

Animated Video Media for Character Education in Elementary Schools: Analysis of Needs and Perceptions of Canva as a Learning Media

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Abstract

This study aims to explore teachers' and students' perceptions and needs regarding the use of Canva-assisted animated video media in Pancasila Education at elementary schools, particularly in fostering honesty values. A quantitative descriptive approach was employed using closed questionnaires and classroom observations involving three teachers and forty-three second-grade students in Boyolali. The questionnaire covered five indicators: material relevance, media effectiveness, learning style alignment, potential for fostering honesty, and technological accessibility. Data were analyzed descriptively through frequency, percentage, mean, and standard deviation. Results indicated a high level of need across all five factors, with an overall average of 89.5%. Classroom observations also revealed the limitations of traditional approaches in effectively instilling character values. The findings highlight the importance of innovative, engaging learning media suited to students' characteristics. Canva-assisted animated videos are viewed as effective tools for enhancing character education, particularly honesty, while being pedagogically and technologically relevant.

Keywords: *animation media, character education, Canva, honesty, elementary school*

Abstrak

Penelitian ini bertujuan mengetahui persepsi dan kebutuhan guru serta siswa terhadap penggunaan video animasi berbantuan Canva dalam pembelajaran Pendidikan Pancasila di sekolah dasar untuk menumbuhkan nilai kejujuran. Pendekatan deskriptif kuantitatif digunakan dengan kuesioner tertutup dan observasi yang melibatkan tiga guru dan 43 siswa kelas II di Boyolali. Instrumen penelitian mencakup lima indikator: kesesuaian materi, efektivitas media, keselarasan gaya belajar, potensi menumbuhkan kejujuran, dan aksesibilitas teknologi. Data dianalisis secara deskriptif melalui frekuensi, persentase, rata-rata, dan simpangan baku. Hasil menunjukkan tingkat kebutuhan tinggi pada kelima faktor dengan rata-rata 89,5%. Observasi juga mengungkap kelemahan pendekatan tradisional dalam menanamkan nilai karakter. Penelitian menegaskan pentingnya media pembelajaran inovatif yang menarik dan sesuai karakteristik siswa. Video animasi berbantuan Canva dinilai efektif untuk memperkuat pendidikan karakter, khususnya kejujuran, sekaligus relevan secara pedagogis dan teknologi.

Kata kunci: *media animasi, pendidikan karakter, Canva, kejujuran, sekolah dasar*



INTRODUCTION

Character education constitutes a fundamental component of the elementary school curriculum in Indonesia, with Pancasila Education serving as the primary vehicle for imparting essential qualities such as honesty, accountability, and integrity. Instilling the value of honesty from a young age is crucial for the development of personal ethics and contributes to the establishment of a just and harmonious society (Widyani et al., 2024). Conventional methods employed thus far, including lectures, verbal guidance, and moral storytelling, are deemed less helpful in truly internalizing character ideals in elementary school kids (Syahril et al., 2022). These strategies are predominantly unidirectional and fail to align with the learning attributes of early childhood pupils, who necessitate contextual, tangible, and engaging educational experiences.

Elementary school pupils typically exhibit a predominant visual-auditory learning style and significantly benefit from interactive and visual pedagogical methods. In practice, educators frequently struggle to present character education content in a manner that sustains students' attention and ongoing involvement (Noviyanti & Ulfiandi, 2024). This difficulty is worsened by the disparity between curriculum design and actual classroom learning, as educators have not yet effectively tailored teaching tactics to accommodate students' learning styles (Budiarto, Rahman, et al., 2024). Consequently, a novel method is required that not only aligns educational materials with students' real-life contexts but also promotes the internalization of values through significant learning experiences.

A promising strategic alternative is the utilization of animated video media as an educational tool. Numerous research indicate that animated films enhance word comprehension in EFL learners (Minalla, 2024), bolster understanding of science (Hapsari et al., 2019), and elevate enthusiasm to learn English (Laksmi et al., 2021). This medium has been effectively utilized in health education (M. Muktiarni et al., 2023), sports tactics instruction, and badminton technique training inside physical education (Aryanti et al., 2020). Animated movies have been demonstrated to facilitate foreign language acquisition and enhance student engagement in higher education within the realm of digital learning (Hidayat et al., 2022). In the local context, the prospects for advancing this media are significantly enhanced by the availability of design applications like Canva, which enable educators and media developers to effortlessly produce educational animated videos accessible on Android devices frequently owned by students and teachers both at home and in school. This media is anticipated to fulfill the demand for engaging and effective character value education that aligns with technological advancements and the learning traits of primary school pupils. Consequently, the creation of animated video content with Canva presents a viable alternative to reconcile traditional methods with the demand for contextual and contemporary character education.

Numerous studies indicate that animated video media significantly enhances the learning outcomes and motivation of primary school children. Animated videos utilizing motion graphics have demonstrated efficacy in enhancing learning outcomes in science (Hapsari et al., 2019), facilitating thematic education, and proving effective in health education (M. Muktiarni et al., 2023) as well as in English language acquisition for children (Laksmi et al., 2021). Animated videos have been utilized in character education to enhance positive student conduct in online learning (Subur et al., 2024). Nevertheless, the majority of these research primarily concentrate on the efficacy of media concerning cognitive or motivational learning outcomes, and have yet to thoroughly investigate the dimensions of user requirements and views about character development media in primary education.

Moreover, while Canva has started to be employed in education for visual design purposes (Poerna Wardhanie et al., 2021), research regarding its application as a

platform for creating animated videos to teach Pancasila ideals, particularly honesty, at the elementary school level remains scarce. No research has been identified that systematically assesses the genuine requirements of educators and learners for this type of media, despite its significance as a foundation for developing contextual and suitable media. This gap underpins the necessity of this study to identify and assess users' views and actual demands regarding animated video media as a pedagogically and technologically pertinent character learning innovation. This work theoretically enhances the field of character education by employing a digital media strategy informed by user perceptions and requirements. Emphasizing the significance of honesty within the framework of Pancasila Education at the basic level facilitates the creation of educational material that addresses cognitive dimensions while also fostering emotive comprehension through contextual learning experiences. This aligns with Miftah's perspective, which underscores the necessity for learning methodologies that effectively convey character values in pertinent and significant formats (Miftah, 2023). This study provides a preliminary conceptual framework for the creation of technology-based educational media, considering the predominance of visual-audio learning styles among elementary school students and the necessity for engaging and readily accessible learning resources (Rahayu, 2024).

The integration of character education, particularly honesty, within Pancasila Education in Indonesian elementary schools faces significant challenges due to the limitations of traditional teaching methods, which often lack engagement and contextual relevance for young learners. While animated video media has proven effective in enhancing cognitive and motivational outcomes across various subjects (Hapsari et al., 2019), there is a critical gap in understanding teachers' and students' needs and perceptions regarding such media for character development, especially using accessible platforms like Canva. This absence of systematic research hinders the development of pedagogically sound and technologically relevant tools tailored to primary students' visual-auditory learning preferences. Given the national emphasis on Pancasila values to foster ethical citizens, this study is urgently needed to bridge this gap by empirically assessing user demands, thereby informing the creation of innovative, contextually aligned digital media to enhance honesty education effectively (Miftah, 2023).

This study's findings offer empirical evidence that teachers and primary schools can use to select and develop character education programs that are more responsive to students' needs. For media developers, these findings serve as a crucial foundation for designing animated video content with Canva, taking into account material appropriateness, message delivery efficacy, and the accessibility of technology that has demonstrated support for students' learning processes (Hapsari et al., 2019; Laksmi et al., 2021). This study seeks to: 1) ascertain the perceptions of educators and students concerning the utilization of Canva-assisted animated video media in Pancasila Education to cultivate and enhance honesty in elementary school students; and 2) evaluate the necessity for the development of Canva-assisted animated video media as an innovative alternative to support character education in elementary schools.

METHOD

This study employs a descriptive quantitative methodology to ascertain the perspectives and requirements of educators and students regarding Canva-assisted animated video media in fostering integrity within Pancasila Education instruction (Smith, 2023). This methodology was selected as it effectively describes phenomena objectively without interference and offers an empirical foundation for the creation of pertinent educational material. This study was performed at an elementary school in the Mojosongo District of Boyolali Regency. The research participants were three Pancasila Education instructors and 43 students from grades II, chosen through a purposive

sampling method (Baxter & Jack, 2015; Coburn, 2015). This selection was predicated on the subjects' active engagement in acquiring character values, particularly those pertaining to honesty. The rationale for employing purposive sampling is to acquire information from pertinent respondents possessing direct experience with the context under investigation. Educators were selected for their role as value facilitators in education, whereas affluent students exemplify a more advanced level of moral development and possess the capacity for critical reflection on their learning experiences.

The data in this study were collected using two main instruments. First, a closed questionnaire addressed to teachers and students to measure perceptions and needs for animated video-based learning media assisted by Canva (Maydiantoro, 2021). The questionnaire was compiled based on indicators including: suitability of the material, media effectiveness, relevance to learning styles, potential in instilling honest attitudes, and ease of access to technology (especially Android devices and the use of Canva). Next, structured observation was used as supporting data to capture real practices of instilling honest attitudes in Pancasila Education learning in the classroom (Sofaer, 2002). Observations were conducted to complement and strengthen quantitative data from the questionnaire.

Table 1. Grid of Perception and Needs Questionnaire Instrument

No	Aspects	Indicators	Number of Items
1	Material Suitability	Suitability of animated video content with Pancasila Education material	4
2	Media Effectiveness	Attractiveness, understanding, and interactivity of media	5
3	Learning Style	Suitability of media with students' visual and audio learning preferences	3
4	Instilling an Honest Attitude	Ability of media to facilitate honest values and behavior	4
5	Technology Access	Ease of use of Canva and devices (Android) in learning	4
Total			20

Adaptation from research (Budiarto, Gunarhadi, et al., 2024; Zainil et al., 2024)

The content validity assessment was performed with Aiken's V formula and included five experts in material, media, language, and character. The results indicated that all instrument items possessed an index over 0.80, signifying high validity. The reliability assessment with Cronbach's Alpha yielded an α value of 0.87, surpassing the minimum threshold of 0.70, thereby confirming the instrument's dependability. Data analysis was conducted using descriptive quantitative methods, including frequency, percentage, mean, and standard deviation. The following is table 2 which contains the categorization or classification of media needs based on the distributed questionnaire.

Table 2. Criteria for Categorizing Needs for Canva-Assisted Animated Video Media

Category	Percentage Range	Description
Low Needs	0–60%	Low
Moderate Needs	61–80%	Moderate
High Needs	81–100%	High

RESULT AND DISCUSSION

This study encompassed two sets of participants: teachers and students, who were directly engaged in the Pancasila Education learning process at the primary school level.

The initial group of three educators who instructed Pancasila Education for grades II. These educators were chosen due to their active engagement in imparting character values, particularly in fostering an honest disposition through educational activities. The second group had 43 kids from grades II. The student selection was conducted through purposive sampling, considering the representation of middle school age and active participation in the learning process.

Based on the questionnaire completed by 43 students and 3 teachers, the average need for Canva-assisted animated video media was 86.3%, indicating a high level of necessity (Schaddelee & McConnell, 2018). This indicates that the media is deemed viable for development. The interpretation of needs pertains to the classification category illustrated in Table 3 below.

Table 3. Percentage of Need for Canva Animated Video Media

No	Respondents	Number of Respondents	Percentage of Needs	Category
1	Students	43	85,6%	High
2	Teachers	3	92,0%	High
	Total average	46	86,3%	High

Table 4. Questionnaire Analysis Results Based on Statements per Aspect

No	Aspects	Statement/Item	Number of Items	"Yes"	Percentage (%)	Category
1	Material Suitability	Material according to curriculum; Helps understand honest values; Relevant content; Values are explained explicitly.	4	148	86.0	High
2	Media Effectiveness	Interesting videos; Easy to understand; Clear illustrations; Dynamic visuals; Explanatory narration available.	5	200	93.0	High
3	Learning Style	Learning with pictures; Sound helps; Comfortable with audio-visual media.	3	116	89.9	High
4	Instilling an Honest Attitude	Real examples of honesty; Encourages honesty; Everyday situations; Subtle instillation of values.	4	152	88.4	High
5	Technology Accessibility	Easy to access via cellphone; Does not require heavy applications; Canva is easy to use; Can be replayed at home.	4	155	90.1	High

The analysis results indicate that the five examined features have percentages over 80%, continuously falling under the "high" group. This indicates a favorable perception and a significant demand among students for the use of animated video media in Pancasila Education, particularly for reinforcing the principle of honesty. The dimension of media efficacy received the highest rating (93.0%), signifying that students see animated videos as engaging, comprehensible, and visually instructive. The

dimension of technological accessibility (90.1%) indicates that Android-based Canva media is readily accessible and user-friendly in both educational and domestic settings, underscoring the significance of considering technological affordability in digital media design.

The fit to learning styles (89.9%) and the promotion of an honest attitude (88.4%) demonstrate that the media is not only acceptable in visual-audio format but also successful in imparting character values through pertinent concrete examples. Simultaneously, the dimension of material appropriateness (86.0%) suggests that the video content aligns with the curriculum and academic requirements. The average percentage of student demands was 89.5%, indicating that Canva-assisted animated video media is essential for facilitating interactive, contextual, and student-desired character learning. This discovery immediately addresses the second research objective concerning the necessity to create character value educational media.

Table 5. Recapitulation of Media Development Needs

No	Aspects	Percentage (%)	Category
1	Material Suitability	86,0	High
2	Media Effectiveness	93,0	High
3	Learning Style	89,9	High
4	Instilling an Honest Attitude	88,4	High
5	Technology Accessibility	90,1	High
	Total Average	89,5	High

Observations were carried out on three Pancasila Education instructors to examine the implementation of honesty values without the aid of animated video media. The findings indicated that the three educators predominantly employed traditional methods, including oral narratives, the integration of moral lessons during instruction, and the reinforcement of values in classroom dialogues. The initial educator underscored the significance of honesty by verbal narration, the subsequent instructor integrated moral norms implicitly without visual aids, whilst the third educator endeavored to connect the values of honesty to students' experiences, although in a unidirectional and monotonous manner. No utilization of animated material, videos, or digital gadgets was seen during the learning process. The trio also recognized temporal and media constraints as impediments to presenting content in an engaging and contextual manner. These findings corroborate the questionnaire results, indicating a significant need for interactive and pertinent learning media among teachers and students.

The study's results demonstrate that both educators and learners possess favorable attitudes of Canva-assisted animated video media in Pancasila Education, particularly with the promotion of honesty ideals. All evaluated factors fall under the high-need category, yielding an overall average of 89.5%. The constraints of traditional educational methods in the classroom underscore the necessity for the creation of visually appealing and readily accessible material. Consequently, the two research objectives have been experimentally addressed, establishing a robust foundation for novel initiatives in the development of character education media in elementary schools.

The study's results indicated that both educators and learners held highly favorable views of the utilization of Canva-assisted animated video media in Pancasila Education, particularly in fostering the value of honesty. All measured dimensions of perception were rated highly, showing that the medium was regarded as relevant, engaging, and appropriate for character education in elementary schools. This discovery aligns with Mayer's multimodal learning theory, which underscores the significance of combining verbal and visual information to enhance conceptual comprehension.

Recent studies empirically demonstrate the efficacy of animated movies in elementary teaching. Animated videos have demonstrated efficacy in enhancing comprehension of scientific concepts (Hapsari et al., 2019), fostering student motivation in thematic learning (Sri Utaminingsih et al., 2024), augmenting foreign language vocabulary (Muftah, 2023), cultivating analytical thinking skills (Kwangmuang et al., 2024), and facilitating understanding of future innovations (Albaw et al., 2022). In the realm of character education, movies imbued with educational ideals have demonstrated the capacity to foster positive behavior and enhance student engagement in online learning (Subur et al., 2024). Furthermore, initiatives include cross-level collaboration, co-teaching with character education coordinators, and community-based strategies have enhanced the incorporation of character values into the elementary school curriculum (Ciampa & Wolfe, 2021). The alignment of media with students' learning preferences further enhances this favorable image. Despite inconsistent findings in research on learning styles, the majority of elementary school pupils exhibit visual and auditory preferences. This endorses the utilization of animated video media that conveys material via dynamic visuals, audio, and cohesive narration. While certain studies indicate no direct correlation between learning styles and academic performance (Aboregela, 2023; Aslaksen & Lorås, 2019), it is crucial to adopt learning strategies that acknowledge the variety of learning styles to foster an inclusive educational environment (Fahim et al., 2021; Gangadharan et al., 2025).

The research findings indicate that the need for Canva-assisted animated video material in Pancasila Education is categorized as strong across all evaluated elements. This significant need can be elucidated through five primary elements pertinent to student characteristics, curriculum requirements, and prevailing technological conditions. The element of material compatibility indicates that students and teachers evaluate animated video materials as pertinent to the Pancasila Education curriculum. Videos are deemed proficient at conveying the intrinsic value of honesty both expressly and contextually. Pancasila Education is significant since it prioritizes the absorption of ideals via a substantive and tangible methodology. Secondly, regarding media efficacy, animated videos are deemed useful in enhancing student engagement and comprehension. Media including dynamic images, engaging storytelling, and compelling visuals offer a more immersive educational experience. This aligns with the findings of Al-Rahmi et al. (2023) and Astuti et al. (2024), which demonstrate that the incorporation of digital technology enhances student involvement and learning satisfaction.

Embedding values through video has demonstrated an enhancement in students' emotional engagement and affective conduct (Subur et al., 2024). The feature of technological access indicates that media created with Canva and accessible on Android devices aligns with the contemporary digital landscape of pupils. Prior research indicates that the efficacy of digital media implementation is significantly affected by accessibility and the appropriateness of technology for the user's context (Große-Heilmann et al., 2022). Despite the challenges associated with the implementation of digital media, including the necessity for a suitable pedagogical strategy and an awareness of diverse learning styles (Nurmalisa et al., 2023; Zainil et al., 2024), the findings of this study affirm that animated videos possess significant potential as effective and pertinent character education media for elementary school students.

Observations of pedagogical activities in three classes indicate that educators continue to impart ideals of honesty through traditional methods, including direct counsel, oral transmission of moral narratives, and verbal reinforcement of character principles. This strategy, while normatively pertinent, is limited by the absence of emotional and contextual engagement from pupils. Educators often employ unidirectional techniques without the aid of media that might illustrate authentic scenarios or comprehensive social simulations. This discovery suggests that oral and narrative techniques are ineffective for internalizing character ideals, particularly for elementary school-aged students who

predominantly favor visual-auditory learning and necessitate tangible learning experiences. In this setting, Kolb's experiential learning theory is highly pertinent. Kolb's paradigm underscores the significance of learning via direct experience, critical reflection, abstract conceptualization, and active application. According to the studies conducted by Arakawa & Anme (2020), Devi & Thendral (2023), and Lane & Grape (2024), experiential learning enhances students' comprehension, engagement, and motivation across diverse contexts, such as social, technological, and health education.

Bandura's social learning theory also emphasizes modeling and vicarious learning. Internalizing character requires students to observe and emulate honest behavior in real life. Verbal and abstract learning prevents pupils from building meaning through observation and social identification. (Legg (2023) demonstrated that the observational strategy closed the post-pandemic learning gap. The questionnaire found a significant desire for interactive and contextual learning media, which matches these observations. Thus, the limits of standard learning approaches highlight the need for animated video media based on real events and character visualizations to improve primary school value education. This study found that primary school teachers and students need Canva-assisted animated video media to teach honesty. These findings suggest media should be contextual, accessible, and tailored to students' learning styles. These findings suggest that teachers should use digital media to help students internalize character values, media developers should focus on material integration, visual appeal, and ease of use, and policymakers should prioritize learning media innovation in character education. This study is restricted by its geographically constrained sample and lack of media use impact measurements.

CONCLUSIONS

The study's results indicate that both instructors and students exhibited favorable perceptions and significant demand for Canva-assisted animated video media in teaching the concept of honesty within Pancasila Education at the primary level. The five primary aspects such as material compatibility, media efficacy, learning style, potential for fostering integrity, and technological accessibility are all rated highly, underscoring the need and significance of producing contextual and digital learning media. In this context, additional research is advised to advance to the development and testing phase of media informed by these findings, encompassing the quantitative and qualitative assessment of the media's impact on students' comprehension and attitudes, as well as broadening the respondent pool across diverse educational backgrounds to achieve more extensive generalizations

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