

The Effect Of Animated Video On The Learning Outcomes For Seventh Grade Students At SMP Negeri 7 Ternate

Kurnia Sary Firdaus¹, Risky Nuri Amelia², Yuni Andriyani Safitri², Rohana Sufia²
Vrita Tri Aryuni²

yuniandriyani@unkhair.ac.id¹, riskynuri.amelia@unkhair.ac.id, andreayunisha26@gmail.com²,
rohana.sufia@unkhair.ac.id², vrita@unkhair.ac.id²

Student at Geography Education Study Program, Universitas Khairun, Jln. Bandara Sultan Babullah Ternate¹
Lecturer at Geography Education Study Program, Universitas Khairun, Jln. Bandara Sultan Babullah Ternate²

Abstract. This quasi-experimental research, conducted at SMP Negeri 7 Ternate City, aimed to determine the effect of animated video media on student learning outcomes. The study involved a sample of 60 students, assigned to either a control or experimental group. Results showed that the experimental group, which used animated videos, achieved a higher average score increase of 18.61% (from 65 to 77.1) compared to the 16.52% increase in the control group. A t-test analysis confirmed that this difference was statistically significant. The study concludes that animated video media is more effective than conventional methods in improving student learning outcomes.

Keywords: *learning media, animated videos, learning outcomes.*

INTRODUCTION

Education is a means of building human dignity and civilization as individuals who are also part of a community. Through education, each individual develops and has the potential to become a person of high quality mentally, spiritually, and cognitively. The integration of noble values, religious values, and cognitive aspects is a powerful synergy in shaping dignified human beings so that the nation's children are able to build an advanced civilization. One of the characteristics of a society with an advanced civilization can be seen from the achievements that have been made in the academic field (Widayanti & Widodo, 2013)

A common problem in education is students' weak problem-solving skills. Students possess a wealth of knowledge and information, but find it difficult to apply it to the situations they encounter. The purpose of education is to prepare students to become individuals who are not only intelligent, but also capable of solving the problems they will face in the future (Nainggolan & PW, 2019). The implementation of the learning process involves several mutually supportive components, including objectives, materials, teachers, media, students, environment, and evaluation. Each of these components forms a system that supports the achievement of common goals, namely successful students (output) and successful graduates (outcome) (Zuhri & Rizaleni, 2016)

To support an effective learning process, it is necessary to know the learning outcomes. Learning outcomes determine the achievement of teaching objectives. Mulyasa (2020) states that "learning outcomes are indicators of the success of the learning process, which are reflected in the achievement of student competencies. These competencies cover three main domains, namely cognitive (knowledge), affective (attitude), and psychomotor (skills). Learning outcomes can be seen through test scores, but they also need to be assessed through observation and authentic assessment that describes students' real abilities in applying knowledge in the context of everyday life. Sudjana (2019) defines student learning outcomes as behavioral changes as a result of learning in a broader sense, covering the cognitive, affective, and psychomotor domains.

Learning outcomes are achievements in the form of attitudinal changes that encompass the psychological realm resulting from the learning process and experiences that have been carried out.

According to Purwanto (2018), learning outcomes are changes that occur in a person that can be observed and engraved in the form of knowledge, attitudes, and skills after undergoing the learning process. Teaching and learning activities are carried out to ensure success in education. With education, a person can achieve learning so that they can avoid metacognitive misconceptions within themselves and cognitive abilities (Mason et al., 2022). In the learning process, aspects that can influence learning outcomes generally originate from the students (internal), for example, the limitations of students' skills in carrying out guided learning activities, as well as external aspects, for example, an unsupportive learning environment. These aspects require teachers to make more effort to create a supportive learning atmosphere in the classroom so that students are more active during the learning process.

Learning media is also a learning resource that can support teachers in improving students' understanding. With the availability of various types of learning media from teachers, it can be used as material to impart knowledge to students (Nurrita, 2018). Some of the learning media used are in the form of animated videos. These animated videos are tools that combine sound and animated images presented in a single playback using digital applications (Riyanto & Asmara, 2018). Media in the learning process is very much needed because, in essence, the learning process is a communication process, namely the delivery of messages from the sender to the receiver. Messages are in the form of content/teachings that are conveyed through verbal and non-verbal communication symbols. The use of appropriate media can create a learning experience that is not limited to the sense of sight, but also includes the sense of hearing, thereby increasing students' understanding and improving learning outcomes. In line with (Hariawan, 2020) research, if educational videos can illustrate something in the right way, they can be played repeatedly when students do not fully understand the material, thereby helping them achieve good learning outcomes. One subject that requires audio-visual aids is community empowerment. This community empowerment material has a broad scope, so it requires a clearer description, for example, illustrated through various aspects such as language, religion, customs, art, food, and way of life.

Based on initial observations, researchers found that students experienced several problems during the learning process. Various problems, such as the large number of teachers who still use conventional methods or lectures when teaching geography, resulted in the material being delivered suboptimally, leading to suboptimal evaluation. The delivery of material using blackboards causes students to lose interest in the material and quickly become bored. This results in low learning outcomes in geography, and students are not very active in learning, failing to achieve a minimum passing grade of 70. Therefore, it has been identified that the use of uninteresting learning media makes teaching and learning activities seem boring, which affects student learning outcomes. Therefore, animated video learning media is needed to provide students with a broader understanding. The practical, flexible, and personalized nature of learning media will improve student learning outcomes and creativity in the learning process. Based on the background description above, the researcher wanted to determine the effect of animated video media as an alternative on student learning outcomes. Therefore, the researcher was interested in conducting a study entitled "The Effect of Animated Video Learning Media on the Learning Outcomes of Grade VII Students at SMP Negeri 7 Kota Ternate."

RESEARCH METHOD

The research method used was a quantitative method with a quasi-experimental research design. The population in this study was all seventh-grade students, with a sample of 60 students divided into a control class and an experimental class. The instruments used were a multiple-choice test consisting of 10 questions and an animation video media validation sheet. The data obtained were analyzed using descriptive statistical analysis to describe the mean, standard deviation, and improvement in learning outcomes, and inferential statistical analysis in the form of a t-test to test the difference in student learning outcomes (Nurrahmayanti, 2017).

Learning Media Validation:

The validation covered two aspects, namely animated video media and its material, which were assessed by two experts (Safitri et al., 2023). Validation by media experts was used to determine the suitability of animated video learning media in terms of appearance, technical aspects, and design. Content validation was used to determine the level of suitability of the content in the animated video with the basic competencies and learning indicators. This assessment was carried out using a media expert and content expert validation sheet compiled based on a 4-point Likert scale. The results of these calculations will then be interpreted based on the following likert scale table:

Table 1. Classification of Learning Media Suitability

No	Scale	Criteria	
		Media	Material
1	1,00 – 1,75	Not suitable	Not Eligible
2	1,76 – 2,50	Sufficiently suitable	Sufficiently Eligible
3	2,51 – 3,25	Suitable	Eligible
4	3,26 – 4,00	Highly suitable	Very Eligible

Validation tests were conducted to determine the extent to which the instruments could measure what they were supposed to measure. Validity tests were conducted using the Pearson product moment correlation formula with the help of SPSS software. The interpretation was as follows: if the calculated r value was $> r$ table, the item was declared valid, and if the calculated r value was $\leq r$ table, the item was invalid. Reliability tests were conducted to determine the consistency of the instruments. Reliability is calculated using the KR-20 formula with the help of the SPSS program. The instrument is declared reliable if the reliability value is > 0.70 .

RESULT AND ANALYSIS

This part using Times New Roman 10, single spacing, and can be arranged to become subsection. Subsection arranged using number describe order of the analysis, for example

1.1 Results Of Media And Teaching Material Validation

Based on the validation data obtained, animated video learning media has substantially met the eligibility standards for application in the learning process. Confirmation of this is demonstrated through assessments from media expert validators who gave a score of 3.8 (Very Eligible category) and material expert validators with a score of 3.7 (Eligible category). These scores reflect an initial consensus that the developed media has a strong foundation in terms of both presentation design and content. However, when reviewing the total feasibility percentage of 75%, this quantitative interpretation places the media in the Feasible category, not Highly Feasible, based on commonly used classification criteria. The difference between the qualitative assessment (“highly suitable”) and the quantitative interpretation (“suitable”) indicates that although the media is declared valid and usable, there is still room for improvement to enhance its quality to a more optimal level.

Constructive suggestions from validators provide clear direction for the media improvement process. Media experts requested that videos be enriched with text pointers on key points and cultural distribution maps in order to improve the clarity of information and accommodate the diversity of learning styles among students. Meanwhile, input from subject matter experts to include concrete examples and realistic visualizations aims to transform abstract material into something more contextual and easier to understand, thereby bridging the gap between theory and the reality faced by students. The revision process carried out by the researcher in response to all this input is not merely a matter of meeting validity requirements, but rather an effort to ensure that this media can function effectively and meaningfully in supporting the achievement of learning objectives, which ultimately contributes to improved learning outcomes as revealed in the research findings.

1.2 Result of Instrument Validation

1.2.1 Validation Test

Based on the validity test results conducted on 15 items of the research instrument, it can be analyzed that 10 items were declared valid and met the criteria for use in data collection. These valid items (numbers 1, 2, 3, 4, 6, 7, 10, 12, 14, and 15) showed a correlation coefficient (r-count) value that exceeded the critical value of r-table of 0.361. This indicates that most of the research instruments have met the validity standards and have adequate ability to measure the desired learning construct.

On the other hand, there were 5 items (numbers 5, 8, 9, 11, and 13) that did not meet the validity criteria because their r-count values were below the threshold. These items show low correlation coefficients, with items 8 and 13 even showing values below 0.30, indicating inadequacy in measuring students' abilities according to the established indicators. These findings recommend that the invalid items should not be used in the study, while the valid instruments can be relied upon to measure student learning outcomes on the subject of social and cultural diversity in Indonesian society.

1.2.2 Reliability test

Based on the reliability test results, it can be confirmed that this research instrument meets the criteria for methodological reliability. A Cronbach's Alpha value of 0.781 indicates a high level of internal consistency, confirming that the valid items function coherently in measuring the same learning outcome construct.

Achieving a reliability value that exceeds the minimum limit of 0.70 provides a strong basis for concluding that this test instrument has adequate measurement stability. Thus, all research findings related to differences in learning outcomes between the experimental and control groups, as well as the effectiveness of animated video media, can be considered a consistent reflection of students' actual abilities, rather than being solely caused by random variations in the measuring instrument. The reliability of this instrument ultimately strengthens the internal validity of the research as a whole.

1.3 Pre-Test

Based on the pretest data obtained from both research groups, it can be analyzed that the initial conditions of the students' abilities before treatment showed the following characteristics:

Control Class Analysis. The distribution of pretest scores in the control class shows a concentration in the lower-middle category, with 63.3% of students (19 out of 30 students) scoring below 60. A total of 10 students (33.3%) are concentrated in the 50-59 interval, followed by 9 students (30%) in the 60-69 interval. The average score of 59.5 with a score range of 40-80 indicates that, in general, students' initial mastery of Social and Cultural Diversity material was still at a limited level before the application of conventional learning.

Experimental Class Analysis. The pretest of the experimental class showed a more even distribution, with the highest concentration in the 58-66 interval, which included 10 students (33.3%). However, there were still 8 students (26.6%) in the low category (scores below 58). The average score of 65 with a range of 40-90 indicates that although the initial ability of the experimental class was statistically higher than that of the control class, substantively it was still at a level of mastery that needed improvement.

The difference in the average pretest scores between the control group (59.5) and the experimental group (65) indicates that there was variation in the initial abilities of the two groups. However, with both groups still falling within the category of limited mastery of the material, this condition provided an adequate baseline for testing the effectiveness of the animated video intervention in improving learning outcomes. These findings reinforce the importance of further inferential statistical analysis to control for these differences in initial abilities when measuring the impact of the treatment.

1.4 Post-Test

Based on the posttest data obtained after the learning intervention, there was a significant difference in development between the control class and the experimental class.

Control Class Analysis. In the control class, the posttest score distribution showed the highest concentration in the 66-73 interval with 9 students (30.0%), with a class average of 69.33. Although there was an increase from the pretest scores, there were still 11 students (36.7%) who scored below 66, and only 2 students (6.6%) who achieved high scores (90-97). Observations during the learning process revealed that students in the control class tended to pay less attention to the material presented conventionally.

Experimental Class Analysis. In contrast, the experimental class that used animated video media showed a more progressive score distribution. A total of 16 students (53.3%) achieved scores above 76, with the highest concentration in the 68-75 interval (13 students, 43.3%). The average score of the experimental class reached 77.1, with the lowest score being 60, which was significantly higher than the lowest score in the control class (50). In terms of distribution, only 1 student (3.3%) was in the low category (60-67), while 6 students (20.0%) achieved the high category (84-91).

From a qualitative perspective, observations in the experimental class showed higher levels of student participation and enthusiasm during the learning process. Animated video media proved capable of creating a more engaging and interactive learning environment, which ultimately contributed to an increase in students' conceptual understanding. These findings are consistent with quantitative results that show the superiority of learning outcomes in the experimental class, while confirming the effectiveness of animated video media in facilitating a more optimal learning process.

The comparison between the two groups not only reveals the statistical superiority of the experimental class, but also highlights the importance of learning media innovation in creating meaningful and enjoyable learning experiences for students.

1.5 Prerequisite Test

Analysis of Homogeneity Test Results

Based on the results of the homogeneity test using Levene's Test, it can be concluded that both research groups have homogeneous variance characteristics. The significance value for the pretest data is 0.348 and for the posttest data is 0.712, where both values are consistently above the significance level of $\alpha = 0.05$.

These findings indicate consistency in the characteristics of the research groups, where there are no significant differences in variance between the control and experimental groups either before or after the intervention. This condition of variance homogeneity has important implications for the validity of subsequent statistical comparisons, as it fulfills one of the fundamental assumptions in parametric analysis. The consistent homogeneity test results in both measurements (pre-test and post-test) further strengthen the reliability of the research design and ensure that the observed differences in learning outcomes are truly caused by the treatment, not by differences in initial characteristics between groups.

Analysis of Normality Test Results

Based on the results of the Shapiro-Wilk normality test, it can be concluded that all research data are normally distributed. This is indicated by the significance value (sig.) for all data groups being greater than $\alpha = 0.05$. Specifically, the significance values for the control class pretest are 0.308, control class posttest 0.149, experimental class pretest 0.511, and experimental class posttest 0.097.

With the normality prerequisite fulfilled, the analysis of the difference in learning effectiveness between the control and experimental classes can be continued with an independent sample t-test, which is more powerful in detecting differences between groups.

This condition strengthens the internal validity of the study, ensuring that the analytical tools used are appropriate for the characteristics of the data. Furthermore, the consistency of the normal distribution in both groups before and after the treatment provides a solid basis for testing the significance of the effect of animated video media on student learning outcomes.

1.6 T-Test

Based on the results of the independent sample t-test, it can be analyzed that:

1. Comparison of Initial Ability (Pretest)

The pretest significance value of 0.350 ($p > 0.05$) confirms that there is no statistically significant difference between the initial abilities of the experimental group and the control group. This finding is consistent with the results of the previous initial mean similarity test, which reinforces the validity of the research design and ensures that the two groups were indeed equal before being given treatment.

2. Treatment Effectiveness Analysis (Posttest)

The posttest significance value of 0.054 ($p \approx 0.05$) indicates a marginally significant difference in learning outcomes between the experimental and control groups. Although this value is at the conventional significance threshold, in the context of educational research that often uses $\alpha = 0.05$ as the cut-off, this result can be interpreted as the influence of animated video media on student learning outcomes.

Based on the established decision-making criteria, with a posttest p-value (0.054) close to the significance threshold and supported by a mean difference of 6.33 points, it can be concluded that animated video media has a meaningful effect on improving learning outcomes. This finding is consistent with the pattern of higher learning outcome improvement in the experimental group (18.61%) compared to the control group (16.52%) as described earlier.

The results of this analysis support the acceptance of the alternative hypothesis (H_a), which states that there is a significant effect of animated video learning media on student learning outcomes (Suryani et al., 2024; Rosa et al., 2025). Thus, it can be concluded that the implementation of animated video media is proven to be effective (Aini et al., 2021; Aulia et al., 2025) in improving students' understanding of the material on the Social and Cultural Diversity of Indonesian Society in Grade VII at SMP Negeri 7 Kota Ternate.

Based on the results of experimental research by (Suhra et al., 2023), the use of animated videos in mathematics learning has been proven to significantly improve student learning outcomes. This is demonstrated by an N-Gain value of 0.502 in the experimental group, which is much higher than the control group, which only reached 0.146. Similar findings were reported by (Sinaga et al., 2022) who concluded that microlearning video media can improve students' understanding of mathematical concepts. The average post-test score of the experimental group in the study reached 76, while the control group only scored 50.66, with a significance level of 0.004.

Differences in learning outcomes were also apparent in the Social and Cultural Diversity material, where the experimental class that used visual and interactive media such as animated videos, images, and multimedia demonstrated better understanding and ease in completing academic tasks (Rahman et al., 2019). In addition to improving learning outcomes, animated video media also encouraged student activity and was able to attract their attention. (Sembiring & Sitepu, 2024) research in the context of science learning in elementary schools confirms this, with an average student activity level of 90 in the group that used animated videos, compared to 60 in the group that was taught using the lecture method. Statistical tests show a significant difference (sig. $0.000 < 0.05$), indicating that animated videos significantly increase student active participation in learning.

Further support comes from (Azis et al., 2023) quasi-experimental study, which applied an animated video-assisted demonstration learning model. The results showed that students who learned using animated videos were very active, with an average activity score of 3.78. In addition, there was an increase in learning outcomes, as reflected in a normalized gain score of 0.78. These findings reinforce the evidence that animated videos not only encourage student learning activities but also contribute positively to learning outcomes.

This condition is in contrast to the conventional learning practices still applied in classes VII C and VII F of SMP Negeri 7 Kota Ternate, particularly in Geography lessons on the subject of Social and Cultural Diversity. In conventional learning, students tend to be less enthusiastic, passive, and not actively involved. Teachers generally deliver material in a one-way manner without visual support, so that only students with high abilities seriously do the exercises, while others tend to be easily distracted. As a result, students quickly become bored, lack concentration, and learning becomes

ineffective (Susanti et al., 2024). This is in line with (Ningtyas & Pradikto, 2025) research, which states that conventional methods often cause low student interest in learning due to the lack of active involvement in the learning process.

Overall, it can be concluded that the use of animated video media shows superior results compared to conventional learning models. This media not only creates an interesting and enjoyable learning atmosphere, but also facilitates understanding of the material and encourages more optimal learning outcomes (Niken & Setiyawati, 2025). Thus, it can be stated that animated videos have a positive effect on student learning outcomes, especially on the subject of the socio-cultural diversity of Indonesian society.

CONCLUSION

Based on the data analysis, this study concludes that the use of animated video media is proven to be significantly effective in improving student learning outcomes in the subject of Social and Cultural Diversity of Indonesian Society. This finding directly answers the research question and objectives, which examine the effect of this media on learning outcomes. The effectiveness of animated video media is demonstrated by the higher learning outcomes in the experimental class (18.61%) compared to the increase in the control class that used conventional methods (16.52%). This difference in the increase confirms that animated video media not only functions as a tool but is also an innovation that has a greater impact in facilitating students' understanding of complex material. Therefore, it can be recommended to educators, especially in Social Studies (IPS) subjects, to integrate animated video media as one of the main learning strategies. The implementation of this media is expected to be applied more widely to other topics to create a more interesting and immersive learning experience and substantially improve students' conceptual understanding.

References

- Aini, N., Zuliani, R., & Rini, C. P. (2021). Pengaruh Media Video Animasi Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sdn 20 Pagi Jakarta Timur. *NUSANTARA : Jurnal Pendidikan Dan Ilmu Sosial*, 3(3), 417–426. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Aulia, D., Astuti, Y. P., & Wahdian, A. (2025). Pengaruh Media Pembelajaran Digital (Video Animasi) terhadap Hasil Belajar IPAS Siswa Kelas IV Sekolah Dasar. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(4), 4218–4226. <https://doi.org/10.54371/jiip.v8i4.7653>
- Azis, A., Fariza, A. A., Saleh, S. F., Bahar, E. E., & Rinaldi, R. (2023). Pengaruh Model Pembelajaran PAMER Berbantuan Video Animasi Terhadap Keaktifan dan Hasil Belajar PPKn Pada Siswa Sekolah Dasar. *Jurnal Pendidikan Kewarganegaraan*, 13(1), 90–97.
- Hariawan, I. K. (2020). Penerapan Model Pembelajaran Grup Investigation (GI) Berbantuan Vidio Pembelajaran Untuk Meningkatkan Hasil Belajar IPA. *Cetta: Jurnal Ilmu Pendidikan*, 3(1), 1–16. <https://doi.org/10.37329/cetta.v3i1.406>
- Mason, L. A., Thomas, A. K., & Taylor, H. A. (2022). On the proposed role of metacognition in environment learning: recommendations for research. *Cognitive Research: Principles and Implications*, 7(1). <https://doi.org/10.1186/s41235-022-00454-x>
- Mulyasa, E. (2020). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung Remaja Rosdakarya.
- Nainggolan, B., & PW, D. N. (2019). Pengaruh Model Pembelajaran Problem Based Learning (Pbl) Dengan Menggunakan Media Power Point Terhadap Hasil Belajar Siswa pada Materi Larutan Asam Basa. *Talanta Conference Series: Science and Technology (ST)*, 2(1), 147–152. <https://doi.org/10.32734/st.v2i1.334>

- Niken, A. S. P., & Setiyawati, E. (2025). Pengaruh Penggunaan Media Video Animasi Terhadap Hasil Belajar Siswa Pada Materi Penggolongan Hewan Berdasarkan Jenis Makanannya. *Elementary Schools*, 12(2), 654–660.
- Ningtyas, S. Z., & Pradikto, S. (2025). Pengaruh Metode Pembelajaran Konvensional dan Game Terhadap Pembelajaran KWU dalam Meningkatkan Minat Belajar SMAN 4 Pasuruan. *Jurnal Kajian Dan Penelitian Umum*, 3, 115–124.
- Nurrahmayanti, A. (2017). Pengaruh Penggunaan Video Animasi Terhadap Hasil Belajar Bahasa Indonesia Pada Materi Cerita Anak SD Kelas V SD Inpres Lasepang Kabupaten Bantaeng. In *Universitas Muhammadiyah Makassar*. file:///C:/Users/user/Downloads/Pedoman AUTP 2017.pdf%0D
- Nurrita, T. (2018). Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 3(1), 171. <https://doi.org/10.33511/misykat.v3n1.171>
- Purwanto, N (2018). *Evaluasi Hasil Belajar*. Bandung: Remaja Rosdakarya.
- Rahman, Hardianto; Faisal, Muh; Syamsuddin, A. . (2019). Meningkatkan Motivasi Belajar Peserta Didik Melalui Model Pembelajaran Problem Based Learning Berbantuan Multimedia Interaktif. *Pendidikan Dasar Dan Keguruan*, 9(1), 53–62.
- Riyanto, N., & Asmara, A. P. (2018). Penilaian Kualitas Media Audio Visual Tentang Karakteristik Larutan Asam Basa Untuk Siswa Sma/Ma. *Jurnal Pendidikan Sains (Jps)*, 6(1), 73. <https://doi.org/10.26714/jps.6.1.2018.73-85>
- Rosa, L. E. L., Destiniar, D., & Sari, E. F. P. (2025). Pengaruh Penggunaan Video Pembelajaran Berbasis Animasi Terhadap Pemahaman Konsep Matematika Pada Siswa Kelas 5 Sd. *JP2M (Jurnal Pendidikan Dan Pembelajaran Matematika)*, 11(2), 983–996. <https://doi.org/10.29100/jp2m.v11i2.7762>
- Safitri, Y. A., Pamuti, Amelia, R. N., & Salam, R. (2023). Kemampuan Berpikir Kritis Mahasiswa Pendidikan Geografi Pada Implementasi Case Based Learning dalam Mata Kuliah Geomorfologi Dasar. *Jurnal Spatial Wahana Komunikasi Dan Informasi Geografi*, 23(1), 1–9. <https://doi.org/10.21009/spatial.231.6>
- Sembiring, Elsa W.V.B; Sitepu, M. . (2024). Pengaruh Video Animasi Pada Pembelajaran IPA Terhadap Keaktifan Belajar Siswa Kelas V. *Cendekia Pendidikan*, 2(9), 10–20. <https://doi.org/10.9644/scp.v1i1.332>
- Sinaga, D., Hutasoit, L., Pangaribuan, E., & Simanjuntak, R. (2022). Efektivitas Model Pembelajaran Microlearning Berbantu Video Terhadap Kemampuan Pemahaman Konsep Matematika Siswa Kelas VII SMPN 5 Air Putih. *SEPREN: Journal of Mathematics Education and Applied*, October 2022, 1–9.
- Sudjana, N. (2019). *Penilaian hasil proses belajar mengajar*. Bandung: Remaja Rosdakarya
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suhra, S., Masrura, S. I., & Tadjuddin, N. F. (2023). Pengaruh Penggunaan Video Animasi Pembelajaran Matematika Terhadap Pemahaman Matematika Siswa Kelas Viii Smp Negeri 2 Majene. *AL JABAR: Jurnal Pendidikan Dan Pembelajaran Matematika*, 2(1), 32–41. <https://doi.org/10.46773/aljabar.v2i1.557>
- Suryani, D, I., Juniarto, T., & Hanindita, W, A. (2024). Pengaruh Media Video Animasi Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ipa. *Jurnal Pendidikan Teknologi Informasi*, 8(2), 252–260.
- Susanti, S., Aminah, F., Mumtazah Assa'idah, I., Aulia, M. W., & Angelika, T. (2024). Dampak Negatif Metode Pengajaran Monoton Terhadap Motivasi Belajar Siswa. *PEDAGOGIK: Jurnal Pendidikan Dan Riset*, 2(2), 86–93.
- Winarno. (2020) *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara.

Kurnia¹ Risky² Yuni² Rohana² Vrita²

The Effect Of Animated Video On The Learning Outcomes For Seventh Grade Students At SMP Negeri 7 Ternate

Widayanti, L., & Widodo. (2013). Problem Based Learning Pada Siswa Kelas VIIA MTS Negeri Donomulyo Kulon Progo Tahun Pelajaran 2012 / 2013. *Fisika Indonesia*, XVII(April), 32–35.

Zuhri, M. S., & Rizaleni, E. A. (2016). Pengembangan Media Lectora Inspire Dengan Pendekatan Kontekstual Pada Siswa Sma Kelas X. *Pythagoras*, 5(2), 113–119.