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Effect of Animated Video Media on Creative Thinking in Elementary School IPAS (Natural and Social Sciences) Learning

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Abstract

This study aims to explore how animated video media affects students' creative thinking in IPAS (Natural and Social Sciences) education. To achieve this, researchers used a preexperimental design with a static group comparison approach. This design involves two groups of students: one that is exposed to the animated video media (experimental group) and another that is not (control group). The study included two key assessments: a pretest (O1) conducted before the introduction of the animated video media, and a posttest (O2) administered after the intervention. These tests were designed to measure changes in students' creative thinking abilities. The focus of the research is on how animated video media can enhance creative thinking within IPAS learning, particularly in the area of social studies at the elementary school level. By comparing the results of the pretest and posttest, the study aims to evaluate the effectiveness of animated video media in fostering creativity in students' social studies education.

Keywords: Animated Video Media, Creative Thinking, IPAS

Introduction

The way students think is one of the things that must be considered, to create a new and original idea requires a creative way of thinking (Rani Damaiyanti et al., 2023). Therefore, students' way of thinking really needs to be trained, directed and considered in order to achieve the goals of learning. The interaction between teachers and students greatly influences changes in students' creative thinking. Basically, in elementary school children, the way of thinking is still in a period of development, therefore teachers can provide encouragement and guidance for students to develop their thinking power.

Creative thinking involves a sequence of steps such as grasping the problem, making educated guesses and hypotheses, searching for solutions, presenting evidence, and ultimately

sharing the results. At its core, creative thinking is about generating new ideas when faced with a problem to find a solution. Fitriyani (2021) states that creativity within the classroom learning process enables students to further develop their potential. Additionally, social and environmental factors can influence an individual's creativity, though creativity is predominantly cultivated within the classroom setting. In other words, learning done at school has a great influence on student development.

According to Nungki Anditiasari, Emi Pujiastuti, (2021) creative thinking has a role in forming the ability to convey an idea to solve a problem. In addition, creative thinking is one of the factors in the formation of motivation for students. The research conducted (Arum Dwi Utari, 2023) states that "Creative thinking allows students to find the truth and sort out the right information to use in everyday life." In other words, creative thinking has many important roles for students' lives both at school and in everyday life.

Teachers can do many things to create meaningful learning for students. Meaningful learning is learning that can be remembered for a long time. Teachers can foster this both inside and outside the classroom. Typically, meaningful learning involves engaging students in the process, allowing them to have direct experiences that create lasting impressions. According to Windarti (2021), the learning process benefits from stimuli that enhance its effectiveness. Therefore, a successful learning experience should go beyond simply delivering knowledge; it also requires appropriate methods and media to support and optimize the learning process.

In addition, the teacher's ability to manage the class is one of the things that must be considered, even though the methods and media used are very good, if a teacher cannot manage the class then the learning process cannot be implemented properly. Social studies becomes a compulsory subject at school, therefore although the curriculum is often changed, social studies lessons become one of the subjects that will not disappear. . In Indonesia, social studies has evolved into two distinct forms, one for universities and another for primary and secondary schools (Hidayat, 2020). Ideally, social studies education should foster a range of attitudes, skills, and knowledge in students. The attitude in question is the basic attitude taught in schools such as students can be responsible in their lives. In addition, there are experiences or processes and evaluations which are also still components of an independent curriculum. Experience itself can bring up the concept of software and hardware while evaluation serves to measure the achievement of goals and the effectiveness of the educational process.

In the context of acquiring creative thinking through social studies learning, the role of the teacher is very important. Teachers are responsible for creating an environment conducive to the development of student creativity. Creative thinking helps students develop the ability to identify, analyze and solve complex and unstructured problems that are often encountered in the social studies context. Creative thinking allows students to view social issues from a variety of diverse perspectives. This helps them better understand the complexity of social and cultural realities. Creative thinking often involves collaborating with others to generate new ideas. In the context of social studies, the ability to work together with others in solving complex social problems is very important.

According to Nurfirdaus (2019), learning social studies characters that are expected to be systematic and sustainable will make a child emotional intelligence plays a crucial role in equipping children to handle life's challenges effectively, including those related to academic success. Developing thinking skills in social studies involves four key approaches: 1) Creative thinking skills, 2) Critical thinking abilities, 3) Problem-solving skills, and 4) Decision-making skills.

Creative thinking is often highlighted in research as it plays an important role in generating innovations, new solutions and inventions that can change the world. Creative thinking allows researchers to think outside the box and find new and unconventional solutions to complex problems. Innovation is at the core of progress in science and technology (Wardani & Cahyaningsih, 2023). Many problems in research require creative and imaginative approaches to find effective solutions. Creative thinking enables researchers to take on these challenges in innovative ways. In scientific research, it is often necessary to develop new theories or different paradigms. Creative thinking helps in generating new and different conceptual frameworks (Andini et al., 2021).

Many media that support learning IPAS in elementary schools that can increase student creativity. Nowadays, with the advancement of technology, there are more and more technology-based media to improve students' abilities from all aspects. (Fuady & Mutalib, 2018). One of the media that has a considerable influence on learning, especially for students in elementary school, is learning animation video media or audio visual media. Animated video media is media that has two important elements that attract students to focus on listening so that students can understand the material presented, these elements are audio or sound and moving images (Rahmani et al., 2021). At an early age, students are easily bored in class coupled with a monotonous teacher in teaching will make students not focus on learning. Therefore, learning media is very important in the learning process. Based on previous research that animated video media has many advantages to improve students' abilities both in learning outcomes, character development, and how students think.

Animation media has many significant benefits in various fields. Animation allows the visualization of complex stories and concepts in a way that is more engaging and easily understood by the audience (Adiati et al., 2023). This makes it a highly effective tool in education, where animation can be used to explain abstract scientific phenomena or processes in a visual and engaging way. In addition, animation also facilitates unlimited creative expression, allowing creators to create fantasy worlds, unique characters and inspiring narratives (Mashuri, 2020). In the field of entertainment, animation is able to produce a strong emotional impact and appeal to a wide range of age groups, from children to adults. With the ever-increasing development of animation technology, animation also contributes to innovations in technology and visual arts, creating new opportunities in the creative, advertising and simulation industries. Overall, animation is not only a form of entertainment, but also a powerful medium for education, creative expression and innovation in this digital age.

Based on this description, the researcher is interested in examining the "Effect of Animated Video Media on Creative Thinking in IPAS Learning in Elementary Schools" from an experience in interaction with the surrounding environment. In addition, there are also several opinions that define learning as an activity.

Literature Review

Creative Thinking

Thinking is a mental process that occurs when an individual encounters a problem or situation that requires resolution. In essence, creative thinking is related to the discovery of something, about things that produce something new by using something that already exists. Creative thinking or creativity can be interpreted as an invention or creating new ideas, according to (Budiarti, 2015) where "Creativity is also defined as all unique productive efforts of individuals". Therefore, in education, creative thinking is very important for students to understand a lesson, because it is also the ability to think creatively developed when students are still in elementary school.

Creative thinking has four indicators, namely:

1. fluency, which is the ability of students to express several opinions in learning.
2. Flexibility refers to a cognitive skill that sets individuals apart by allowing them to explore various alternative solutions, consider different aspects of a situation, and spontaneously shift their thought processes as needed.
3. Originality is the ability of students to produce novel and unique ideas, create unconventional combinations to express themselves, and seek new methods to address problems in their own distinctive way.
4. elaboration, where learners are able to develop an idea they receive. Learners who have
5. learners who have elaboration skills are not quickly satisfied with simple knowledge.

There are several explanations related to indicators in creative thinking such as according to (Dwi Nur Qomariya, 2021) suggesting that there are categories of creative thinking levels, if students only meet the flexibility criterion, they do not qualify as being at the top five levels of creative thinking. This is because the flexibility indicator, which involves offering varied solutions, is typically paired with other indicators like fluency (thinking of multiple answers) or originality (using unique expressions for solutions). The elaboration indicator, which involves expanding upon an idea, is considered the highest level among creative thinking indicators.

Animated Video Media

To increase students' interest in learning while in class, many teachers use media so that the material presented can be well received by students. Media selection cannot be arbitrary, it must be in accordance with what is needed by students. In its implementation, many teachers at school do not use the media during the learning process, this is due to two things, first the

teacher does not prefer to use monotonous methods or secondly the school does not provide the media needed by the teacher to support the learning process (Hapsari & Zulherman, 2021).

Advances in science and technology a teacher can make his own learning media easily and does not require a lot of money in the manufacturing process. Many things that support the making of learning media are not only technology for creative teachers, the materials in the surrounding environment are enough to make media and create meaningful learning for students. One application that has been widely used for making learning media and has many interesting features in it is the canva application. Although canva is a paid application, currently there is a canva for education feature which is specifically for parties who do work in the field of education such as teachers and students can use this feature, where this feature provides features similar to premium ones but for free.

Video animation is a learning media that is currently widely used in schools, many studies have shown that this type of media is highly effective in enhancing learning outcomes and boosting student interest. Research by Asnawati and Sutiah (2023) supports this, indicating that animated video media can significantly increase students' learning motivation. Additionally, this aligns well with the developmental stage of elementary school students, who are more engaged by visual content than by auditory information. Using media tailored to students' age groups facilitates better understanding of the material presented by the teacher.

Figure 1 Example of an Animated Learning Video

Animated video media is also included in audio visual media because this media provides sound and moving images. Learners have different characters in understanding the material not all learners understand when the teacher explains in front of the class because however, when the teacher uses methods and media this is not very helpful either (Chica Awaliyah, Leni Nadiah, Muh Husen Arifin, 2022). Therefore, teachers need media that can be understood by all students in the class. Audio-visual media can also provide innovative learning and increase the creativity of students, besides that it can also create meaningful learning and a conducive class where the learning process takes place.

Today's technological advances make it easier for teachers to create media for classroom learning. Many applications are made for learning media such as Canva, Quizi, Quipper Vidio, Ruang Guru and many more where all these applications provide media used by teachers so that students can better understand the material being explained. In addition, using the

application is not difficult, therefore not only teachers and students, parents also access it so that students can learn both accompanied by teachers at school and parents at home.

IPAS (Natural And Social Sciences) Learning

IPAS is a form of curriculum development, initially science and social studies learning is stand-alone learning and then in the 2013 curriculum it becomes integrated learning united in one theme. At the time of the independent curriculum, science and social studies were put together, namely IPAS. This is seen from the context of the two lessons where science is a science that learns about nature while social studies is a lesson that learns about social science. These two things cannot be separated where this condition makes it possible to be taught integratively. The integration of science and social studies in the independent curriculum has the aim of developing Indonesian education to be more holistic, multidisciplinary, and contextual (Suhelayanti, Syamsiah et.al., 2023). In its implementation, these two lessons are taught separately, but can be connected into one unit so that students can understand the relationship between these two lessons in everyday life.

IPAS itself has an important the role of Pancasila lessons is to shape an ideal student profile in Indonesia. IPAS (Social Studies) can nurture learners' curiosity about their surrounding environment. This curiosity can encourage students to explore how the universe functions and interacts with human life on earth.. The flow of IPAS lessons from phases A, B and C is different, where in phase A both science and social studies subject matter are integrated, while in phase B and C separate science and social studies learning materials.

Research Method

This research was conducted at a public elementary school in Cipayung Village, Cikarang District, Bekasi Regency, namely SDN Cipayung 03. The research was conducted during the even semester of 2023/2024 in March 2024.

This study aims to investigate how animated video media impacts students' creative thinking in IPAS learning. The research employs a Pre-Experimental Design method utilizing a static group comparison approach, which involves two groups: an experimental group and a control group. Consequently, the study includes two assessments: a pretest (O1) and a posttest (O2).

Table 1. experimental class research design

O_1	X	O_2
Pre test	Treatment	Post test

Description:

O_1 : Pretest score (Before)

X : Treatment

O_2 : Posttest score (After)

In this study, researchers collected data directly and carried out themselves, which data is primary data in research activities. Primary data is data that is directly provided by the research sample to the author. As for the technique, the tests that will be carried out by the author are pretests (pretests) and postes (postes). The pretest was conducted to see the achievement of the initial level of students' creative thinking in solving problems in IPAS learning is assessed without any intervention in both the experimental and control classes. Following this, a post-test is conducted to observe changes in the improvement of students' creative thinking abilities in solving problems within IPAS learning for both groups. The test sheets used in the study are as follows.

Instrument Validity Test

The validity test is conducted to determine whether the data obtained from the research is accurate and reliable, based on the measuring instruments used. This test ensures that the data collected is indeed valid manually, the steps are needed as follows:

Product moment correlation

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\left(N(\sum X^2) - (\sum X)^2\right)\left(N(\sum Y^2) - (\sum Y)^2\right)}}$$

Description:

r : Correlation coefficient between variables X and Y. xy

x : The score of the item whose validity is sought

y : Result score

n : The number of subjects

Uji Reabilitas Instrumen

In this study, reliability testing using a data processing program uses the Cronbach Alpha technique is used to test the reliability of measurement instruments, including task complexity, obedience pressure, auditor knowledge, and audit judgment. A Cronbach Alpha coefficient greater than 0.70 indicates that the questions are reliable or that the construct or variable is deemed reliable. Conversely, if the Cronbach Alpha coefficient is less than 0.70, the questions are considered unreliable. The reliability calculations using the Cronbach Alpha formula were performed with the assistance of the SPSS 16.0 for Windows program.

Descriptive Statistics

The data analysis technique employed is descriptive data analysis, which involves presenting data in a descriptive format. The data, collected through pretest and posttest involving test questions on students' creative thinking abilities in IPAS subjects, is analyzed descriptively. The purpose of descriptive analysis is to provide a clearer understanding of the

issues at hand using descriptive statistics. These statistics are used to determine the average scores achieved by students and categorize their abilities. Here is the formula:

$$\bar{x} = \frac{\sum x}{N}$$

Description:

$\bar{x}$: Mean

$\sum x$: The number of scores obtained by all students

N : Number of population/students

Normality Test

This normality test is used to find the fact that the data that researchers using normal distribution. This normality test was assisted by the SPSS 16.0 for windows program in carrying out this calculation, the normality test was carried out using the Kolmogorow-Smirnov test.

Hypothesis:

H0 = the sample comes from a normally distributed population

H1 = the sample comes from an abnormally distributed population

Decision-making criteria:

H0 is accepted if p-value>0.05 (normal data distribution).

H1 is rejected if p-value <0.05 (data distribution is not normal).

Homogeneity Test

After the normality test is carried out and the data is known to be normally distributed, then the homogeneity test is carried out. This homogeneity test aims to determine whether the data variance is homogeneous or not. This test uses the SPSS 16.0 for windows program with step decision-making criteria as follows:

The data carried out by the tester is said to be homogeneous based on the value significance.

H0 = research data has a homogeneous variance

H1 = research data does not have a homogeneous variance

Decision-making criteria:

H0 is accepted if the p-value> 0.05 (homogeneous).

H1 is rejected if p-value <0.05 (not homogeneous).

Uji-T (t-test)

In this study, an independent sample t-test was used for analysis. This statistical method compares the means of two distinct, independent groups. It is a widely used technique for comparing group differences in research. The decision criteria for this t-test are as follows: if the significance value is less than 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, indicating a significant difference in performance.

Result

Validity Test

Of the nine questions tested, five questions showed validity exceeding the number on the r-table. Based on the sample size used in this test, which was 50 respondents, an r-table value of 0.2845 was obtained. In this context, the r-table value is the critical value used to determine whether the correlation coefficient of each question is high enough to be considered valid.

Judging from the table above, question number 2, question number 3, question number 4, question number 6, and question number 8 have validity test results greater than r-table. That is, the correlation coefficient of the five questions is greater than 0.2845, indicating that the five questions have good validity. These questions are considered capable of measuring what should be measured precisely and consistently. Validity is one of the important indicators in assessing the quality of a test instrument. High validity indicates that the instrument measures what it is supposed to measure accurately. In this study, five out of nine questions met the established validity criteria, so they can be used as valid measuring instruments in the context of data collection.

Reliability Test

In this study, reliability testing was conducted using the Cronbach Alpha technique with a data processing program. This method assessed the reliability of measurement instruments, including task complexity, obedience pressure, auditor knowledge, and audit judgment. The criteria for determining reliability are as follows: if the Cronbach Alpha coefficient is greater than 0.70, the questions or variables are considered reliable. Conversely, if the coefficient is less than 0.70, they are deemed unreliable. The reliability calculations using the Cronbach Alpha formula were performed with the SPSS 16.0 for Windows program.

Table 3. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
,916	9

From the table above, it can be seen that the Cronbach alpa number is 0.916, this figure is greater than 0.70, so the tested variable is declared reliable

Descriptive Statistics

Inferential Statistics

Table 4. Inferential Statistics

Mean	62,16
Median	60,00
Mode	60
Minimun	12
Maximum	92
Sum	6216

In the statistical test, numbers are obtained as in table 4 of inferential statistical results, where the average value of the pre-test and post-test results is 62.16, the median or middle value of the numbers tested is 60.00, and the total obtained is 6216.

Normality Test

This normality test is used to find the fact that the data that researchers use is normally distributed. This normality test was assisted by the SPSS 16.0 for windows program in carrying out this calculation, the normality test was carried out using the Kolmogorow-Smirnov test.

Table 5 One-Sample kolmogorow-smirnov Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			50
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		8,19332129
Most Extreme Differences	Absolute		,138
	Positive		,138
	Negative		-,091
Test Statistic			,138
Asymp. Sig. (2-tailed)[c]			,019
Monte Carlo Sig. (2-tailed)[d]	Sig.		,019
	99% Confidence Interval	Lower Bound	,016
		Upper Bound	,023

From the data above, it is obtained that the sample comes from a normally distributed population because the number produced in the Kolmoigorow-smirnov test is greater than 0.05.

Homogeneity Test

After the normality test is carried out and the data is known to be normally distributed, then the homogeneity test is carried out. This homogeneity test aims to determine whether the data variance is homogeneous or not.

Table 6 Tests Og Homogenelty Of Variances

		Levene Statistic	df1	df2	Sig.
Pretest and post-test results	Based on Mean	,265	1	98	,608
	Based on Median	,283	1	98	,596
	Based on Median and with adjusted df	,283	1	88,112	,596
	Based on trimmed mean	,305	1	98	,582

From the table above, it can be seen that the resulting number in the homogeneous test exceeds 0.005, thus the research data has a homogeneous variance.

Uji-T (t-test)

Table 7 Group Statistic

	class	N	Mean	Std. Deviation	Std. Error Mean
Pretest and post-test results	pretes	50	55,84	14,455	2,044
	postes	50	68,48	11,390	1,611

Based on table 7 group statistics obtained the value of N is 50 with thus both prettes and posten have the same respondents. Prettes and postes have different average values where the average value obtained by prettes is 55.84 and the postes value is 68.48 thus the seish value of both values is 12.64, where the postes value is greater than the prettes. To see whether the different values have a significant nature, an independent samples test is conducted.

Table 8 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Difference	Difference	Lower	Upper
Pretest and post-test results	Equal variances assumed	,265	,608	-4,857	98	<,001	<,001	-12,640	2,603	-17,805	-7,475
	Equal variances not assumed			-4,857	92,915	<,001	<,001	-12,640	2,603	-17,808	-7,472

The last test carried out is the t-test, in this study the t-test was carried out using the independent sample t test. Independent sample t-test is a statistical method used to compare the means of two independently different groups. This is one of the most commonly used techniques in comparative analysis between groups in research.

From the T-test, the significance result obtained is 0.608, thus the data obtained from both prettes and postes are homogeneous. It can be seen in the Mean Difference column where

the number -12.640 is obtained where the value number is the difference in the number of pre-test and post-test results.

Discussion

From each test conducted using spss obtained the same results where the pre-test results were more than the post-test where the comparison number was 12.64. Where this figure shows that the commitment made to improve creative thinking skills in elementary school students is successful. Although the value obtained is not too large, however, from this figure it can be concluded that animation media can help students in developing the thinking power of students, not only useful as a medium that facilitates teachers in the learning process so that students can understand the lessons conveyed.

In addition, this is also in accordance with previous research conducted by Rochmania & Restian, (2022) where in this study the results of students were obtained before receiving treatment on the pretest with an average value of 57.14, while after being given treatment on the post test value students got an average value of 81.04. These results show that animated video media has an influence on the creative development of students at school.

The research conducted by Nadeak et al., (2023) where in this study obtained student results achieved an average pre-test score in the experimental class of 34.9 and the control class of 26.8667 while the average post-test score in the experimental class was 82.6667 and the control class was 71.2667. The average value in the experimental class was higher than the control class (82.6667> 71.2667). This proves that the experimental class has a more improved ability after being given treatment using learning video media than the control class which is not given treatment using learning video media.

Not only from these two studies, there is research conducted by Sudirman et al., (2024) using the same collection technique with the same results but with different objectives where in this study measuring learning outcomes in elementary school students. Where the result of this study is that animated video media has an influence in improving the learning outcomes of elementary school students.

From the three studies above, it can be concluded that animation media does have a role in school learning both for the process of thinking development and student learning outcomes. Animated video media is also very suitable for all ages of students in both low and high grades. This is in accordance with the many studies conducted every year to measure or see the effect of the animated video media itself.

Conclusion

In the validation test, five questions were obtained that met or exceeded the r-table number, in the reliability test obtained a figure of 0.916 where this figure exceeds 0.70 which proves that the results of this test are reliable. After conducting validity and reliability tests, testing was carried out again on five questions that had met the r-table, where testing was carried out twice, namely pre-test and post-test. The results of the pre-test and post-test were

tested again where the average score was 62.16, the median was 60.00, and the overall score was 6216. Furthermore, the normality test was carried out using the One-Sample Kolmogorow-Smirnov Test which obtained results> 0.05, the homogeneity test obtained the same number which was> 0.005. And the last is the test where in this t test using an independent samples test, in the group statistic obtained the average number of prettes is 55.84 and postes is 68.48 and in the independent samples test obtained a significance value of 0.608 which proves that the prettes and postes are homogeneous. While the difference between the two is -12.640 where prettes < postes thus animation media has an influence on students' creative thinking in elementary school.

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