



Analysis of The Needs Media Motion Graphic Video Based Recitation to Increase Learning Motivation of Grade IV Students in Elementary School

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Abstract. In developing students' potential to become knowledgeable, responsible, and independent human beings, an optimal learning process is needed to stimulate students to be active in learning. This study aims to analyse the need for motion graphics video learning media based on recitation in class IV in elementary schools to increase student learning motivation. This research is a survey that uses a quantitative-descriptive approach. Data collection techniques in this study used questionnaires and interviews. The type of questionnaire used is a structured questionnaire addressed to grade IV elementary school students, and data collection in this study was done using open interviews submitted to the class teacher. The percentage results on the instrument show that social studies subjects are not widely chosen as subjects that students like, and 60.0% of students stated 'no'. The statement explains that 53.3% of students think the topic is complex because 43.3% noted that the language is difficult to understand, and 26.7% stated that they rarely use learning media. The results of the questionnaire analysis on the media aspect showed that 80.0% of students liked the motion graphic video media. Then, the results of the study of media needs in the method stated that 50.0% of students chose the assignment process for the recitation project. In line with the results on the method aspect, grade IV students generally have a kinesthetic learning style, so students prefer to learn outside the classroom. That way, developing a reaction-based motion graphic video learning medium is necessary to increase student learning motivation.

Keywords: Motion Graphic, Resitation, Learning Motivation, Social Science.

1 Introduction

Technology has become a significant driver of change in various aspects of human life. The development of technology has had a substantial impact on the way people access, present, and manage information in multiple fields. In general, technology has played a vital role in increasing productivity and efficiency needed in all fields. Nurillahwaty (2022) [4] explained that digital technology is now widely used to support learning in educational institutions, both as a means of information, namely accessing information, and a means of understanding, namely supporting learning activities and assignments. Technology in education has become an integral part of the education system in Indonesia at this time because it can be the answer to the development of education. Technology has opened the door to creating a new learning process.

Primary school education is the foundation for students' development in understanding and knowledge of their environment. Learning motivation is an essential component in increasing students' knowledge of learning. Learning motivation itself is any effort that comes from within that can cause the urge to learn (Ali H., 2023) [1]. A person can be successful in education if they can show changes in their thinking abilities, attitudes, and skills (Ali, 2023) [1]. When student learning activities are active or motivation occurs in the student learning process, there is good interaction between teachers and students or students with students so that students can form their knowledge. Thus, learning leads to high learning outcomes (Yanuar A., 2023) [2]. According to Nasrah & Muafiah (2020) [15], indications for achieving learning motivation can be grouped as follows: (1) there is a desire to learn; (2) there is a need and motivation to learn; (3) there is hope and aspiration for the future; (4) the occurrence of appreciation when learning; (5) the occurrence of exciting learning; and (6) the creation of a learning environment with conducive conditions so that students can learn effectively and efficiently. That way, the role of learning motivation in the student learning process is vital as a driver of the student learning process in achieving a goal.

Based on interviews conducted with fourth-grade teachers at SDIT Tarbiyatun Nisaa Bogor, most students experience decreased learning motivation in social studies subjects. This is based on students' need for more focus during the learning process, who are constantly distracted by activities outside and around the classroom. Grade IV students also generally have a kinesthetic learning style. Thus, students prefer to be outside the school rather than in the school. In addition, the need for more active students during the learning process is based on the low response of students to stimuli that the teacher has given. These factors cause student learning outcomes to be unsatisfactory. This is in line with research conducted by Habbah & Sari (2023) [5] that showed that the learning motivation of students in class IV IPAS subjects at SDN 110/Tenam was relatively low, including some students being distracted by things around them so that they distracted students' attention and the low response of students to stimuli that had been given.

Social Science (IPS) subjects at the primary school level are crucial in shaping students' initial understanding of society, culture, history, and geography (Suarti et al., 2023) [7]. In the process, students are faced with understanding complex concepts in the lesson. This allows students to have difficulty understanding and digesting complex language. The lack of involvement in the use of varied media and methods is also the reason for the learning process to be less interactive, which makes students not get a learning experience according to their learning style needs. In addition, students' readiness to learn needs to be considered because sometimes teachers need to see students' readiness to learn, which makes the material not processed well by students.

Therefore, there needs to be a solution in the form of media innovation that can focus students' attention on the material to be taught. Using learning media in the teaching and learning process can foster new interests and desires, arouse motivation, and even psychologically impact learning (Wulandari A. et al., 2023) [6]. One solution that aims to focus students' attention is developing video media as motion graphics for classroom learning. Motion graphics combine video and animation to create the illusion of movement (Prihatmoko, et al. (2024) [7]. Using media in the form of motion graphic videos will attract students' attention, so it is expected to increase student learning motivation.

Motion graphics are media that utilise elements of animation, audiovisual, and text scripts by adding interesting moving visual elements. Implementing multimedia and technology in education can provide motivation and interesting experiences for students receiving learning (Rukmana et al., 2023) [3]. Motion graphics have a strong visual appeal because they can present abstract or complex content in a way that is more easily understood by students (Afrilia et al., 2022) [4]. The objectives and advantages of using motion graphic media include: 1). Conveys information clearly; 2). Can illustrate concepts, data, or processes in a dynamic visual way. 3). Increase information retention 4). Attracts attention 5). And make videos more interesting and dynamic. (Dian C., 2023) []. That way, the learning process using motion graphic media will attract more student attention and increase student focus and enthusiasm for learning (Rusdiansyah & Leonard, 2020) [17]. Motion graphics in learning media can be balanced using learning methods.

Based on previous research conducted by Lisma in 2021, titled "The Use of Animated Video Media to Increase Student Learning Motivation in Social Studies Subjects," it is stated that motion graphic media can increase student learning motivation in social studies subjects. Besides that, other studies also state that there is an effect of using motion graphic learning media that is proven to be effective in improving student learning outcomes at the elementary school level, so interactive learning media is suitable for use in the learning process of learning students (Auliya A. et al., 2023) [20].

Based on the description above, the novelty outlined in this study is focused on developing motion graphic media based on recitation to increase student learning motivation in social studies class IV subjects in elementary schools. The recitation method is a method of presenting material where the teacher gives certain tasks to students so that they carry out learning activities (Alphandi, 2018) [21]. The method of recitation or assignment is a learning method that emphasises reading, repetition, testing, and self-examination through several tasks given by the teacher to students outside of school hours within a certain time frame. The teacher accounts for the results by stimulating students to learn individually and actively in groups (Andriyani D & Samiyem) [22]. The literature study shows that the average fourth-grade student at MI Raudlatussibyan NW Belencong feels very motivated to learn by applying the recitation method (assignment) so that learning runs effectively (Khairunnisa, 2019) [23].

Therefore, this research aims to analyse the need for motion graphic learning media based on recitation in social studies subjects in class IV elementary school to increase student learning motivation.

2 RESEARCH METHODS

2.1 Research Approach

This research uses a quantitative-descriptive approach with a survey research type. Quantitative analysis is a method used to describe or analyse a research result (Amelia, et all, 2023) [8]. It is a research method based on positivist research data (specific data) in the form of measured numbers, using statistics as a computational test tool for calculations that focus on research subjects to draw a conclusion from the problem under study (Zellatifanny & Mudjianto, 2018) [9].

The survey method is a method that is carried out by collecting information or findings from a sample by asking through a questionnaire or interview to describe various aspects of the population (Maidiana, 2021) [23]. According to Iswadi H. et al. (2024), this survey method allows researchers to test the relationship between variables and conclude. According to Sihotang H. (2023) [25], survey research studies can be carried out in several general stages, namely: 1) determining the research topic. 2) Creating a research design. 3) Finally, developing research tools (making questionnaires and questions).

2.2 Data Collection Technique

The techniques used in data collection in this study used open interviews, which were conducted with class IV teachers, and questionnaires. The type of questionnaire is a structured questionnaire addressed to fourth-grade students, with a required sample of 30 students taken from two classes for media needs analysis. The sampling technique was carried out using a simple random sampling technique from the entire class IV SDIT Tarbiyatun Nisaa population. Simple random sampling is randomly taking sample members from the population without regard to the strata in that population (Sugiyono, 2018) [24].

The interview instrument in this study concerns student learning motivation, and the questionnaire instrument contains information from respondents about the need for recitation-based motion graphic video media to increase student learning motivation in social studies subjects in grade IV SD. This research was conducted in March 2024 at SDIT Tarbiyatun Nisaa, Bogor, during the academic year 2023-2024.

2.3 Data Analysis Technique

Data analysis was done by grouping the average answer score on the questionnaire results, finding the percentage of respondents' responses, and interpreting the results based on the rate. Data in the form of percentages obtained are described in tabular form. The analysis results will show respondents' level of need and perception towards motion graphic video learning media to increase student learning motivation in social studies learning in elementary schools.

3 RESULTS AND DISCUSSION

Based on initial data collection from teacher interviews on March 14, 2024, which aims to find out the problems that occur in the learning process in class IV SDIT Tarbiyatun Nisaa, it was found that there was a decrease in learning motivation in social studies subjects. This is indicated by students' need for more focus during the learning process, who are always distracted by activities outside and around the classroom. In addition, the need for more active students during the learning process is based on the low response of students to stimuli that the teacher has given. This factor causes student learning outcomes to be unsatisfactory.

Furthermore, a questionnaire was administered to students on March 19, 2024, to analyse the needs of learning media. The questions asked in the questionnaire were related to the need to develop motion graphic video media based on repetition, such as the learning process, application of materials and media, and learning methods presented. Data obtained from the results of administering questionnaires given to students are given as instruments in Table 1.

Table 1: Learning Media Needs Questionnaire Instrument for Grade IV Students			
No	Aspects	Indicator	Percentage
1	Learning	Students' general interest in certain subjects.	60,0%
2	Material	Difficult social studies material	30,0%
		Reasons social studies material is difficult	43,3%
3	Learning media	Use of learning media in social studies learning	23,3%
		Commonly favoured media	80,0%
		Media development	96,7%
		Use of learning methods in the classroom	83,3%
4	Learning method	Commonly favoured methods	50,0%
		Use of methods	76,7%

The percentage results in the instrument above show that social studies subjects are not widely chosen as subjects that students like; as seen in the percentage results, 60.0% of students stated "no," and 40.0% said "yes." The statement explains that 53.3% of students think the subject is difficult. Then, the statement is clarified by the results of the material analysis, which show that 30.0% of students expressed difficulty in understanding two types of social studies material, namely economic activities and types of work, and also natural appearances in Indonesia. This states that the material is a series, so a questionnaire is given again to determine the needs of the material that will be used for development, and the results are in Table 2.

Table 2: Material selection questionnaire results

No	Aspects	Percentage
1	Material on Natural Wealth in Indonesia	66,7%
2	Economic Activities and Types of Work	33,3%

It can be concluded that students need social studies learning media on the material of natural wealth in Indonesia, as indicated in the acquisition of percentage results, where 66.7% of students chose the material. Furthermore, on the indicator of the reasons for difficult social studies material obtained, 43.3% of students stated that the language is difficult to understand. In comparison, 30.0% of students indicated it is boring, and 26.7% said they rarely use learning media.

The description of the results of the questionnaire analysis on the media aspect shows that students are more interested in media in the form of motion graphic videos; 80.0% of students stated that motion graphic video media can help them increase their learning motivation again. Video learning media is a tool to bring up audio and visuals that contain concepts, studies, and pillars in a lesson (Pratama A. (2023) [26]. In addition, video learning media presents learning material in both visual and audio forms simultaneously, which can help students understand the material (Ihsan S & Ahyanuardi, 2021) [27].

It can be seen from the results of the media needs analysis on the method aspect that more students choose to use the project assignment method, with a percentage of 50.0%. Meanwhile, 26.7% of students chose the simulation method, and 23.3% chose the discussion method. In line with the information based on the results of the second interview conducted with the teacher, grade IV students generally have a kinesthetic learning style, so they prefer to learn outside the classroom. However, in its application, the teacher still needs to improve in optimising learning with this learning style. The project assignment method is an activity that involves students in problem-solving situations, gaining knowledge and understanding, and exploring ideas that have a broad scope (Sobari S, 2019) [14]. In learning, assignment means giving tasks or work to students to complete outside of class. These assignments include projects, papers, presentations, or creative videos (Ali & Saputra, 2023) [18].

Berdasarkan hasil analisis kebutuhan media lewat kuesioner tersebut, dapat diketahui bahwa siswa umumnya membutuhkan media pembelajaran yang dapat menjembatani materi pembelajaran, mengatasi kebosanan dan memudahkan siswa dalam memahami materi untuk meningkatkan kembali motivasi belajar siswa pada mata pelajaran IPS. Dengan begitu, siswa yang mengalami kesulitan dalam memahami pembelajaran IPS, khususnya pada materi tersebut dapat teratasi dan berkurang secara signifikan.

Learning motivation can be improved by improving the quality of learning. Hasbullah (2021) [16] explains that educators need to pay attention to the approach factor in learning to enhance the quality of learning. Two things discussed in his journal are the application of methods and media in the learning process. The learning approach factor is included in external factors (Hasbullah, 2021) [16]. Therefore, external factors can influence the emergence and growth of internal factors. One of the factors that can increase student learning motivation is the development of media and the application of methods to the learning process in the classroom.

Using recitation-based motion graphic videos can increase student learning motivation because the video is an interesting medium that students favour. Video motion graphics can present images and sound simultaneously, making

learning more enjoyable. That way, motion graphic video media can increase student learning motivation because it can meet the needs of student learning media, which can provide a real picture and understanding of the material by applying language that is easy to understand. In addition, the recitation method can be a solution to fulfil students' kinesthetic learning styles.

With the development of recitation-based motion graphic video media, there is also expected to be an increase in student academic achievement. This aligns with research conducted by Hapsari dan Zulherman (2021) [10], which found that Canva application-based animation videos as learning media can increase learning outcomes and student motivation. The test scores show that students' overall average score rating is 0.56%, categorised as moderate. The results of other research conducted by Efendi Y, et al. (2020) [11] state that motion graphic video media as learning media for science subjects is suitable for learning activities. It was explained that the value of students who completed the KKM was obtained by 81.39% after applying the media. Furthermore, research by Afrilliani L, dkk (2022) [19] states that grade IV students can gain knowledge about the material of economic processes based on environmental potential with hand-motion animated video learning media in a practical and educational context. Then, post-test comprehension test scores were obtained, with the lowest score of 75 and the highest score of 100, for an average result of 83%. Based on this, further research will develop reaction-based motion graphic video media to increase student learning motivation.

The application of the recitation method in the social studies learning process can be made after the application of motion graphic video learning media. Marzuki & Bayer (2023) [20] states that the emphasis on the recitation method is to provide assignments given by the teacher to provide maximum learning to students in the school environment, both inside and outside the classroom, as long as it is in the school environment. Recitation is the presentation of learning materials by giving certain tasks to students, which can be completed inside or outside the classroom, in the laboratory, library, workshop, and others (Mahfudi, 2021) [13]. The application of the media can be seen in Figure 1.

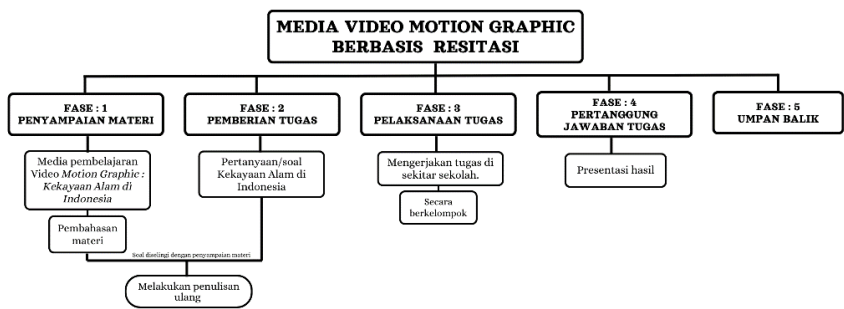


Figure 1. Conceptual framework for the application of Media

The material delivery phase uses motion graphic media interspersed with questions after explaining the material. In this phase, students are asked to rewrite important points or resumes and also assign questions given in the video. The assignment phase is carried out by providing work instructions. phase of carrying out tasks that can be done outside the classroom, such as in the library, school garden, and other places, as long as they are still in the school environment. Furthermore, the task accountability phase is carried out by presenting the results of their group work, and the last phase is carried out by providing feedback from the teacher.

4 CONCLUSIONS AND SUGGESTIONS

From the results of the needs analysis, through questionnaires and interviews with class teachers and grade IV students, there is an alignment that states that the development of social studies learning media is needed on the material of Natural Wealth in Indonesia that can attract students' attention, provide a real picture and understanding of the material,

as well as be able to meet students' kinesthetic learning styles. That way, the development of motion graphics video learning media based on recitation is expected to be a solution to increase student learning motivation so that there are optimal learning outcomes.

Future research can realise research on the needs analysis of this medium and apply the medium to test its effectiveness in real-life situations.

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