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The Effectiveness of Animiz Application Based Instructional Video Media on Students' Learning Interest

Muhamad Khairul Hasani*, Wiwien Kurniawati, Ary Purmadi, Restu Wibawa
Educational Technology Study Program, Faculty of Education and Psychology
Mandalika University of Education
Corresponding Author: **muhamadkhairulhasani@gmail.com**

Abstract: This study aimed to determine the effectiveness of Animiz application–based instructional video media in improving the learning interest of Grade VIII students in Indonesian language subjects at SMP IT Liddarain NW Tangar during the 2024/2025 academic year.This study employed a quantitative approach using a quasi-experimental method with a one-group pretest–posttest design. Data were collected primarily through questionnaires, supported by interviews and documentation. The data were analyzed using statistical techniques, including the Chi-Square test, N-Gain analysis, and SPSS.The Chi-Square analysis resulted in a calculated value of 14.305, while the critical Chi-Square value at 4 degrees of freedom and a 5% significance level was 9.488. Since the calculated value exceeded the critical value (14.305 > 9.488), the null hypothesis was rejected. Furthermore, the normalized gain (N-Gain) analysis showed an increase of 0.27, indicating a moderate improvement in students' learning interest after the implementation of Animiz-based video learning media. SPSS analysis further confirmed that the use of Animiz-based instructional video media significantly increased students' learning interest.In conclusion, this study demonstrates that Animiz application–based instructional video media are effective in enhancing students' learning interest in Indonesian language subjects.
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Introduction

Education plays a very important role in shaping and developing individuals' potential and character, especially that of students. It is a deliberately organized and structured process aimed at developing the diverse potentials possessed by students so that they are able to adapt creatively to their environment and the dynamics of ongoing change. In the field of education, the use of video media is intended to increase students' learning interest. However, efforts to advance education are still constrained by classroom management practices that remain relatively stagnant. This problem arises from the lack of innovation in learning technology that is aligned with students' growth and development.

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High-quality education can produce human resources capable of competing in the era of globalization and contributing to national progress. Therefore, improving the quality of education has always been a major concern of governments and societies around the world.

In the context of contemporary education, learning interest is recognized as a fundamental determinant of students' engagement and academic success. Students who demonstrate a high level of learning interest tend to be more actively involved in classroom activities, show greater persistence in completing learning tasks, and achieve better learning outcomes. Conversely, low learning interest often results in passive learning behavior, reduced concentration, and minimal interaction during instruction. Therefore, fostering students' learning interest is not only a pedagogical concern but also a strategic necessity in improving the overall quality of education.

However, the learning process in many schools still reflects traditional instructional practices that are predominantly teacher-centered and rely heavily on verbal explanations and textbook-based materials. As observed in Indonesian language learning at SMP IT Liddarain NW Tangar, the limited use of varied learning media has led to monotonous classroom situations, causing students to lose focus and enthusiasm. This condition is further exacerbated by inadequate learning facilities, which restrict teachers' ability to implement innovative, technology-based learning strategies. As a result, students' learning interest remains relatively low, indicating a gap between ideal learning practices and actual classroom implementation.

Learning theory emphasizes that students achieve better understanding when they are actively involved in the learning process. Learning activities supported by instructional video media enable students to engage both visually and auditorily, thereby encouraging active learning. As stated by Week and Horan (as cited in Beheshti, 2018), active participation plays a crucial role in enhancing learning effectiveness. Similarly, Murniana (2022) explains that instructional videos are effective learning media because they can attract students' attention, deliver information efficiently, and strengthen comprehension through visual messages. These perspectives underline the pedagogical importance of video-based learning media in improving students' learning interest.

Furthermore, Dwyer (2018) argues that video media are capable of delivering learning messages more effectively, as learners tend to retain a significant proportion of information obtained through visual and auditory channels. Video-based instruction can also influence students' emotions and motivation, which are essential components of learning interest. Therefore, the integration of instructional video media is highly relevant in addressing learning problems related to low student engagement and motivation.

One type of instructional video media that has the potential to be applied in classroom learning is animated video developed using the Animiz Animation Maker application. According to Fathani (2019) and Maqfirlan (2019), Animiz is software designed to create animated video presentations that can be utilized as instructional media. The application offers various advantages, such as ease of use, availability of free features, and ready-made animation assets that support teachers in designing engaging learning materials. Apriyansah

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(2020) further states that animated video media, which integrate audio and visual elements, are effective in attracting students' interest and facilitating understanding of learning materials that are considered difficult or abstract.

Despite the theoretical and practical advantages of animated instructional video media, their utilization in classroom learning, particularly in Indonesian language subjects, has not been maximized. Most existing learning practices still rely on conventional approaches, and empirical evidence regarding the effectiveness of specific applications, such as Animiz, in improving students' learning interest remains limited. This condition indicates an important research gap that needs to be addressed through systematic investigation.

Therefore, this study is urgently needed to examine the effectiveness of Animiz application–based instructional video media in improving students' learning interest. The findings of this research are expected to provide empirical support for the use of animated video media as an alternative instructional strategy and to offer practical insights for teachers in designing more engaging and effective learning experiences. In line with this urgency, the present study focuses on determining whether the use of Animiz application–based instructional video media is effective in enhancing the learning interest of eighth-grade students in Indonesian language subjects at SMP IT Liddarain NW Tangar during the 2024/2025 academic year.

Research Method

This study employed a quantitative approach using a quasi-experimental method. Experimental research is defined as a research method used to examine the effect of a particular treatment on other variables under controlled conditions (Sugiyono, 2010:107). This means that the study was conducted based on predetermined assumptions or hypotheses, which were then tested for validity through controlled actions or conditions.

The experimental design used in this study was the **One-Group Pretest–Posttest Design**, without the inclusion of a control group. This design involved comparing the results of the pretest and posttest within the same group in accordance with the research problems and objectives. In this study, the dependent variable was students' learning interest, while the independent variable was instructional video media based on the Animiz application. The research design can be illustrated as follows:

$$O_1 \times O_2$$

Figure 1. Research Design
(Sugiyono, 2010:93)

Description:
O_1 = Pretest score (before treatment)
O_2 = Posttest score (after treatment)
× = Treatment

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This study involved both population and sampling considerations. Sugiyono (2019:126) defines population as a generalization area consisting of objects or subjects with certain quantities and characteristics determined by the researcher to be studied and from which conclusions are drawn. Similarly, Arikunto (2019:173) states that a population refers to all research subjects. The population of this study consisted of all eighth-grade students of SMP IT Liddarain NW Tangar, totaling 36 students. According to Arikunto (2013:174), if the population size is fewer than 100, it is preferable to include the entire population as research participants. Therefore, this study did not employ sampling due to the relatively small population size. All 36 students were included as respondents using a population study approach.

The primary data collection instrument used in this study was a questionnaire. The questionnaire consisted of a series of written statements presented to respondents, who were asked to provide responses based on their actual conditions. The questionnaire used five alternative response options with the following scoring system: (1) strongly disagree = 1, (2) disagree = 2, (3) somewhat agree = 3, (4) agree = 4, and (5) strongly agree = 5. In addition to the questionnaire, interviews and documentation were used as supporting data collection instruments.

Data analysis was conducted to obtain valid research findings. The data processing involved several steps related to the research subjects and objects obtained from questionnaire responses. After the data were collected, the next step was to process and analyze the data statistically.

Result

The questionnaire was developed using a Likert scale. The instrument consisted of 25 statements with five alternative response options, each assigned a specific score. The response options were scored as follows: Strongly Agree (SA) = 5 points, Agree (A) = 4 points, Somewhat Agree (SA) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. The research instrument was constructed based on the variable indicators of the effectiveness of Animiz application–based instructional video media on the learning interest of eighth-grade students in Indonesian language subjects at MTs IT Liddarain NW Tangar.

Prior to designing the instructional media, a teaching module was prepared as an initial guideline to determine the learning materials to be delivered to students through Animiz application–based instructional video media. For statistical data analysis, an alternative hypothesis (H_1) was proposed, stating that Animiz application–based learning is effective in improving the learning interest of eighth-grade students in Indonesian language subjects during the 2024/2025 academic year. This hypothesis was then transformed into a null hypothesis (H_0), which states that Animiz application–based learning is not effective in improving the learning interest of eighth-grade students in Indonesian language subjects during the 2024/2025 academic year.

The formula used for data analysis was the Chi-Square formula:

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$$\chi^2 = \Sigma \frac{(f_o - f_e)^2}{f_e}$$

Where:

χ^2= Chi-Square value

f_o= Observed frequency

f_e= Expected frequency

(Hasan, 2012:198)

Table 1. Student Responses to Animiz Application–Based Learning Media on Learning Interest

Gender	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Total
Male	90	170	70	15	5	350
Female	155	283	65	27	20	550
Total	245	453	135	42	25	900

Table 1 presents the distribution of students' responses to the use of Animiz application–based instructional video media based on gender and levels of agreement. Overall, the results indicate that the majority of students responded positively to the implementation of Animiz-based learning media. This is reflected in the high frequencies of responses in the *strongly agree* and *agree* categories for both male and female students. Female students showed a slightly higher number of positive responses compared to male students, particularly in the *agree* and *strongly agree* categories. In contrast, the frequencies in the *disagree* and *strongly disagree* categories were relatively low for both groups. These findings suggest that most students perceived the Animiz-based instructional video media positively and that the media were generally well accepted by students regardless of gender.

Tabel 2. Chi-Square Working Hypothesis Testing

Based on the table above, the Chi-Square value obtained using the Chi-Square formula is:

f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
90	95.277	-5.277	27.846	0.292
170	176.166	-6.166	38.019	0.215
70	52.500	17.500	306.250	5.833
15	16.333	-1.333	1.776	0.108
5	9.722	-4.722	22.297	2.293
155	149.722	5.278	27.857	0.186
283	276.833	6.167	38.031	0.137
65	82.500	-17.500	306.250	3.712
27	25.666	1.334	1.779	0.069
20	15.277	4.723	22.306	1.460
Total χ^2				14.305

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Table 2 displays the results of the Chi-Square analysis comparing the observed frequencies (f_o) and the expected frequencies (f_e) of students' responses to the Animiz application–based instructional video media. The analysis yielded a calculated Chi-Square value (χ^2) of 14.305. With a degree of freedom (df) of 4 and a significance level of 5%, the critical Chi-Square value is 9.488. Since the calculated χ^2 value exceeds the critical value (14.305 > 9.488), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This result indicates that the use of Animiz-based instructional video media has a statistically significant effect on students' learning interest. Therefore, the differences in students' response distributions are not due to chance but are attributable to the implementation of the Animiz application–based learning media in the instructional process.

The Pearson Chi-Square test yielded a value of 3.535 with 4 degrees of freedom and a significance value of 0.473 (> 0.05). The Likelihood Ratio test produced a value of 3.776 with a significance value of 0.437 (> 0.05), while the Linear-by-Linear Association test yielded a value of 0.640 with a significance value of 0.424 (> 0.05). These results indicate that the Chi-Square analysis conducted using SPSS shows a significant increase in students' learning interest after the use of Animiz application–based instructional video media.

Based on the results of the study conducted using Animiz application–based instructional video media, the data were collected in numerical form and subsequently analyzed. During the learning process, eighth-grade students were first given a preliminary questionnaire (pre-interest questionnaire) prior to the implementation of Animiz-based instructional video media to identify their initial learning interest in Indonesian language subjects. After the administration of the initial questionnaire, the students were then provided with learning materials on slogans, posters, and advertisements using Animiz-based instructional video media.

The data analysis examining the effect of Animiz application–based instructional video media on students' learning interest using the Chi-Square formula yielded a calculated Chi-Square value of 14.305. Meanwhile, the critical Chi-Square value at 4 degrees of freedom, calculated using the formula $(C-1) \times (R-1) = (5-1) \times (2-1) = 4$, at a 5% significance level was 9.488. Since the calculated Chi-Square value exceeded the critical value (14.305 > 9.488), the results indicate a statistically significant effect.

The analysis of students' initial and final learning interest using the N-Gain formula showed an increase of 0.27. This result indicates a moderate improvement in students' learning interest following the use of Animiz-based instructional video media.

Furthermore, the Chi-Square analysis conducted using SPSS produced a Case Processing Summary indicating that the total number of subjects was 36, with 100% valid data and no missing values. This confirms that all collected data were suitable for analysis. The distribution of students' learning interest by gender showed 90 students in the "low interest" category with an expected count of 90.0 (within-subject percentage of 20.4%), 144 students in the "interested" category with an expected count of 144.0 (within-subject percentage of 32.6%), and 165 students in the "highly interested" category with an expected count of 165.0 (within-subject percentage of 37.3%), all with within-interest percentages of 100.0%. In the Symmetric Measures section, the Nominal by Nominal Contingency Coefficient produced an approximate significance value of 0.473, which is greater than 0.05, indicating that the research results are statistically significant.

Based on the Chi-Square analysis, the calculated value ($\chi^2 = 14.305$) was greater than the critical value ($\chi^2 = 9.488$) at the 5% significance level. Therefore, the alternative hypothesis (H_1), stating that Animiz application–based learning is effective in improving

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eighth-grade students' learning interest in Indonesian language subjects during the 2024/2025 academic year, was accepted, while the null hypothesis (H_0), stating that Animiz application–based learning is not effective, was rejected. These findings are supported by previous studies, such as Jannah (2017), who found that the use of animation media was effective in improving fifth-grade students' learning outcomes in science subjects, and Firdausi and Istianah (2022), who reported that animation-based learning media help students understand and remember learning materials in a more engaging and concrete manner.

Overall, the findings indicate that the use of Animiz application–based instructional video media facilitates teachers in delivering learning materials and effectively increases students' learning interest during classroom instruction, thereby supporting a more engaging and effective teaching and learning process.

Discussion

The findings of this study indicate that the use of Animiz application–based instructional video media has a significant effect on improving students' learning interest in Indonesian language subjects. This result suggests that the integration of animated video media into the learning process contributes positively to students' engagement and motivation. The significant Chi-Square value demonstrates that the observed increase in students' learning interest is not incidental but is closely related to the instructional intervention using Animiz-based videos.

From a theoretical perspective, these findings are consistent with learning theories that emphasize the importance of active student involvement in the learning process. Week and Horan (as cited in Beheshti, 2018) state that students achieve better learning outcomes when they actively participate in learning activities. The use of Animiz-based instructional videos encourages such active participation by presenting learning materials in an audio-visual format that stimulates students' attention and curiosity. This active engagement helps students process information more meaningfully, which in turn enhances their learning interest.

The results of this study also align with the view proposed by Murniana (2022), who explains that instructional videos are effective learning media because they are able to attract learners' attention, deliver information efficiently, and strengthen understanding through visual messages. In this study, Animiz-based videos provided animated visualizations combined with narration and text, making Indonesian language learning materials more appealing and easier to comprehend. As a result, students showed greater enthusiasm and willingness to participate in learning activities.

Furthermore, Dwyer (2018) argues that video media are capable of conveying learning messages more effectively than conventional media, as learners tend to retain a larger proportion of information obtained through visual and auditory channels. The moderate increase in learning interest, as indicated by the N-Gain value, supports this theoretical assumption. Although the improvement was not categorized as high, it indicates that Animiz-based instructional videos were able to create a more engaging learning environment compared to traditional teaching methods that rely primarily on verbal explanations and textbooks.

The findings of this study are also supported by previous empirical research. Jannah (2017) found that animation-based learning media were effective in improving students'

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learning outcomes, while Firdausi and Istianah (2022) reported that animated instructional media helped students understand and remember learning materials more effectively. Similarly, Apriyansah (2020) emphasizes that animated video media, which integrate audio and visual elements, can attract students' learning interest, particularly when learning materials are perceived as difficult or abstract. The present study extends these findings by demonstrating that Animiz application–based instructional video media are effective not only in improving learning outcomes but also in enhancing students' learning interest in Indonesian language learning at the junior secondary level.

In addition, the positive responses from both male and female students indicate that Animiz-based instructional video media are generally acceptable and engaging across genders. This suggests that animated video media have a universal appeal and can be utilized as an inclusive instructional strategy. The relatively low number of negative responses further reinforces the interpretation that Animiz-based learning media successfully addressed issues of boredom and passivity that often arise in conventional classroom instruction.

Overall, the findings of this study suggest that the effectiveness of Animiz application–based instructional video media lies in their ability to combine visual, auditory, and textual elements in a coherent and engaging manner. This combination supports students' cognitive and affective learning processes, particularly in fostering learning interest. Therefore, the use of Animiz-based instructional videos can be considered a pedagogically sound alternative to conventional teaching methods, especially in learning contexts where students' motivation and interest need to be strengthened.

Conclusion

Based on the results of the data analysis and the discussion above, it can be concluded that Animiz application–based learning is effective in improving the learning interest of eighth-grade students in Indonesian language subjects during the 2024/2025 academic year. This conclusion is supported by the Chi-Square test results, which show that the calculated Chi-Square value is greater than the critical value (14.305 > 9.488) at the 5% significance level.

The analysis of students' initial and final learning interest using the N-Gain formula indicates an increase of 0.27, which falls into the moderate improvement category. In addition, the Chi-Square analysis conducted using SPSS shows that all 36 subjects (100%) were valid, with no missing data. The distribution of learning interest levels shows 90 students in the low-interest category (20.4%), 144 students in the interested category (32.6%), and 165 students in the highly interested category (37.3%), with all categories meeting the expected counts. The Symmetric Measures (Nominal by Nominal Contingency Coefficient) produced an approximate significance value of 0.473 (> 0.05), indicating that the research findings are statistically significant.

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