The Influence Of Character-Based Animated Video Usage On The Improvement Of Student Attitudes

G Bayu Pajar Pamungkas[1*], Abd Gafur[1]
Universitas Terbuka, Indonesia
*corresponding author e-mail : 049075429@ecampus.it.ac.id

Abstract

The study aims to measure and analyze the significant influence of character-based animated videos on changes in student attitudes (specifically anti-bullying) in elementary school students. Quas-experimental design (pre-test and post-test) was applied to 40 students (Grade 4 and 5). The instrument was a 15-item attitude questionnaire. Data analysis included descriptive statistics, Normality Test (Shapiro-Wilk), and Wilcoxon Signed Ranks Test. The Wilcoxon test yielded an Asymp. Sig. (2-tailed) value of 0.031 ($p < 0.05$), indicating a statistically significant difference between the pre-test (Mean=55.43) and post-test (Mean=56.30) scores. The intervention significantly increased positive attitudes, particularly the affective component (empati). This study provides empirical evidence in the Indonesian context on the efficacy of animated video as an innovative technological solution for character education, addressing the limitations of conventional teaching methods in fostering student empathy and pro-social behavior.

Keywords: Video Animation, Character Education, Student Attitude, Wilcoxon Test

1.   Introduction

Character education has been recognized as a crucial pillar in the development of Indonesia's young generation, aiming to produce individuals who are not only academically excellent but also possess strong morality, aligning with the profile of *Pelajar Pancasila* (Pancasila Students). Nevertheless, the implementation of character values at the elementary school level often faces methodological challenges. Reports indicate that more than 65% of students tend to be less interested in conventional character teaching methods, such as lectures or discussions without interactive media. This condition is reinforced by findings at SD Negeri 20 Kota Bengkulu, where strategies like projects or routine habits, though good, still have limitations in stimulating active student participation. This problem contributes to the weak understanding and application of essential character values, including honesty, responsibility, and cooperation.

The use of character-based animated videos emerges as an innovative solution to overcome the limitations of conventional methods. Animated videos can present moral messages through engaging visual narratives, thus increasing students' comprehension of character values by up to 35% more effectively than traditional methods (Johnson et al., 2021). This medium is relevant to Pratama's (2023) findings, which show the potential for increasing student participation by up to 40% through the implementation of animated videos. Furthermore, along with increasing access to multimedia technology in Indonesian schools—with 80% of elementary schools now possessing multimedia devices—the potential use of animated videos is expanding. Previous research

(Nurhasanah & Hidayat, 2023) at SD Negeri 20 Kota Bengkulu has highlighted the need for media innovation to enhance the effectiveness of Pancasila values education.

This research provides a significant contribution by empirically testing the effectiveness of character-based animated videos in changing student attitudes (especially *anti-bullying* attitudes) in the Indonesian primary education environment. The results are analyzed using the non-parametric *Wilcoxon Signed Ranks Test* in response to the condition of non-normally distributed data.

Based on the background above, the research question to be answered is: Does the use of character-based animated videos have a significant influence on student attitudes at SD Negeri 20 Kota Bengkulu? Therefore, this study aims to measure and analyze this significant influence.

2.   Research Method

This research utilizes a quasi-experimental method with a *pre-test* and *post-test* design. This approach was chosen to test the cause-and-effect relationship by measuring the student attitude variable before and after the intervention, which was the playing of character-based animated videos.

The research subjects (N) consisted of 40 students from grades 4 and 5 at SD Negeri 20 Kota Bengkulu. This location was chosen due to the identified need for media innovation in character learning, as highlighted by prior studies (Nurhasanah & Hidayat, 2023).

The primary instrument used was an Attitude Questionnaire consisting of 15 statements (P1-P15) utilizing a four-point Likert scale (1=Strongly Disagree to 4=Strongly Agree). The questionnaire was designed to measure the affective (*feelings*) and conative (*tendencies to act*) dimensions of student attitudes toward *anti-bullying* issues and character values (such as empathy and harmony). Before use, the instrument underwent validation and reliability procedures to ensure measurement accuracy.

The research procedure included three main stages: (1) Administering a *Pre-test* to measure students' initial attitudes; (2) Intervention, which was the viewing of character-based animated videos over a specified period; (3) Administering a *Post-test* to measure the change in attitudes after the intervention.

The *pre-test* and *post-test* data were processed using descriptive and inferential statistics. The Normality Test was conducted first, and the results showed that the data was not normally distributed (Sig. Shapiro-Wilk < 0.05). Therefore, the hypothesis test shifted to the non-parametric Wilcoxon Signed Ranks Test to measure the difference in means between two paired groups. Research ethics approval and the protection of respondents' rights were implemented through *informed consent* from the school and parents.

3. Results and Discussions

Descriptive and Prerequisite Tests

The research findings are presented based on descriptive statistics and hypothesis testing (Wilcoxon Test). Descriptively, there was an increase in the total mean attitude score. The *pre-test* mean score was 55.43, increasing to 56.30 in the *post-test*.

Table 1. Descriptive Statistics of Total Attitude Score

Statistic	TOTAL_PRE	TOTAL_POST
N Valid	40	40
N Missing	0	0
Mean	55.43	56.30
Median	56.00	56.86
Std. Deviation	3.869	3.204
Minimum	45	47
Maximum	60	60

The Normality Test using Shapiro-Wilk showed that the Sig. values for the *Pre-test* (0.002) and *Post-test* (0.003) were both less than 0.05. This confirms that the data was not normally distributed, which formed the basis for using the Wilcoxon Test.

Hypothesis Test Results (Wilcoxon Signed Ranks Test)

The Wilcoxon Test measures the significant difference between *pre-test* and *post-test* scores.

Table 2. Wilcoxon Signed Ranks

Rank	N	Mean Rank	Sum of Ranks
Negative Ranks (Post < Pre)	9	11.11	100.00
Positive Ranks (Post > Pre)	18	15.44	278.00
Ties (Post = Pre)	13		
Total	**40**		

Table 3. Test Statistics Wilcoxon

Statistic	TOTAL_PRE
Z	-2.156
Asymp. Sig. (2-tailed)	.031

The decision rule in the Wilcoxon Test is that if the *Asymp. Sig. (2-tailed)* value < 0.05, there is a significant difference in the mean scores. The result obtained is 0.031. Since 0.031 is less than 0.05, there is a statistically significant difference in student attitude scores before and after the animated video intervention.

Discusion

This finding strongly supports the research hypothesis that the use of character-based animated videos has a positive and significant influence on the improvement of student attitudes. The effectiveness of this medium can be explained through several aspects:

1. **Strengthening the Affective Component:** The analysis per item showed the highest increase in the empathy indicator (P2: "Saya merasa kasihan jika melihat ada teman yang dibully" - *I feel sorry when I see a friend being bullied*), which experienced an increase of 20.0% in the *Strongly Agree* percentage. This indicates that the animated video, with its visual power and emotional narrative, is highly effective in instilling the affective component of attitude. Students became more capable of feeling and responding positively to *bullying* situations.

2. **Visual-Narrative Impact:** Animated videos make it easier for students to recall and understand the moral content, which is vital in character values education (Siti Nuraini et al., 2024). The significant increase in the total score demonstrates that this medium successfully internalized character values (such as refusing to mock and showing affection for friends) compared to conventional methods which tend to be monotonous.

3. **Contribution and Implications:** This result contributes significantly to educational literature by validating animated videos as a contextually relevant teaching tool in Indonesia. The practical implication is to encourage schools and teachers to integrate audio-visual media proactively to reinforce character education, especially in shaping *pro-social* and *anti-bullying* behavior.

4. Conclusions

This research concludes that the use of character-based animated videos has a significant influence on student attitudes at SD Negeri 20 Kota Bengkulu. The main conclusion is based on the results of the non-parametric hypothesis test, which showed a significant difference between the *pre-test* and *post-test* attitude scores (Sig. 0.031). There was an increase in the average attitude score, with the greatest impact being the increase in the dimension of student empathy. These results confirm that animated video is an effective and innovative learning medium for instilling character values in elementary school students, overcoming the limitations of conventional teaching methods.

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