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Developing Animated Video Storytelling Media in Indonesian Language Learning to Foster Social Awareness and Student Motivation

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Abstract
This research focuses on two important aspects in student education: learning motivation and character education, especially social care character, which is a national education goal. Apart from that, the lack of innovative learning media has encouraged the development of animated fairy tale videos as an alternative. The objectives of this research are to produce fairy tale animated video learning media for Indonesian language learning, to determine the suitability of this media, and to determine its effectiveness. This research uses the ADDIE R&D (Research and Development) model, which includes: analysis of student needs, curriculum, and student character; draft design of fairy tale animation videos and instruments; product development evaluated by media, materials, language experts, and educators; implementation of media for MIN 1 Klaten students; and evaluation of overall results. The research results show that the fairy tale animation video learning media succeeded in increasing the social care character and learning motivation of class III students. The media was declared very suitable for use by the assessment of material experts (94.6%), media experts (93.3%), and language experts (96.3%). Furthermore, the media effectively increases social care character and learning motivation, with a sig. (2-tailed) of 0.000 < 0.05, indicating that Ha is accepted and H0 is rejected.
Keywords: *Animated Videos, Learning Media, Learning Motivation, Socially Caring Characters, elementary school*

INTRODUCTION

The use of media in learning shows that the media has a positive impact on learning. "A picture is worth a thousand words" as written by Deporter, Reardon, and Singer Nourie that the use of this teaching aid in starting the learning process will stimulate visual morality and ignite the neural pathways so that thousands of associations in student consciousness appear. "These visual stimuli and associations

will provide a very rich atmosphere for learning" (Bobek & Tversky, 2016; Mayer & Sims, 1994). For the use of more creative media such as digital-based media, it has not been widely utilized. (Angeli & Valanides, 2009; Kozma, 1991). Nicolaou Media as a communication tool makes the teaching and learning process more effective and enables the achievement of learning objectives. (Abdulrahaman et al., 2020; Nicolaou et al., 2019). (Mayer & Moreno, 2002) said, "Animation refers to a simulated motion picture depicting movement of drawn (or simulated) objects.

(Tan & Wong, 2004) revealed, animation can be used as a learning tool that can depict movement or simulate processes effectively. In addition, animation is also effective in providing students with an understanding of the material and providing satisfaction to students, especially if used consistently in accordance with cognitive theory and multimedia learning. Several studies have shown that learning using animated videos can increase students' awareness (Agustin et al., 2024; Sarini et al., 2021). In the previous research, the meta-analysis method was used. Other research revealed that animated video learning media for fairy tales can form social awareness characters (Hasan & Chumairoh, 2021). This research has a different method from the analysis, design, development, implementation, evaluation (ADDIE) research.(Alwini, 2022).

This research is very important to be conducted in order to fill the gaps that have not been studied by previous researchers with the same theme that has been explained in the previous section, including the location of the study where previous researchers did not focus on researching in the Madrasah Ibtidaiyah educational institution, although both researched in schools, but Madrasah Ibtidaiyah education has different characteristics when compared to State and Private Elementary Schools. In addition to the location of the study, in previous studies, none of them simultaneously had the character of social concern and learning motivation caused by animated fairy tale learning media in Indonesian Language Learning.

METHODS

This research was designed using the research and development (R&D) method which aims to produce a certain product. To produce a certain product, this R&D uses the ADDIE model which includes 5 steps, namely: analysis, design, development, implementation, evaluation (Widyastuti & Susiana, 2019). The research subjects were students of class III of Madrasah Ibtidaiyah. This research focused on students of class III in Madrasah Ibtidaiyah, so the selection of class III subjects aimed to ensure that the media developed were relevant and in accordance with the level of cognitive

development, interests, and learning needs of students at this elementary level of education. This sampling determination technique was systematic sampling.

Data collection techniques include observation, interviews, questionnaires and documentation. Data analysis uses a Likert scale (Albaum, 1997; Boone & Boone, 2012). The product feasibility test was conducted by several validators, namely 1 material expert, 1 media expert, 1 language expert, and field trials on grade III students at Madrasah Ibtidaiyah. The research and development steps are as follows (Branch, 2010).

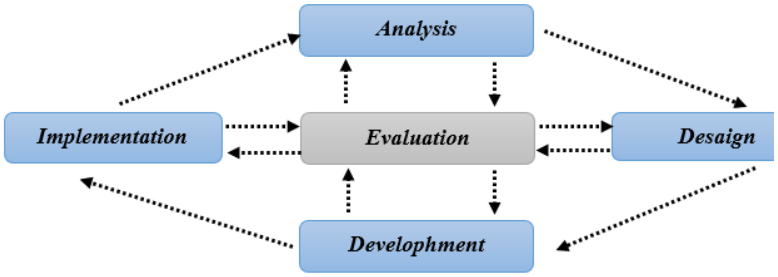

Figure 1 ADDIE Development Model (Yuliastuti & Soebagyo, 2021)

The research conducted using procedures referring to the ADDIE model. The first stage is Analysis, which is analyzing the need for new development, analyzing the feasibility and requirements of development. In this section, student analysis and material analysis are carried out. Second, Design (Planning), Design is a systematic activity process to design learning media, and stages to create a design for animated video learning media products for fairy tales to help educators in delivering fairy tale lessons in class III of Madrasah Ibtidaiyah. Third, Development (Development), is developing a device for animated video learning media products for fairy tales to foster social care characters and student learning motivation. These results are obtained in calculations from the validation of material, media, and language experts, which are obtained from validators in order to obtain media validity values. The fourth stage is Implementation (Implementation), Implementation is starting to apply animated video products in class III of MIN 1 Klaten in the learning process of student interaction and asking for feedback at the beginning of the evaluation process. By carrying out the learning process using media that has been developed, namely animated videos. Researchers record everything on the observation sheet which is used as a media improvement. Next, the researcher gave a student questionnaire response in this case with the aim of seeing the level of media effectiveness and the fifth stage of Evaluation (evaluation), is the last stage in implementing the ADDIE model to design and develop animated videos. In this case, it aims to ensure that the animated videos developed are

truly appropriate and can be applied and are useful for students and schools.

Data collection in this study uses data collection tools that are in accordance with the objectives of the study. In this study using observation, interviews, documentation, questionnaires, the types of data obtained from the results of this study are quantitative and qualitative data. Quantitative data in the form of calculations of the entire questionnaire response of students as research subjects, while qualitative data in the form of criticism and suggestions from validators and educators regarding the use of animated video learning media for fairy tale students in grade III of Madrasah Ibtidaiyah.

The data analysis technique uses qualitative data analysis, used to analyze data obtained from media experts, material experts and field test subjects, namely students and class teachers in the form of responses, input and suggestions as considerations for improving animated video media products. The data analysis model used in this study is the Milles and Heberman model (Miles et al., 2013). This model is carried out during data collection, and after data collection is complete. The second analysis uses quantitative, this quantitative data is used for the results of the product feasibility test obtained from the assessment questionnaire and in the form of product effectiveness measurement results, researchers will use a quasi-experimental research design or what is known as Quasi Experiment with the type of the nonequivalent pretest-posttest design (Jena et al., 2015).

Product feasibility analysis is carried out by analyzing expert questionnaire data and field test subjects. To analyze product feasibility data, a Likert scale is used with the criteria of feasible or not feasible. Product practicality analysis, this analysis is used to determine the practicality of animated fairy tale video media analyzed using student and educator response data, by matching the average percentage of response values with response categories according to the Likert scale. And finally, Product Effectiveness Data analysis, used to determine the effectiveness of the product developed by applying the experimental design model. In this experimental design, before the researcher carries out the treatment, what needs to be done is to conduct a pre-test (Dinov et al., 2008).

RESULTS AND DISCUSSION

Procedure for Developing Animated Video Learning Media for Fairy Tales in Indonesian Language Learning to Develop Socially Caring Character and

Learning Motivation for Class III Elementary School Students

The main research results of the research and development in the form of animated fairy tale videos to foster socially aware characters and learning motivation of grade III students of elementary madrasahs. This research and development was carried out based on the development procedure according to ADDIE which has been adjusted to the needs of the research. The data from the research and development carried out are as follows:

1. Student analysis

which is done by conducting observations or observations on students regarding the ongoing learning process in class III MIN 1 Klaten where the research took place. The results of the researcher's observations found the need for the use of learning media, especially those that make students interested, so that the development of animated video learning media was carried out to foster the character of caring for society and the learning motivation of class III students. It was found that students need learning media that can motivate students to learn and stimulate their character to care for society, so the existence of appropriate learning media makes the learning process run smoothly and directs students to enjoy learning more. In addition to observations at this analysis stage, the researcher conducted interviews with teachers to obtain information related to the conditions and characteristics of students. In addition, the researcher also conducted interviews with students to obtain overview information in making animated video learning media that are in accordance with what students want. Based on the results of interviews and observations, the researcher obtained information that the characteristics of class III MIN 1 Klaten students are at the concrete operational stage, namely the period when children's activities are focused on real objects or on various events that they have experienced.

This is in line with Piaget's opinion (Babakr et al., 2019), states that at this stage children have understood logical operations with the help of concrete objects, without real objects children at the concrete operational stage still have great difficulty in completing logical tasks. Furthermore, based on the results of interviews and observations, it can also be concluded that students need something new in the learning process, students also need a concrete form in the learning that will be carried out so that they do not only imagine the material without seeing the concrete object because this is in accordance with the characteristics of grade III students. For this reason, media greatly influences the learning process for students. Therefore, researchers try to provide alternative solutions by developing animated fairy tale video

learning media. In developing this video media, researchers present concrete displays in cartoon animations.

2. Educator Analysis

This research was developed from the problems found during the learning process, teachers in delivering lesson materials in class often explain the material through conventional learning, so it is necessary to maximize the learning components, especially media to optimize the learning that is carried out. Based on an interview conducted with one of the class III teachers of MIN 1 Klaten, the researcher obtained information that the teacher actually wanted to use a variety of learning media, but was constrained by several things that limited the teacher such as limited facilities and infrastructure that support the use of media. Therefore, the researcher tried to present an alternative to overcome this problem, the solution that was considered effective was to develop animated video media. In developing this video media, the researcher presented interesting displays in cartoon animations.

3. Material Analysis

Material analysis is carried out by observing core competencies and basic competencies contained in fairy tale material, when determining the material the researcher selects fairy tales that can be developed by integrating examples of attitudes that reflect social concern and achievement of core competencies and basic competencies. Analysis of KI and KD is carried out with the aim of determining the limits of the material to be presented, namely fairy tale material that is associated with social concern attitudes. The final result in the learning process is that students are able to find moral messages in fairy tales and are able to describe messages in fairy tales presented orally or in writing. This analysis is carried out to determine the suitability of the development to be carried out.

At the design stage, the researcher created animated video learning media for fairy tales. The researcher collected design objects, designed learning media, and compiled expert validation sheets (Cahyadi, 2019). The next step after the data is collected is product design. Researchers carry out product design by adjusting the product specifications that have been set starting from determining media selection, format selection, collecting references, making initial designs and making instruments. The design stage is carried out in several stages, namely: media selection, format selection, collecting material references, making initial designs and making instruments.

Next is the development stage, at this stage it produces the final form of animated video development after going through revisions based on input from experts. The steps taken at this stage are as follows: media specifications, module content and module validation. For the specifications for developing animated fairy tale video learning media.

Table 1. Learning Media Development Specifications

No	Description	Information
1	Media forms	Audio Visual
2	Title	Message in the Fairy Tale of the Ant and the Dove
3	Material	Fairytale
4	Creator	Camila Fatah Suroyya
5	Layout Size	16 x 9
6	Animation Types	2 Dimension

The module content, the message in the fairy tale of the ant and the dove is developed with the following content: the video cover is designed attractively so that it can attract interest and arouse the enthusiasm of students to learn the material presented in the learning video. The introduction contains the learning objectives and description of the fairy tale.

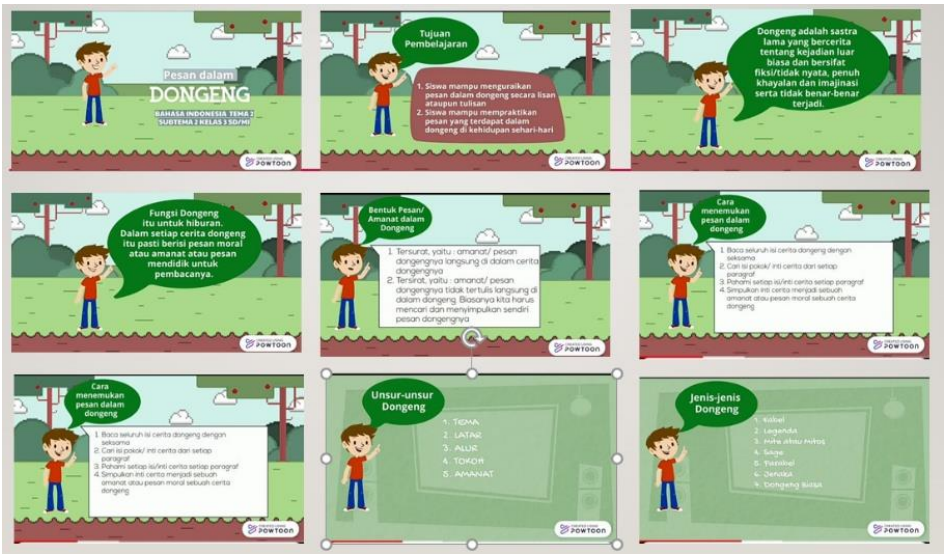

Figure 2. Video Cover and Advance Groups

Next, the core section contains fairy tales, social care attitudes, fairy tales. It is told in the fairy tale that there was an ant who was walking around looking for food on

the edge of the river which then fell into the river and was swept away. Then there was a dove who helped the ant by picking a leaf and dropping the leaf near the ant. So the ant managed to save himself with the help of the leaf and landed on the edge of the river. Not long after, the ant saw a bird hunter trying to approach the dove who had helped him earlier. The ant realized the danger looming over the dove, so the ant bit the hunter's leg until it was in pain. The dove realized the presence of the hunter then flew and saved himself.

Figure 3. Fairy Tale Clip

In the fairy tale, social care is shown through the behavior of the dove and the ant. That is when the dove drops a leaf to the ant to help the ant from being swept away in the river. The social care of the ant can be found when the ant bites the hunter's leg to save the dove from danger.

Figure 4. Social Care Attitude

The closing section contains a summary which functions to help students grasp the core message of the story of the ants and the doves.

Figure 5. Summary

Apart from the summary containing a message or moral, the aim is for students to be able to understand the message or moral from the fairy tale that has been conveyed.

Figure 6. Message or Mandate

The final part of the closing is a conclusion given to make it easier for students to understand the main information that has been conveyed, as seen in the following image.

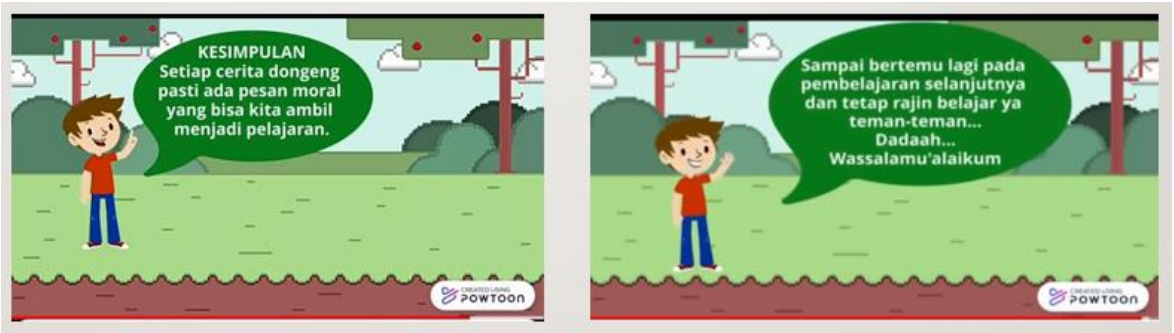

Figure 7. Conclusion

Implementation, at the implementation stage, a product trial was conducted by providing a learning motivation questionnaire, a social care character questionnaire and a response questionnaire to students. This implementation is useful for knowing students' responses to animated fairy tale video learning media products. In this implementation, there are 2 steps, namely small group testing and field group testing.

Small group testing was conducted on 10 students of Madrasah Ibtidaiyah Negeri 1 Klaten who were selected randomly. This small group test was conducted in groups, one group consisting of 3 to 4 people.

The trial was conducted using a laptop and LCD projector provided by the madrasah. The first step, the researcher gave a test related to the motivation to learn the questionnaire, social care character to find out the condition of the students, after that the researcher showed a video animation of a fairy tale for the students to watch. Then after watching the animated fairy tale video, students were invited to reflect on what they got from watching the animated fairy tale video, followed by the researcher distributing a response questionnaire to all students. The field group test was conducted on 25 students of class Madrasah Ibtidaiyah Negeri 1 Klaten. The small group test was carried out as the researcher did in the field group test which was then given a student response questionnaire.

In addition, a response questionnaire was also obtained from educators to see how practical the development of animated fairy tale video learning media was. The trial of the animated fairy tale video learning media was carried out by students of class III Madrasah Ibtidaiyah Negeri 1 Klaten, in the 2022-2023 academic year. Students looked very active and enjoyed learning with animated fairy tale video media. This can be seen from the picture below. Below are images of the implementation of learning using animated fairy tale videos.

Figure 8. Implemetation of Video Animasi

Evaluation is the final stage, at this stage it is related to the benefits of animated fairy tale videos to foster learning motivation and socially aware characters of grade III students of Madrasah Ibtidaiyah. Evaluation is carried out to review whether the resulting module is in accordance with the design and the expected results or not, so that further action can be taken in the form of revisions or not. The evaluation stage is

carried out at every stage of the existing process. Starting from analysis, design, development, to implementation activities.

At the analysis stage, the evaluation is carried out by the supervising lecturer in the form of information, guidance and direction. At the design stage, the evaluation is carried out by the supervising lecturer in the form of suggestions for product improvement. At the development stage, the evaluation is carried out by expert lecturers and peer review in the form of assessments (feasibility tests) and suggestions for improving media products. While at the implementation stage, the evaluation is carried out by educators and students in the form of assessing the attractiveness of the product using a questionnaire (product trial).

The Feasibility of Animated Fairy Tale Video Learning Media in Indonesian Language Learning to Develop Social Awareness Character and Learning Motivation of Class III Elementary School Students

The animated video learning media of fairy tales was assessed and validated by material experts, media experts, and language experts, while also providing suggestions/input. Each validator was tasked with assessing certain aspects of the learning media, such as the relevance of the material (material experts), the quality of the visual presentation (media experts), the appropriateness of the language (language experts), and the use of effective instruments (instrument experts). The assessment was carried out using a Likert scale, with established feasibility indicators. This assessment involved providing input and suggestions to improve the media according to the assessment results of each expert.

The purpose of the assessment and validation process of animated fairy tale video learning media is to determine the feasibility and learning media of animated fairy tale videos from the results of 4 validators (instrument experts, material experts, media experts, and language experts). Suggestions or input from the three validators become material for improving the shortcomings of animated fairy tale video learning media implemented to class III students of Madrasah Ibtidaiyah. Animated fairy tale video learning media is said to be feasible if the validation and assessment results from material experts, media experts, and language experts get an average value of at least feasible.

Based on the suggestions from the validators, the researcher made improvements to the animated fairy tale video media. This revision is important to improve the quality of the media to better suit the learning needs and characteristics of students. After the revision, a small group trial was conducted with a number of

students (10 students in a group) to see the students' initial response to the media. This trial helps to get practical input directly from students. After that, a field group trial (large group test) was conducted on the entire class (25 students of class III of Madrasah Ibtidaiyah), with the aim of obtaining broader data on the practicality and appeal of the media in real classroom conditions.

Based on the assessment of the experts, this media received a very good assessment with an average result of: 94.6% (material expert), 93.3% (media expert), and 96.3% (language expert). This value indicates that the animated fairy tale video media is declared feasible and effective as a learning aid, in accordance with the abstract results which show success in improving the character of social concern and student learning motivation

Effectiveness of Developing Animated Fairy Tale Video Learning Media in Indonesian Language Learning to Develop Social Awareness Character and Learning Motivation of Class III Elementary Madrasah Students

Similar to what the researcher explained previously, to determine the effectiveness of animated fairy tale video learning media in Indonesian language learning to foster socially aware characters and learning motivation of grade III students of Madrasah Ibtidaiyah, the researcher analyzed the data from the pre-test before using animated fairy tale video learning media and the post-test after using animated fairy tale video learning media, then tested paired sample statistics (paired sample t-test). However, before testing the hypothesis, this study conducted an assumption test consisting of a normality test and a homogeneity test. then tested paired sample statistics (paired sample t-test). However, before testing the hypothesis, this study conducted an assumption test consisting of a normality test and a homogeneity test. Based on the results of the data analysis that the researcher conducted to conduct the normality test, the following data were obtained.

1. Normality Test

The normality test is conducted to determine whether the data comes from a normally distributed population or not. The normality test is conducted on two data, namely the pretest and posttest results. The normality test in this study uses the Shapiro-Wilk test via SPSS version 24. The results of the normality test in this study can be seen in the following.

Tabel 2. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test of Social Care Character	.127	28	.200*	.940	28	.110
Post Test of Social Care Character	.128	28	.200*	.955	28	.270

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tabel 3. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation Pre Test	.113	28	.200*	.956	28	.284
Motivation Post Test	.177	28	.024	.951	28	.210

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It is known that the significance value (Sig) for all data in both the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test is >0.05. The decision is taken based on the provisions of the normality hypothesis test, namely if Sig. ≥ 0.05 then *H*0 is accepted which means that the data is normally distributed. Table 22 shows that the Sig. value of the pretest data on social caring character is 0.11 and the posttest on social caring character is 0.27 which means that both data are more than .≥ 0.05. Then in Table 23 it shows that the Sig. value of the pretest data on learning motivation is 0.284 and the posttest on learning motivation is 0.21 which means that both data are more than .≥ 0.05. Thus, both data, both pretest and posttest on social caring character and student learning motivation, are normally distributed.

2. Homogeneity Test

The homogeneity test was conducted to determine whether the two groups have the same variance or not. The homogeneity test was conducted on pretest and posttest data. The results of the homogeneity test in this study can be seen in the following table.

Tabel 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest and Posttest of Social Care Character	Based on Mean	1.178	1	54	.283
	Based on Median	1.166	1	54	.285
	Based on Median and with adjusted df	1.166	1	45.746	.286
	Based on trimmed mean	1.167	1	54	.285

Tabel 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Motivation Pretest and Posttest	Based on Mean	.090	1	54	.765
	Based on Median	.109	1	54	.742
	Based on Median and with adjusted df	.109	1	52.796	.742
	Based on trimmed mean	.095	1	54	.759

The decision was taken based on the provisions of the homogeneity hypothesis test, namely if Sig. ≥ 0.05 means that the data has a homogeneous variant. It is known that the value (Sig) Based on Mean on the social care character is 0.283> 0.05 then Based on Mean on learning motivation is 0.765> 0.05 so that it can be concluded that the data obtained from the pre-test and post-test results of the social care character questionnaire and student learning motivation are the same or homogeneous. Thus, because the research data obtained from the initial and final student learning motivation are normally distributed and homogeneous, the researcher can use the paired sample t-test to analyze the research data.

3. Paired Sample T test

The results of the paired sample t-test calculation were carried out by researchers to see the level of effectiveness of animated fairy tale video learning media in Indonesian language learning to foster social awareness and learning motivation of grade III students using pretest and posttest data with SPSS. This hypothesis test aims to determine the level of effectiveness of animated fairy tale video learning media in

Indonesian language learning to foster social awareness and learning motivation of grade III students. The results of the hypothesis test calculation using the paired sample t-test can be seen in the following table.

Tabel 6. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Social Care Character	52.2500	28	5.74537	1.08577
	Post Test of Social Care Character	81.7143	28	2.01581	.38095

Tabel 7 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	Pre-Test for Social Care Character - Post Test of Social Care Character	-29.4629	6.64152	1.25513	-32.0390	-26.8897	-23.45	27	.000

Tabel 8. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Motivation	34.3214	28	5.16436	.97597
	Post Test Motivation	67.6429	28	4.69999	.88822

Tabel 9. Paired Samples Test

	Paired Differences	t	df	Sig. (2-

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
				Lower	Upper			
Pre Test Motivation - Post Test Motivation	-33.321	5.5789	1.05416	-35.48439	-31.1587	-31.6	27	.000

The output of the paired test results obtained a sig value (2-tiled) of 0.000 <0.05, thus it can be said that H0 is rejected and Ha is accepted. So it can be concluded that there is a difference in the average learning motivation and social care character of students in the use of animated fairy tale video learning media for the pre-test and post-test in class III. It is known that the average value of the social care character of students at the beginning (pre-test) before using animated fairy tale video learning media is 52.25 while the average value of the social care character of students at the end (post-test) after using animated fairy tale video learning media is 81.71.

It is known that the average value of the initial learning motivation of students (pre-test) before using animated video learning media fairy tales is 34.32 while the average value of the final learning motivation of students (post-test) after using animated video learning media fairy tales is 67.64. This means that there is an increase in the character of social care and learning motivation of students. Therefore, in other words, it can be concluded that the development of animated video learning media fairy tales in Indonesian language learning to foster the character of social care and learning motivation of students in grade III of Madrasah Ibtidaiyah is effective in improving the character of social care and learning motivation of students at MIN 1 Klaten. Based on these results, it can be explained that the increase in the character of social care and learning motivation of students who use animated video learning media fairy tales in grade III is presented in the table below.

Tabel 10. Research Findings

No	Factor	Description
1	Attractive Visuals and Audio	Animated fairy tale videos often have visual and audio elements that appeal to children. Bright colors, interesting characters, and fun stories can make children more interested and involved in the learning process.
2	Interactive Material Delivery	Animated videos allow for the delivery of material in a more interactive way. Fairy tales presented in animated form can make the story more lively and easier to understand, so that students can more easily remember and understand the material being taught.
3	Fun Learning	Learning through animated fairy tale videos can make the learning atmosphere more fun and not boring. This can increase students' learning motivation because they feel that learning is something fun.
4	Examples of Positive Characters	In fairy tales, there are often characters who demonstrate positive behavior, such as social care, helping others, and doing good. Through these examples, students can be inspired and motivated to imitate these positive behaviors.
5	Emotional Engagement	Fairy tales often contain moral messages and values that can touch the feelings of students. This emotional involvement can make students more motivated to apply these values in everyday life.
6	Use of Modern Technology	Children today are more familiar with technology. The use of animated video-based learning media can be more easily accepted and accessed by students because it is in accordance with their lifestyle which is familiar with technology.
7	Repetition and Affirmation	Animated videos allow for repetition of material without making students feel bored. This repetition can help students understand and remember the material better.

Table 10 explains the indicators of how animated fairy tale video media improves students' learning motivation and social care character, such as interesting visual and audio elements, interactive material delivery, and emotional involvement. These indicators were collected as a result of the implementation and evaluation process at the Implementation and Evaluation stages in the ADDIE model, and were analyzed in

the effectiveness test through pre-test and post-test. Specifically, the effectiveness section here refers to the real increase measured in students' social care character and learning motivation through significant differences in pre-test and post-test scores.

CONCLUSION

The conclusion of this study states that the development of learning media in the form of animated fairy tale videos in Indonesian language learning has proven effective in fostering socially aware characters and increasing learning motivation of grade III students at Madrasah Ibtidaiyah. Through the ADDIE model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation, the researcher succeeded in creating learning media that was declared feasible by experts. At the Analysis stage, the researcher analyzed student needs and learning materials; the Design stage was used to design appropriate media; the Development stage focused on the development and validation of media by experts; the Implementation stage applied media to grade III students of Madrasah Ibtidaiyah as a trial; and the Evaluation stage to assess the effectiveness of the media and make necessary improvements. The results of the effectiveness test showed a significant increase in the socially aware character and learning motivation of students after using this media. The results of the effectiveness test showed a significant increase in the socially aware character and learning motivation of students after using this media. Animated video media of fairy tales that combine interesting visual and audio elements, interactive delivery, and content rich in moral values, are able to create a fun learning experience and encourage students' emotional involvement. This study shows the potential of animated video media as an innovative alternative in learning in madrasas and can be applied in other schools to achieve character education goals.

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