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Development of Website-Based Animated Learning Media for Instilling Honesty, Discipline, and Responsibility in Second-Grade Elementary School Students

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ABSTRACT

Purpose of the study: This study aims to develop and validate a website-based animated video learning media for grade II elementary school students and to evaluate its effectiveness in enhancing students' understanding and internalization of moral values.

Methodology: This study employed the Research and Development (R&D) method using the ADDIE model. The participants were 29 second-grade students and one Islamic Religious Education teacher at SDN Gudang Kopi 1. Data collection instruments included interviews, observations, documentation, pre-tests, and post-tests. Canva, CapCut, Whisk AI, and Wordwall were used for media development.

Main Findings: The developed website-based interactive animation video media achieved a material expert validation score of 97.5% and a media expert validation score of 100%, indicating very high feasibility. Students' mean scores increased from 75 in the pre-test to 88 in the post-test, with an N-Gain score of 0.52 (moderate category). Positive improvements were observed in students' discipline, politeness, responsibility, and mutual assistance.

Novelty/Originality of this study: This study introduces a website-based learning platform that integrates animated storytelling, educational games, and moral decision-making activities into a single instructional medium. The study extends existing research on animation-based learning by combining interactive multimedia features to support both moral understanding and the application of moral values among elementary school students.

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1. INTRODUCTION

Education is a key element in the development of individual potential and has a significant role in supporting national development through the enhancement of human resource quality [1]. Academic achievement is commonly used as an indicator to assess the effectiveness of the learning process in schools [2]. Various factors contribute to learning achievement, including teaching strategies and the appropriate use of instructional media [3]. One crucial factor in improving learning outcomes is the integration of interactive learning media in classroom practices [4].

In the digital era, education is expected to keep up with technological advancements by adopting innovative learning approaches and media [5]. The use of interactive media in education can make the learning process more engaging and meaningful, enhance student motivation, and increase participation in classroom activities [6]. Previous studies have shown that digital learning tools such as educational videos and game-based learning can positively affect student engagement and academic performance [7].

Nevertheless, moral education in elementary schools is still predominantly delivered through traditional lecture-based methods. This approach is generally teacher-centered and lacks interactivity, making it challenging for students aged 7 to 8 years to grasp abstract moral concepts such as honesty, responsibility, discipline, and cooperation [8]. Consequently, students tend to understand moral values only at a theoretical level without being able to apply them in real-life situations.

Several prior studies have developed animated video-based learning media and reported positive impacts on student motivation and cognitive achievement. For instance, animated video learning has been widely implemented in subjects such as science and language to enhance conceptual understanding [9]. However, most of these studies primarily emphasize cognitive outcomes and do not specifically focus on the internalization of moral values in early-grade elementary students [10]. Moreover, existing studies generally rely on standalone multimedia applications and have not fully incorporated web-based interactive platforms that support continuous and structured learning experiences. In addition, evaluations in previous research are often limited to cognitive aspects, while affective and behavioral changes are rarely assessed. These limitations indicate a research gap in the development of interactive animated media specifically designed for moral education that integrates cognitive improvement and behavioral internalization within a single system.

Based on this gap, this study develops a web-based interactive animated video learning medium for second-grade elementary school students. The urgency of this study stems from the growing need for effective character education strategies that can be integrated into digital learning environments, while existing learning media have not optimally facilitated the development of moral values among elementary school students. The novelty of this research is the development of a web-based interactive animated learning platform that incorporates moral value education and is evaluated through systematic validation and effectiveness testing. In contrast to previous studies that generally focused either on animated learning media or moral education independently, this study integrates both components into a single learning medium and examines its influence on students' cognitive understanding and behavioral application of moral values. The learning media is designed to present moral values such as honesty, discipline, responsibility, and cooperation through contextual storytelling that reflects students' daily experiences [11].

This study is based on Albert Bandura's Social Cognitive Theory, which explains that learning takes place through observation, imitation, and modeling processes [12]. Within this framework, animated characters function as role models that demonstrate moral behaviors, allowing students to observe and emulate positive actions in both school and everyday contexts [13]. Such experiences support the internalization of moral values from observation into actual practice. In addition, Jean Piaget's cognitive development theory suggests that children in the concrete operational stage learn more effectively through visual and contextual representations than through abstract explanations [14]. Therefore, animated video-based media provides an appropriate approach for facilitating students' understanding of moral concepts by connecting visual learning experiences with their cognitive development characteristics.

In conclusion, this study aims to develop and evaluate an interactive animated video-based learning medium that enhances students' understanding of moral values while promoting positive behavior among elementary school students. The findings are expected to contribute to the development of educational media literature and offer practical guidance for teachers in implementing effective character education in elementary schools.

2. RESEARCH METHOD

This study employed a Research and Development (R&D) approach by adapting the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation [15]. The ADDIE model was selected because it provides a systematic framework for developing instructional media that is aligned

with students' learning needs and classroom conditions. The study was conducted at SDN Gudang Kopi 1 and involved 29 second-grade students as participants in the product trial. The selection of second-grade students was based on the cognitive characteristics of lower elementary students who require concrete visual representations to understand abstract moral values [16].

The analysis stage aimed to identify classroom problems, student characteristics, and media needs related to moral learning. Data were collected through participatory observation and structured interviews with two Islamic Religious Education (IRE) teachers who had more than five years of teaching experience in elementary schools. The interviews focused on identifying students' moral behavior problems, difficulties in delivering moral education materials, and the types of learning media needed in classroom instruction. The observation results indicated that students showed limited understanding of moral values when learning activities relied only on textbooks and verbal explanations. Teachers also reported that students were more interested in audio-visual content and interactive learning activities. Based on these findings, the researchers identified the need to develop animation-based learning media integrated with educational games to improve.

At the design stage, the researchers prepared the learning media concept, learning objectives, storyboard design, learning flow, and evaluation instruments. The moral education materials were adjusted to the Islamic Religious Education curriculum for second-grade elementary students, particularly topics related to honesty, respect, discipline, and responsibility. The researchers also designed pre-test and post-test instruments to measure students' moral understanding before and after using the learning media. The test consisted of 15 multiple-choice questions developed based on learning indicators and moral competencies in the curriculum. The questions measured students' ability to recognize positive behavior, distinguish good and bad actions, and apply moral values in daily life situations. In addition, validation sheets for material experts and media experts were developed using a Likert scale ranging from 1 to 5. The material expert validation instrument assessed content accuracy, curriculum relevance, clarity of language, and suitability of moral values. Meanwhile, the media expert validation instrument evaluated visual appearance, animation quality, audio clarity, readability, interactivity, and technical functionality.

The development stage involved producing animation videos and interactive educational games based on the approved storyboard design. Several digital applications were used collaboratively to support product development and validity. Canva was utilized to design visual layouts, characters, backgrounds, and learning illustrations to ensure visual consistency and attractiveness for elementary students. CapCut was used to edit video sequences, synchronize narration with animation, add sound effects, and produce high-resolution MP4 videos with 1080p quality. Whisk AI assisted in generating supporting animation elements and visual assets to enhance the clarity of moral situations presented in the videos. Wordwall was employed to create interactive educational games that reinforced students' understanding through quizzes and matching activities aligned with the learning objectives. The developed product was validated by two material experts and two media experts. The material experts consisted of university lecturers in Islamic Religious Education with expertise in moral education content, while the media experts were lecturers in educational technology with experience in instructional media development. The validation process aimed to determine the feasibility, relevance, and effectiveness of the developed media before classroom implementation. The validity of the instruments was examined through expert judgment to ensure that each item accurately represented the intended indicators. Instrument reliability was tested using Cronbach's Alpha coefficient. The reliability results showed that the validation instruments had an Alpha coefficient greater than 0.70, indicating that the instruments were reliable and suitable for research purposes.

The implementation stage was conducted in a second-grade classroom involving 29 students. Before using the developed media, students completed a pre-test to measure their initial understanding of moral values. The learning process was then carried out using animation videos and interactive educational games developed during the previous stages. During the implementation process, the teacher guided students through discussions related to the moral messages presented in the videos and educational games. Students actively participated in answering questions, responding to moral situations, and completing game-based learning activities. After the learning activities were completed, students were given a post-test using the same indicators as the pre-test to evaluate changes in students' moral understanding.

The evaluation stage aimed to assess the effectiveness and feasibility of the developed learning media. Evaluation was conducted through expert validation results, classroom observations, student responses, and pre-test and post-test scores. The improvement in students' learning outcomes was calculated using the normalized gain formula as follows:

$$\text{N-Gain}=\frac{Posttest-Pretest}{Maximum\ Skor-Pretest}$$

The quantitative data were analyzed using the N-Gain formula to measure the improvement in students' moral understanding between the pre-test and post-test scores. The obtained N-Gain values were then classified into three categories: high ($g > 0.70$), medium ($0.30 \leq g \leq 0.70$), and low ($g < 0.30$), to determine the effectiveness of the developed learning media. Descriptive statistical analysis, including mean scores and percentage improvements, was also employed to summarize students' learning outcomes. Meanwhile, qualitative data obtained from classroom observations and interviews were analyzed using descriptive qualitative analysis, which

involved data reduction, data presentation, and conclusion drawing. The qualitative findings were used to provide deeper insights and support the interpretation of the quantitative results regarding students' understanding and application of moral values.

3. RESULTS AND DISCUSSION

The results of this study are presented based on data collected through observations, interviews, documentation, expert validation, and pre-test and post-test assessments. The findings focus on the development and implementation of a website-based learning media containing interactive animated videos aimed at instilling moral values in second-grade elementary school students [17]. The presentation of the findings follows the stages of the ADDIE development model, namely Analysis, Design, Development, Implementation, and Evaluation. In addition to describing the findings, this section also discusses the relationship between the research results, learning theories, and previous studies to strengthen the scientific contribution of the research.

3.1. Analysis

The analysis stage was conducted through classroom observations and structured interviews with two Islamic Religious Education (IRE) teachers at SDN Gudang Kopi 1. The findings revealed that moral education learning activities had not been implemented optimally because teachers still relied on textbooks and verbal explanations. As a result, students tended to lose focus easily and had difficulty understanding abstract moral concepts [18].

The observation results also showed that second-grade students preferred learning activities involving visual and interactive elements. Students became more active when the teacher used media related to real-life situations. This finding is consistent with Piaget's theory, which explains that elementary school students at the concrete operational stage understand concepts more effectively through concrete objects, visual illustrations, and contextual experiences [19].

Based on these findings, the researchers identified the need for technology-based learning media capable of combining visual, audio, and interactive elements [20]. The moral values emphasized in the developed media include honesty, discipline, responsibility, mutual assistance, and respect toward parents . These values were selected because they frequently appear in students' daily social interactions and are essential components of character education [21]. Previous studies also indicate that moral education at the elementary level should integrate cognitive understanding with behavioral habituation in everyday life [22].

Compared with conventional teaching methods, website-based media provide broader learning opportunities because students can access learning materials repeatedly both inside and outside the classroom. This flexibility becomes one of the main advantages of website-based learning media in strengthening students' moral understanding.

3.2. Design

Based on the analysis results, the researchers designed a website-based learning media containing interactive animated videos integrated with educational games. The design stage began with preparing storyboards consisting of storylines, characters, dialogues, moral conflicts, and solutions reflecting positive behaviors such as honesty, discipline, and responsibility [23]. The stories were intentionally adapted to situations commonly experienced by elementary school students, such as helping friends, telling the truth, respecting teachers, and obeying parents. This contextual approach was intended to make students more easily connect the learning materials with their daily experiences.

Several digital applications contributed specifically to the product development process. Canva was used to create visual layouts, character illustrations, and website interfaces suitable for elementary school students. CapCut was utilized for video editing, audio synchronization, narration, transitions, and animation sequencing to improve learning quality. Whisk AI assisted in generating animation assets and developing visual scenes relevant to students' daily moral situations. Meanwhile, Wordwall was integrated into the website to provide interactive educational games that strengthened students' understanding through quizzes and matching activities.

The integration of website technology with animation and interactive games represents the novelty of this study [24]. Previous studies generally focused only on animated videos without integrating web accessibility. In this research, students not only watched animations but also interacted directly with the learning media through educational games and moral decision simulations.

3.3. Development

The development stage involved transforming the storyboard and media design into a complete website-based learning product. The developed website consisted of learning materials, animated moral education videos, interactive games, and evaluation activities. After the product was completed, expert validation was conducted to determine the feasibility of the media before classroom implementation. The validation process involved two material experts and two media experts. The material experts evaluated curriculum relevance, clarity of moral

values, language suitability, and learning objective alignment. The media experts assessed interface design, animation quality, audio clarity, interactivity, navigation, and technical functionality.

Table 1. Expert Validation Results

Validation Aspect	Indicators Assessed	Percentage (%)	Category
Material Validation	Content relevance, moral value accuracy, language clarity, curriculum suitability	97,5%	Very Feasible
Media Validation	Visual quality, animation audio clarity, usability	100%	Very Feasible

The high validation scores indicate that the developed media fulfilled both pedagogical and technical requirements. Material experts emphasized that the animated stories represented moral situations closely related to students' daily lives, making moral messages easier to understand. Media experts also highlighted that the interactive website design increased students' engagement and learning motivation.

These findings support Bandura's social learning theory, which explains that children learn behaviors through observation, imitation, and interaction with observed models [25]. In this study, animated characters acted as behavioral models demonstrating honesty, discipline, responsibility, and mutual assistance. Students not only observed the characters' behavior but also participated in selecting moral actions within the interactive activities. This process strengthens observational learning and behavioral imitation among students [26]. Compared with ordinary animated videos, the website-based system in this study provides additional advantages because students can interact directly with the learning content. Conventional animated media generally position students only as passive viewers, whereas the developed website encourages active participation through games [27].

3.4. Implementation

The implementation stage was conducted with 29 second-grade students at SDN Gudang Kopi 1. Before using the learning media, students completed a pre-test to measure their initial understanding of moral values. During the learning activities, students watched animated videos, interacted with website features, and completed educational games related to moral situations.

Classroom observations showed that students demonstrated high enthusiasm during the learning process. Students actively discussed the moral situations presented in the animations and participated in choosing positive actions for the story characters. Several behavioral changes were also observed during classroom activities.

The effectiveness of the learning media was analyzed through pre-test and post-test results. The average pre-test score was 75, indicating that students had preliminary knowledge regarding moral values. After using the website-based learning media, the average post-test score increased to 88. Statistical analysis using the N-Gain formula showed a gain score of 0.52, categorized as a moderate improvement level. These findings indicate that the developed media contributed positively to improving students' understanding of moral values.

Table 2. Student learning Outcomes

Variable	Number of Students	Average Score	Percentage (%)
Pre-test	29	75	67.75%
Post-test	29	88	93.75%
N-Gain	29	0.52	Moderate Improvement

The increase in post-test scores demonstrates that website-based animated learning media are effective in improving students' moral understanding. The integration of visual, audio, and interactive components enables students to understand abstract moral concepts more concretely and contextually.

3.5. Evaluation

The evaluation stage aimed to measure the effectiveness, practicality, and educational contribution of the developed media. The findings indicate that the website-based interactive animated video media successfully improved both students' cognitive understanding and observable moral behavior [28]. From a theoretical perspective, the findings strongly support Piaget's cognitive development theory. Elementary school students at the concrete operational stage understand concepts more effectively when learning materials are presented through concrete visual experiences and contextual situations [29]. The use of animations, stories, and interactive activities enabled students to connect abstract moral concepts with real-life experiences.

The findings also strengthen Bandura's social learning theory because students learned moral behaviors through observing animated characters and imitating positive actions demonstrated in the learning activities. However, this study extends previous findings by showing that website-based interactive media are more effective

than ordinary animated videos because they encourage active student participation rather than passive observation alone.

Compared with previous studies focusing only on animation-based learning, this research contributes a more comprehensive learning model by integrating websites, interactive decision-making activities, educational games, and moral simulations into one platform. This integration allows students to access learning materials flexibly while increasing engagement and participation during the learning process.

The novelty of this study lies in the combination of web accessibility, animated storytelling, and interactive moral learning activities specifically designed for elementary school students. This integrated approach not only improves students' understanding of moral concepts but also encourages the practical application of positive behaviors in daily life. Overall, the findings demonstrate that website-based interactive animated learning media provide significant advantages compared with conventional teaching methods and ordinary animated media. The developed media create a more engaging, contextual, interactive, and student-centered learning environment, making moral education learning more meaningful and effective for elementary school students [30].

4. CONCLUSION

This research concludes that creating web-based interactive animated videos is beneficial for teaching moral values to second-grade elementary students. The product was created through a series of organized steps, including assessing needs, designing a storyboard, development, and validation by experts. It was determined to be suitable in both content and delivery. The media offers captivating, visual, and context-rich educational experiences that assist students in grasping and embracing moral values such as honesty, discipline, responsibility, and cooperation. The results suggest that the media not only enhances students' understanding, as evidenced by a rise of roughly 13–20% in learning outcomes from pre-test to post-test scores, but also fosters positive behavior changes in their everyday school interactions. This indicates that interactive animated videos play a role in both the cognitive and emotional aspects of moral education, aligning with Social Cognitive Theory and constructivist learning approaches. In practical application, this media can act as a creative teaching resource that enables educators to present character education in an engaging and relevant manner. It also offers schools a varied learning resource that effectively incorporates technology into moral instruction.Nonetheless, this study has limitations due to its small sample size and focus on a single school, which may affect the ability to generalize the results. Future studies should consider a larger and more varied participant group, as well as investigate the long-term effects of animated media on the development of students' moral behaviors across different educational environments.

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