data were declared homogeneous. After the two tests were carried out, the hypothesis was tested using the Independent Sample T-Test.

Based on hypothesis testing with inferential statistics, it shows that there is a significant effect on students' learning motivation after using animated video media in the learning process. Hypothesis testing is done in two ways, namely comparing t table - t arithmetic and comparing probability values. Statistical results using manual calculations for the independent sample t test combined with the help of the IBM SPSS 22 program obtained the value of t table with $df (55) = 2,004$ while t count of student questionnaire results was 3,567, $t \text{ count } (3,567) > t \text{ table } (2,004)$ so that H_0 rejected and H_a accepted. Meanwhile, by comparing the probability values, the significance value of the post non-test Class Experiment and Class Control questionnaire results obtained, the probability value of $0.001 < 0.05$ means H_0 is rejected and H_a is accepted. And the N-Gen test with an increase in student motivation results after being given treatment. So it can be concluded that there is an effect of using audio-visual media based on animation video on the social studies learning motivation of Class IV students of SD Negeri 1 Barru, Barru Regency.

CONCLUSION

Based on the results of the research conducted, it can be concluded several things, including: (1) An overview of the use of audio-visual media based on animated videos in the learning process in Class Experiment going well. This can be seen from the implementation of the use of animated video media for 2 meetings, namely the first treatment of 73.33% with a good category and the second treatment giving 86.67% with a very good category. (2) Student learning motivation is based on the post non-test that has been done, that in Class Experiment

the post non-test score is in the highly motivated category, while in Class Control the non-test post value is in the motivated category and from 2 aspects in terms of internal factors and external factors. and 5 indicators plus 1 development indicator, so the most influential learning motivation when using audio-visual media based on animated videos is an indicator of perseverance in learning. (3) There is a significant effect on the use of audio-visual media based on animated videos. This is because there is a significant difference in the post non-test scores between Class Experiment using animated video media and Class Control without using animated video media. This is because the probability value is $0.01 < 0.05$ and $t \text{ count} > t \text{ Table}$ ($3.567 > 2.004$). Then in the tests that have been carried out, it can be seen that the N Gain score in the Class Experiment reached 0.5 with a moderate increase in Category and the N Gain score in Class Control reached 0.3 with a low increase in Category, it can be concluded that there is an influence on the use of Audio media. Animated video-based visuals on the social studies learning motivation of Class IV SD Negeri 1 Barru students.

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