



The Influence of Educational Films for Children on Student Achievement and Motivation in Pancasila Subject

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Articles Information

Abstrak

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Penelitian ini bertujuan untuk mengetahui pengaruh film pendidikan anak-anak terhadap prestasi belajar dan motivasi belajar siswa dalam pembelajaran Pendidikan Pancasila. Penelitian ini merupakan jenis penelitian eksperimental dengan desain Two-Group Pre-test Post-test. Lokasi penelitian berada di SDN 15 Sungai Baung Sungai Raya Kepulauan dengan populasi dan sampel sebanyak 30 siswa kelas V. Data diperoleh dari skor pre-test dan post-test berupa soal pilihan ganda sebanyak 20 soal dan data dari skor kuesioner tanggapan siswa sebanyak 10 pernyataan. Dari hasil penelitian, hasil belajar kelas eksperimen pada pre-test diperoleh dengan skor maksimum 80 dan skor minimum 50, sedangkan post-test diperoleh dengan skor maksimum 100 dan skor minimum 60. Sementara itu, hasil belajar kelas kontrol pada pre-test memiliki skor maksimum 80 dan skor minimum 55, sedangkan post-test memiliki skor maksimum 100 dan skor minimum 55. Rata-rata skor pre-test kelas eksperimen adalah 62, sedangkan rata-rata skor post-test adalah 79. Sementara itu, rata-rata skor pra-tes kelas kontrol adalah 68, sedangkan rata-rata skor pasca-tes adalah 70,67. Berdasarkan uji t sampel berpasangan, diperoleh nilai signifikansi 0,000. Berdasarkan dasar pengambilan keputusan, nilai $0,000 < 0,05$. Hal ini menunjukkan bahwa H_0 ditolak dan H_1 diterima, sehingga dapat disimpulkan, "Pengaruh film pendidikan anak-anak terhadap prestasi belajar siswa dalam pembelajaran Pendidikan Pancasila sebagai materi norma dalam kehidupan saya setelah diperlakukan?". Untuk hasil kuesioner, persentase rata-rata skor kuesioner adalah 78,8% dengan kategori motivasi belajar siswa "Baik". Oleh karena itu, dapat disimpulkan bahwa siswa kelas V termotivasi untuk belajar setelah perlakuan, yaitu dengan film pendidikan anak-anak dalam proses pembelajaran.

Abstact

The research aims to find out whether there is an influence of children's educational films on student achievement and learning motivation in Pancasila subject learning. This research is a type of experimental research, with a Two-Group Pre-test Post-test Design. The research location was at SDN 15 Sungai Baung Sungai Raya Kepulauan with a population and sample of 30 students in class V. Data obtained from pre-test and post-test scores in the form of multiple-choice questions as many as 20 questions and data from student response questionnaire scores as many as 10 statements. From the results of the research, the learning results of the experimental class for the pre-test were obtained with a maximum score of 80 and a minimum score of 50, while the post-test obtained a maximum score of 100 and a minimum score of 60. Meanwhile, the learning outcomes of the control class for the pre-test had a maximum score of 80 and a minimum score of 55,

while the post-test had a maximum score of 100 and a minimum score of 55. The average score for the pre-test experiment class was 62 while the average post-test score was 79. Meanwhile, the average score for the pre-test control class was 68 while the average post-test score was 70.67. Based on the paired sample t-test, a significance value of 0.000 was obtained. From the basis of decision-making, the value is $0.000 < 0.05$. This shows that H_0 was rejected and H_1 was accepted so that it can be concluded, "The influence of children's educational films on student learning achievement in learning Pancasila subject is the norm material in my life after being treated". For the results of the questionnaire, the percentage of the average score of the questionnaire was 78.8% with the category of student learning motivation "Good". So it can be concluded that grade V students are motivated to learn after treatment, namely with educational films for children in the learning process.

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INTRODUCTION

One of the important subjects taught in elementary school is PPKn (Pancasila and Civic Education), now known as Pancasila subject. Pancasila subject in elementary school plays a very important role in preparing students to become reliable individuals (Lubis, 2020, p.1). Pancasila subject is a subject that not only aims to enhance intellectual development but also to shape students' character. It is essential to teach Pancasila subject because it is expected to uphold the values of Pancasila as the foundation of the Indonesian state (Antari, 2020).

In addition, Pancasila subject contains the character values of Pancasila that are developed in social, national, and state life to prepare intelligent and good citizens (Kemendikbudristek, 2022). Therefore, the formation of quality character makes elementary school students play an important role as the future leaders of the nation because the future is in their hands.

Although Pancasila Education is a compulsory subject in elementary schools, several studies and preliminary classroom observations indicate that it is often perceived by students as less engaging compared to other subjects. In the context of fifth-grade students, the topic "Norms in My Life" is frequently reported as one of the least interesting topics. Initial informal interviews with fifth-grade students revealed that many of them associate Pancasila lessons with teacher-centered lecture methods and memorization-based activities.

Generally, fifth-grade students are around 11 years old. Based on Piaget's theory, fifth-grade students are in the concrete operational stage. Piaget states that at the concrete operational stage, students can think logically about concrete events and classify objects into different forms (Desmita, 2014, p. 101). In the "Norms in My Life" material, in addition to only using the lecture method, the teacher also does not use concrete examples, so students need to use their imagination a lot.

One solution to overcome this problem is to use educational films for children as learning media. Utilizing films in the learning process is something that needs to be developed to create a more interactive

learning atmosphere for students (Akram & Yulhan, 2022). In addition, educational films aim to educate students and greatly assist the effectiveness of the learning process and the delivery of messages and learning content at that time (Rizky & Arofah, 2021).

Film is an audiovisual literary work capable of producing images, moving images, and sounds in such a way that it has a narrative meaning that can be understood by the audience (Ramdan, et al. 2020:4). Children's educational films present stories that contain educational messages that can be linked to classroom learning concepts. With educational films for children, students are more motivated to learn and find it easier to understand the material presented. With this internal motivation to learn, students' academic performance improves.

Learning achievement is the result obtained by someone after undergoing learning activities, while learning is essentially a conscious effort made by someone to fulfill their needs (Mulyasa, 2017, p.36). The cause of low learning achievement is due to a lack of student motivation to learn, which can be seen when the teacher explains that some students appear to lack enthusiasm in learning. Additionally, the large amount of material that must be memorized also affects students' low achievement because each student's ability to remember is limited. On the other hand, during learning, some students do not listen seriously to the teacher's explanation and are busy chatting with their classmates, and some even disturb their friends who are listening to the teacher's explanation.

Learning motivation is the overall psychological driving force within students that gives rise to learning activities, ensures the continuity of learning activities, and provides direction to those activities in order to achieve a goal (Winkel, 2020, p. 117). This is in line with Suragala's (2021, p.127) opinion that without learning motivation, a person will not be motivated to learn because learning motivation is the force that drives and directs behavior towards its goal (learning).

Based on observations conducted in June 2024 in class V of SDN 15 Sungai Baung, Sungai Raya Kepulauan subdistrict, several issues were identified in the classroom, namely students who were not yet fluent in reading. This was discovered during the routine morning reading activity before lessons began, where some students struggled to read, stumbling over the words in the book. Some students even had to spell out the words first in order to read them properly, although there were still some words that remained difficult to read. Students who struggled with reading tended to have low academic performance in their class. In fact, these students ranked at the bottom of their class.

METHOD

This study employed an experimental research design involving 30 fifth-grade students at SDN 15 Sungai Baung Sungai Raya Kepulauan. The participants were divided into two groups: an experimental class (receiving the educational film intervention) and a control class (receiving conventional instruction without the intervention). The research was conducted in the second semester of the 2024/2025 academic year.

The study aimed to examine the effect of educational films on students' academic achievement and learning motivation in the topic "Norms in My Life."

To measure improvements in learning outcomes, a two-group pre-test post-test design was implemented (Sugiyono, 2017, p. 110). A pre-test was administered prior to the intervention, and a post-test was conducted after the treatment. This design allows for a more accurate assessment of the treatment effect by comparing students' performance before and after the intervention in both groups.

In addition to the achievement test, a structured learning motivation questionnaire was administered. The questionnaire was developed based on established theories of learning motivation and consisted of multiple dimensions, including attention, relevance, confidence, and satisfaction (ARCS framework), as well as indicators such as interest in learning, persistence, participation, and enthusiasm. The instrument used a four-point Likert scale (1 = strongly disagree to 4 = strongly agree). Each item was scored quantitatively, and the total motivation score was calculated by summing the item responses. Prior to its use, the questionnaire underwent validity and reliability testing to ensure that it accurately measured students' learning motivation.

Regarding ethical considerations, this study adhered to research ethics standards for research involving children. Formal permission was obtained from the school principal before conducting the study. Informed consent was secured from students' parents or legal guardians, and students were informed about the purpose of the research in age-appropriate language. Participation was voluntary, and students were assured that their responses would be kept confidential and used solely for research purposes. The study was conducted in accordance with institutional research guidelines and ethical principles for educational research.

Before conducting hypothesis testing, the data were examined for normality using the Kolmogorov-Smirnov (Liliefors) test in SPSS version 26. Two sets of data were analyzed: pre-test and post-test scores. A homogeneity test was also conducted to determine whether the variances between groups were equivalent. To analyze differences between pre-test and post-test scores within each group, a paired samples t-test was performed using SPSS version 26. This analysis was used to determine whether there was a statistically significant improvement in learning outcomes following the intervention.

RESULT AND DISCUSSION

From the normality test, the significance value obtained from Kolmogorov-Smirnov was 0.200. Meanwhile, the significance value from Shapiro-Wilk was 0.200. Based on the normality test criteria, the results show that the significance values of the Kolmogorov-Smirnov and Shapiro-Wilk tests, with the same α value, are both greater than 0.05, indicating that the data obtained follow a normal distribution.

Based on statistical testing of the pre-test and post-test scores of students in the experimental class, it was found that children's educational films had an effect on the learning achievement of fifth-grade students at SDN 15 Sungai Baung Sungai Raya Kepulauan. This can be seen from the learning outcomes

of the pre-test and post-test, which showed an increase from 70.67 to 79 with the implementation of Pancasila subject using children's educational films.

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Independent samples test statistical results t-test

Independent Samples T-Test		
	Pretest	Posttest
F	2.937	
Sig	.098	
t	-4.106	-4.106
df	28	24.682
Sig. (2-tailed)	.000	.000
Mean Difference	-17.000	-17.000
Std. Error Difference	4.140	4.1
		40

Statistical hypothesis:

H0 : There is no improvement in learning achievement with the influence of educational films for children on the teaching of Pancasila subject material on Norms in My Life in grade V at SDN 15 Sungai Baung Sungai Raya Kepulauan.

H1 : There is an improvement in academic performance due to the influence of children's educational films on the teaching of Pancasila subject material on “Norms in My Life” in Grade V at SDN 15 Sungai Baung, Sungai Raya Islands.

From the independent sample t-test, it has been proven that the significance value obtained is $0.000 < 0.05$, which means H0 is rejected and H1 is accepted. This shows that there is a difference in student learning outcomes before and after learning with children's educational films. Thus, it can be concluded that learning with children's educational films has a positive effect on learning achievement in the subject of Norms in My Life.

The results indicate that students who participated in learning activities using children’s educational films showed higher post-test scores compared to their pre-test scores. Rather than merely indicating a

numerical increase, this finding suggests that the integration of audio-visual media may have supported students in understanding the material “Norms in My Life” in a more meaningful way. The improvement may be related to the way educational films present content through stories, visual representations, and sound, which can help students connect abstract normative concepts with real-life situations.

Children's educational films are part of audio-visual media that can produce images, moving images, and sounds, and have a narrative meaning that can be understood by the audience (Ramdan et al., 2020). In this study, the films shown were a combination of animated stories relevant to the topic “Norms in My Life.” The narrative and visual elements may have reduced students’ dependence on rote memorization, which is often associated with conventional lecture-based teaching. Instead of passively receiving information, students were exposed to contextual examples that may have facilitated comprehension and retention.

The findings are consistent with the study conducted by Stefanus Ando (2021), which showed that the use of audio-visual media in Citizenship Education lessons influenced learning outcomes for third-grade students at SD Negeri 01 Hulu Sungai. Although the contexts and grade levels differ, both studies share a common focus on integrating visual and auditory elements into Civic Education learning. Similarly, Nasrullah's (2018) research found that the civic knowledge of third-grade students at SD Negeri Kota Pontianak was influenced by the use of audio-visual media in the classroom. While these studies differ in setting and specific materials, they suggest that audio-visual approaches may support learning in Civic or Pancasila-related subjects.

However, the conclusion that educational films have a “positive effect” should be interpreted carefully. The sample size in this study was limited to 30 students from a single school, and the intervention was conducted over a relatively short period. Therefore, the findings provide contextual evidence within this particular setting rather than definitive proof of effectiveness in broader contexts. The improvement observed may also have been influenced by situational factors such as novelty effects or classroom dynamics.

Regarding learning motivation, the questionnaire results in the experimental class indicated a relatively high level of student motivation after the intervention. This suggests that the use of children’s educational films may contribute to increasing students’ interest and engagement during the learning process. Students appeared more attentive and enthusiastic while watching the films compared to conventional instruction in the control class. The engaging stories, clear dialogue, and relatable situations in the films likely contributed to students’ active responses during the lesson.

This finding is in line with research conducted by Ria Puspita Sari (2024), which showed that the use of Canva-based animated video learning media had a positive and significant influence on the learning motivation of fifth-grade students at SDN 55/I Sridadi in the subject of Pancasila subject on the topic of “Indonesia's Diversity.” Although the type of media differed, both studies highlight the potential role of audio-visual elements in fostering student motivation.

Nevertheless, the motivational findings in this study were based on short-term questionnaire responses and classroom observations. They do not necessarily indicate long-term motivational changes. Future studies with larger samples, longer intervention periods, and more comprehensive measurement strategies would be necessary to strengthen the evidence regarding the effectiveness of educational films in improving both learning achievement and motivation.

In summary, the results suggest that the use of children's educational films may support students' understanding and engagement in learning the topic "Norms in My Life." However, these findings should be viewed as limited to the specific research context and interpreted with consideration of the study's methodological constraints.

CONCLUSION

The results of this study indicate that students who learned through children's educational films showed higher post-test scores compared to their pre-test scores in the topic "Norms in My Life" among fifth-grade students at SDN Sungai Baung Sungai Raya Kepulauan. Statistical testing produced a significance value of 0.000 ($0.000 < 0.05$), suggesting a measurable difference before and after the intervention within the research context. However, these findings should not be interpreted as definitive evidence of a causal effect. The study involved a relatively small sample drawn from a single school, and the experimental design was limited in scope and duration. Therefore, the results reflect patterns observed in this particular setting rather than broadly generalizable conclusions.

Regarding learning motivation, the average questionnaire score of 78.8% (categorized as "Good") indicates that students responded positively to the use of children's educational films during the learning process. Nevertheless, the motivation data were based on self-reported questionnaire responses collected over a short period of time. As such, the findings may reflect immediate reactions to the instructional media rather than sustained motivational change. In addition, the measurement relied on a single instrument, which may limit the comprehensiveness of the motivational assessment.

Overall, this study suggests that the integration of children's educational films may be associated with improved learning outcomes and positive motivational responses in the specific context studied. However, due to limitations related to sample size, research design, intervention duration, and measurement procedures, the conclusions should be interpreted cautiously. Future research employing larger samples, longer intervention periods, and more rigorous experimental controls is needed to provide stronger evidence regarding the effectiveness of educational films in Pancasila Education.

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