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Development of Animation Video-Based Learning Media Using Animaker for Grade VII Informatics Subject

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Abstract
This study aimed to develop and assess the feasibility of Animaker-based animated video learning media for Grade VII Informatics, specifically addressing hardware material. The research adopted a Research and Development (R&D) approach utilizing the ADDIE model—encompassing Analysis, Design, Development, Implementation, and Evaluation stages. Twenty seventh-grade students at MTs Mathlabussa'adah participated in the study. Both material and media experts validated the developed learning media, while student feedback was gathered through questionnaires using Likert scale assessments. Material expert validation achieved 92% (highly feasible), whereas media expert validation attained 80% (feasible). Student responses yielded 86.3%, classified as excellent. The high validation scores were attributed to clear material presentation, attractive visual design, appropriate language use, and suitable video duration aligned with student concentration capacity. The findings demonstrate that Animaker-based animated video learning media proves appropriate for Informatics instruction, particularly regarding hardware topics, offering an effective alternative to conventional teaching methods such as textbooks and worksheets.

Keywords: Learning Media; Animated Video; Animaker; Analysis Design Development Implementation Evaluation; Research and Development.

Abstrak
Penelitian ini bertujuan mengembangkan dan menilai kelayakan media pembelajaran berbasis video animasi menggunakan Animaker untuk mata pelajaran Informatika kelas VII, khususnya materi perangkat keras (hardware). Penelitian menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE, mencakup tahap Analysis, Design, Development, Implementation, dan Evaluation. Dua puluh peserta didik kelas VII di MTs Mathlabussa'adah terlibat dalam penelitian. Media yang dikembangkan divalidasi oleh ahli materi dan ahli media, serta memperoleh respons dari peserta didik melalui angket menggunakan skala Likert. Validasi ahli materi mencapai 92% (sangat layak) dan ahli media mencapai 80% (layak). Respons peserta didik mencapai 86,3% (sangat baik). Tingginya skor validasi disebabkan oleh penyajian materi yang jelas, desain visual yang menarik, penggunaan bahasa yang sesuai, dan durasi video yang tepat sesuai kapasitas konsentrasi peserta didik. Temuan menunjukkan bahwa media pembelajaran berbasis video animasi menggunakan Animaker layak digunakan dalam pembelajaran Informatika kelas VII, khususnya materi perangkat keras, sebagai alternatif efektif dari metode konvensional seperti buku teks dan lembar kerja siswa.

Kata Kunci: Media Pembelajaran; Video Animasi; Animaker; Analysis Design Development Implementation Evaluation; Research and Development.

1. Introduction

Quality education serves as a fundamental foundation for student development in today's digital age. However, the learning process frequently encounters various challenges that hinder optimal academic achievement, including low student motivation and difficulties in understanding complex material. These challenges require educators to introduce innovations in material delivery, particularly through engaging and relevant learning media. Appropriate learning media function not only as information delivery tools but also as catalysts capable of enhancing student motivation and comprehension of subject matter. Molenda, Russell, and Smaldino (2002) emphasize that well-designed media can help educators deliver material in more engaging and comprehensible ways for students. One form of media with significant potential in meeting modern learning needs is animated video. Animated videos combine visual and audio features to present material attractively, simplifying complex concepts into more digestible forms. In animated videos, various objects such as text, images, or colors are designed to move according to predetermined sequences, creating dynamic and interactive learning experiences. These characteristics make animated videos an effective medium for increasing student interest in learning material while facilitating deeper understanding.

Current Informatics learning conditions at MTs Mathlabussa'adah remain dominated by conventional media such as student worksheets (LKS) and textbooks. In practice, teachers typically rely solely on textbooks as primary learning sources, while students are asked to complete worksheets independently without adequate visual or audio media support. This learning approach, as suggested by Alpusari & Putra (2021), tends to make students feel bored due to monotonous and unvaried material delivery. The limited variety in learning media affects student enthusiasm during the learning process, ultimately influencing their learning motivation. Preliminary observations reveal that students experience difficulties understanding hardware material, which is technical in nature and requires concrete visualization. Previous research has demonstrated the effectiveness of animated videos as learning media. Farida *et al*. (2022) state that animated videos are chosen as learning media due to their potential in delivering material more attractively and effectively. By displaying visualizations of moving and colored text or images, along with more concise yet thorough material presentation, animated videos have the opportunity to capture student attention and increase their active involvement in the learning process. Additionally, using Animaker as an animated video creation platform offers ease in producing quality learning content without requiring advanced technical skills. The platform provides various features such as templates, animated characters, visual effects, and audio that can be adapted to learning needs. Based on this background, the research aims to develop Animaker-based animated video learning media for Grade VII Informatics, specifically on hardware material, and assess its feasibility and effectiveness in improving learning quality.

2. Methodology

This research was conducted at MTs Mathlabussa'adah using the Research and Development (R&D) method. This approach was employed to create a product by identifying existing problems, then designing and developing the product as an optimal solution. The study utilized the ADDIE development model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. This model is frequently applied in development research due to its systematic framework, allowing each stage to be executed in a structured manner to produce an optimal product. The product developed in this study took the form of Animaker-based animated video learning media with a duration of approximately 7-8 minutes, adjusted to the characteristics of seventh-grade students to ensure material could be delivered effectively without causing boredom. The implementation of the ADDIE development model proceeded through the following stages:

1) Analysis: Researchers examined learning needs by analyzing student characteristics, comprehension levels, and obstacles in the learning process. Data were collected through observations, interviews, and questionnaires. Additionally, curriculum and teaching material analysis was conducted to ensure the learning media aligned with applicable standards.
2) Design: This stage involved planning the animated video learning media using Animaker, adapted to student characteristics and target competencies through material arrangement, visual design, and storyboard creation.
3) Development: The design was realized into animated video media using Animaker, which was subsequently validated by material and media experts who completed questionnaires containing aspects to assess visual quality, material clarity, and alignment with learning objectives, followed by revisions based on the

feedback received.

4) Implementation: This stage involved 20 seventh-grade students at MTs Mathlabussa'adah. Students used the developed learning media and provided responses through questionnaires to determine their reactions to the learning media.
5) Evaluation: Researchers analyzed expert validation results and student responses using quantitative descriptive analysis techniques by converting assessment scores into percentages to determine the media's feasibility level.

To assess the feasibility level of the developed learning media, instruments containing statements related to media development were employed. Assessment was conducted using a Likert scale ranging from 1 to 5, with assessment categories detailed in Table 1.

Table 1. Likert Scale Score Criteria

Score	Criteria
5	Very Good
4	Good
3	Fairly Good
2	Poor
1	Very Poor

Validation test data obtained from experts were analyzed using the following percentage formula:

$$\text{Percentage} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

The percentage results were converted into feasibility categories according to the ranges listed in Table 2. The developed product was declared suitable for use if the achievement level reached >60%.

Table 2. Feasibility Categories

Percentage	Feasibility Category
81% - 100%	Highly Feasible
61% - 80%	Feasible
41% - 60%	Moderately Feasible
21% - 40%	Less Feasible
0% - 20%	Not Feasible

Data obtained from student questionnaires were analyzed using average value calculations with the formula:

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

Where $\bar{x}$represents the average value, Σxrepresents the total sum of respondent answer values, and N represents the number of respondents. After obtaining the average value, it was converted into percentage form using the same percentage formula mentioned above. The percentage results were then matched with the criteria in Table 3 to assess the level of student response to the developed learning media.

Table 3. Student Response Level Criteria

Percentage	Response Category
81% - 100%	Excellent
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0% - 20%	Very Poor

3. Results and Discussion

3.1 Results

This research was motivated by the Informatics learning process in Grade VII, which remained dominated by conventional methods such as verbal explanations, textbook use as the primary learning source, and worksheets. These conditions caused students to easily lose focus and experience difficulties understanding learning material, resulting in low enthusiasm during the learning process. Additionally, the use of visual-based learning media had not been optimally implemented, making learning tend to be less engaging for students. To address these problems, Animaker-based animated video learning media was developed for Grade VII Informatics on hardware material. The developed media was then tested for feasibility through material and media expert validation, as well as obtaining student responses through questionnaires. Data were analyzed using quantitative descriptive techniques by converting assessment scores into percentages and determining media feasibility categories.

3.1.1 Material Expert Validation Results

Material expert validation in this research was conducted by the Informatics subject teacher at MTs Mathlabussa'adah. Assessment was performed on several aspects, including curriculum alignment, content accuracy, and language aspects. The validation results can be seen in the following table.

Table 4. Material Expert Validation Results

No	Assessment Indicator	Item Number	Score Obtained
1.	Curriculum Alignment	1 – 4	19
2.	Content Accuracy	5 – 10	26
3.	Language	11 – 13	15
	Maximum Total		65
	Score Obtained		60
	Result		92%
	Criteria		Highly Feasible

Source: Data processed by researcher.

Based on the assessment results, a percentage of 92% was obtained. When converted into the feasibility category table, this learning media falls into the "Highly Feasible" category. The validator provided no additional comments or suggestions because all media features were deemed appropriate and required no revision. The language aspect received the highest score compared to other aspects, indicating that language use in the media was clear, communicative, and suited to student characteristics. Therefore, this learning media has met the feasibility criteria for student use.

3.1.2 Media Expert Validation Results

Media expert validation in this research was conducted by a teacher in the Computer and Network Engineering (TKJ) field at SMK Islam Tenjonagara. Assessment of the Animaker-based animated video learning media was based on several aspects, including display and accessibility aspects. These aspects were used as references to assess the extent to which this media is suitable for use in learning activities. The validation process results are presented in the following table.

Table 5. Media Expert Validation Results

No	Assessment Indicator	Item Number	Score Obtained
1.	Display Aspect	1 – 5	20
2.	Accessibility Aspect	6 – 9	16
	Maximum Total		45
	Score Obtained		36
	Result		80%
	Criteria		Feasible

Source: Data processed by researcher.

Based on the assessment results, a percentage of 80% was obtained. When converted into the feasibility category table, this learning media falls into the "Feasible" category. Therefore, this learning media is declared

suitable for use in the learning process. Nevertheless, the media expert provided improvement suggestions, namely adding subtitles to several displays to enhance information clarity and ease of understanding for students.

3.1.3 Student Response Results

This implementation involved 20 students who were asked to access the media independently through their respective devices. The purpose of this implementation was to determine student responses to media use in the learning process. Data collection was conducted through a questionnaire consisting of 15 statements, covering media quality aspects and media usefulness aspects. The student response questionnaire results can be seen in the following table.

Table 6. Student Response Results

No	Assessment Indicator	Item Number	Score Obtained
1.	Media Quality Aspect	1 – 7	622
2.	Media Usefulness Aspect	8 – 15	673
	Total Items		1,295
	Maximum Total		1,500
	Average		86.3%
	Criteria		Excellent

Source: Data processed by researcher

Based on questionnaire results completed by 20 Grade VII students at MTs Mathlabussa'adah, a total score of 1,295 was obtained from a maximum score of 1,500, with an average percentage of 86.3%, which falls into the "Excellent" category. These results indicate that students provided positive responses to the use of Animaker-based animated video learning media. High student responses were influenced by several factors, including attractive visual displays, clear and easily understood material presentation, simple and communicative language use, and video duration suited to student concentration abilities. Additionally, the use of harmonious animation and audio also increased learning interest and student involvement during the learning process.

3.2 Discussion

The development of Animaker-based animated video learning media for Grade VII Informatics on hardware material has successfully addressed learning problems that previously occurred at MTs Mathlabussa'adah. Conventional learning methods that relied solely on textbooks and worksheets proved less effective in maintaining student attention and facilitating material understanding. This finding aligns with Alpusari & Putra (2021), who stated that monotonous learning approaches tend to make students feel bored and reduce their learning motivation. Similar results were reported by Saepudin (2025), who found that video tutorial learning media significantly influenced learning outcomes and could evoke feelings of pleasure, interest, and increased motivation among Grade VII students in understanding Informatics concepts at SMP Negeri 1 Waled. Through the development of animated video media, learning becomes more interactive and engaging, allowing students to better understand technical and abstract material such as hardware. This is further supported by Wahyuni, Surani, and Hidayat (2024), who demonstrated that interactive video-based learning media significantly improved student engagement and comprehension in Informatics subjects at the junior high school level.

The implementation of the ADDIE development model in this research proved effective in producing quality learning media. This systematic approach, which includes analysis, design, development, implementation, and evaluation stages, ensured that each phase was executed thoroughly to meet learning objectives. Rofiq, Mahadewi, and Parmiti (2019) confirmed the effectiveness of the ADDIE model in developing interactive multimedia learning media for junior high school students, demonstrating significant improvements in learning outcomes through pre-test and post-test comparisons. Similarly, Pebriyanti, Divayana, and Kesiman (2021) successfully applied the Multimedia Development Life Cycle (MDLC) method in developing multimedia-based learning media for Grade VII Informatics, achieving 100% validation from content and media experts. The structured development process ensures that the resulting media not only meets technical standards but also aligns with curriculum requirements and student characteristics.

Validation results from material experts showed a very high feasibility level of 92%, indicating that the developed media content was highly relevant to the curriculum and appropriate for student characteristics. The language aspect received the highest assessment, demonstrating that word choice and sentence structure in the media were communicative and easily understood by seventh-grade students. This is crucial because, according to Molenda, Russell, and Smaldino (2002), effective learning media must be able to convey messages clearly and suit the target audience's cognitive level. The absence of revision suggestions from material experts

also indicates that the material preparation process was conducted carefully and thoroughly, covering all necessary learning competencies. This finding is consistent with Mahmudin and Saprudin (2023), who reported high validity and effectiveness levels in their development of interactive learning media for Grade VII Informatics, with student understanding reaching 81%. The rigorous validation process ensures that the media content is accurate, comprehensive, and pedagogically sound.

Media expert validation yielded a feasibility percentage of 80%, placing the media in the "Feasible" category. Although lower than material expert validation results, this percentage still indicates that the media meets technical quality standards for use in learning. Suggestions to add subtitles to several displays are constructive input to improve media accessibility, particularly for students with different learning styles or those requiring additional visual support to understand material. Rausyanfikr (2020) emphasized the importance of accommodating various learning styles (visual, auditory, kinesthetic) in media development, demonstrating that learning media designed to address diverse learning preferences achieved 90.33% classical minimum completeness criteria. Subtitle addition can also help students who have difficulty following audio explanations or learning in noisy environments. This improvement demonstrates the importance of the validation process in ensuring developed media can accommodate diverse student needs and aligns with principles of inclusive education.

Student responses to the developed media were very positive, with an average percentage of 86.3% in the "Excellent" category. This result indicates that students felt helped by the presence of animated video media in understanding hardware material. Several factors contributing to high student responses include attractive visual displays that capture attention, clear material presentation that facilitates understanding, simple language suited to student comprehension levels, and appropriate video duration that does not cause boredom. These findings support Farida *et al*. (2022), who stated that animated videos have the potential to create more enjoyable and meaningful learning experiences through visualization of moving and colored text or images. The use of harmonious animation and audio also plays a role in increasing student engagement, making learning no longer monotonous but more dynamic and interactive. Ramadhan (2025) reported similar findings, showing a 52.5% increase in learning outcomes among Grade VIII MTs students using interactive multimedia, confirming the significant positive impact of multimedia learning on student achievement. Saepudin (2025) further strengthened these findings through a quasi-experimental study demonstrating that video tutorial media not only improved learning outcomes but also enhanced student cooperation and interest in understanding material concepts in Informatics education. The application of Cognitive Theory of Multimedia Learning (CTML) principles, as demonstrated by Hanum, Mirawati, and El Karimah (2023), further supports the effectiveness of well-designed visual educational messages in reducing extraneous cognitive load and enhancing germane cognitive load for more effective learning.

The overall research results demonstrate that Animaker-based animated video learning media development is an effective solution to improve Informatics learning quality at MTs Mathlabussa'adah. High feasibility from expert validation and positive student responses indicate that this media can be used as an alternative to conventional learning media. Pujakesuma, Pinandito, and Saputra (2025) conducted a comparative study of different learning media types (Augmented Reality, video, and slides) and found that technology-enhanced learning media significantly outperformed conventional slide presentations in improving learning outcomes and student retention. The empirical evidence from Saepudin (2025), who employed a quantitative quasi-experimental approach with questionnaires to assess student responses, demonstrates that video-based learning media can effectively replace or supplement traditional teaching methods in junior high school Informatics education. However, it should be noted that media effectiveness also depends on how teachers integrate it into the learning process. Teachers need to ensure that media use is accompanied by appropriate learning strategies, such as pre-viewing discussions, guided viewing activities, and post-viewing evaluations to maximize learning benefits. Madhani (2024) highlighted the importance of comprehensive product validation involving learning practitioners, language experts, media experts, and end-users to ensure media feasibility and effectiveness in real classroom settings. Additionally, further development can be conducted by adding interactive features such as quizzes or simulations to further increase student involvement in learning. Mahmudin and Saprudin (2023) demonstrated that incorporating interactive elements like audio, visual video, animation, and quizzes in multimedia learning media significantly enhanced student motivation and comprehension, suggesting that future iterations of the developed media could benefit from such enhancements.

4. Conclusion

Based on research conducted at MTs Mathlabussa'adah with Grade VII students regarding the development of Animaker-based animated video learning media for Informatics subjects, the following conclusions can be drawn. This research represents the development of Animaker-based animated video learning media for Informatics on hardware material using the ADDIE development model, which includes analysis, design, development, implementation, and evaluation stages. The feasibility of the developed media was obtained through assessments from material experts, media experts, and student responses. Material expert validation, encompassing 13 statement items, yielded a score of 60 from a maximum total of 65, resulting in a feasibility percentage of 92% and falling into the "Highly Feasible" category. Media expert validation, covering 9 statement items, obtained a score of 36 from a maximum total of 45, showing an 80% percentage and falling into the "Feasible" category. Meanwhile, student response results obtained through media trials with 20 Grade VII students at MTs Mathlabussa'adah showed a percentage of 86.3%, which falls into the "Excellent" category. Based on these results, Animaker-based animated video learning media is declared suitable for use in the Grade VII Informatics learning process at MTs Mathlabussa'adah.

The successful development of this learning media demonstrates that technology integration in education can provide effective solutions to conventional learning challenges. Animated videos not only make learning more engaging but also facilitate student understanding of technical and abstract material. High validation results from experts and positive student responses indicate that this media has met quality standards both in content and technical presentation. However, optimal media effectiveness still requires teacher support in integrating it into appropriate learning strategies. Further development can be conducted by adding interactive features and expanding material coverage to support more holistic Informatics learning. This research is expected to contribute to educational innovation development, particularly in utilizing digital technology as effective and efficient learning media.

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