Need Analysis of Teachers for Adobe Animate-Based Instructional Media in Elementary Schools

Timbul Sasongko, Sri Marmoah, Moh Salimi

Universitas Sebelas Maret
marmuah@staff.uns.ac.id

Article History
accepted 1/2/2026 approved 1/3/2026 published 31/3/2026

Abstract
The learning carried out by teachers is still monotonous, because they do not use media and communication during the learning process between teachers and students is only one way, there is no reciprocal communication. This study aims to determine the needs of teachers in Cluster 02 for Adobe Animate-based learning media in the teaching and learning process. The research method uses qualitative. The research subjects are teachers in Cluster 02. The sampling technique uses total sampling with a total of 41 peoples. The instruments are questionnaires and interviews. The analysis data technique is descriptive and the percentage of each data and qualitative. The results of the study show that the need for Adobe Animate-based learning media in Cluster 02 is classified as high, where in detail: (1) School needs are in the high category. (2) Teacher needs are in the high category. (3) Student needs are also in the high category. Analysis of needs in the aspects of schools, teachers, and students as a whole is in the high category. Adobe Animate-based learning media is highly needed to support a more effective, engaging, and well-aligned learning process with the needs of schools, teachers, and students.
Keywords: *learning media, adobe animate, elementary school teachers*

Abstrak
Pembelajaran yang dilakukan guru masih bersifat monoton, karena belum menggunakan media serta komunikasi saat proses pembelajaran antara guru dan siswa hanya satu arah belum terjadi komunikasi timbal balik. Penelitian ini bertujuan mengetahui kebutuhan guru Gugus 02 terhadap media pembelajaran berbasis *Adobe Animate* dalam proses belajar mengajar. Metode penelitian menggunakan kualitatif. Subjek penelitian adalah guru Gugus 02. Teknik sampling menggunakan *totally sampling* dengan jumlah 41 orang. Instrumen berupa angket dan wawancara. Teknik analisis data dengan deskriptif dan presentase masing-masing data serta kualitatif. Hasil penelitian menunjukkan kebutuhan terhadap media pembelajaran berbasis *Adobe Animate* di Gugus 02 tergolong tinggi, di mana secara rinci: (1) Kebutuhan Sekolah berada pada kategori tinggi. (2) Kebutuhan Guru berada pada kategori tinggi. (3) Kebutuhan Siswa juga berada pada kategori tinggi. Analisis kebutuhan pada aspek sekolah, guru, dan siswa secara keseluruhan berada dalam kategori yang tinggi. Media pembelajaran berbasis *Adobe Animate* sangat dibutuhkan untuk mendukung proses pembelajaran yang lebih efektif, menarik, dan sesuai dengan kebutuhan sekolah, guru, serta siswa.
Kata kunci: media pembelajaran, *adobe animate*, guru SD

Social, Humanities, and Education Studies (SHEs): Conference Series p-ISSN 2620-9284
https://jurnal.uns.ac.id/shes e-ISSN 2620-9292

INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states in one of its articles that education aims to actively develop students' potential. In practice, the learning process in elementary schools still faces various challenges, particularly regarding the use of learning media capable of optimally supporting student engagement and understanding. The rapid development of human civilization has led to a shift in the orientation of children's education, including at the elementary level. In today's technologically evolved and scientifically advanced society, education is not a luxury exclusive to some privileged class (Sinha, 2023).

The process of globalization is an inevitable reality that has had a significant impact on the education sector in Indonesia. Advances in science and technology particularly information and communication technology have necessitated a transformation in the education and learning processes. Various efforts to improve the quality of learning are continuously being undertaken, one of which is the implementation of the Merdeka Curriculum, which emphasizes interactive, inspiring, enjoyable, and challenging learning, while also encouraging active student participation and independence. In the modern world, the demand for personalized and efficient educational resources has increased significantly (Ravikumar et al., 2024).

Learning that utilizes interactive media must be engaging, given the urgency of teachers' duties and responsibilities. Learning programs that incorporate interactive media can be used for self-directed learning, tailored to the time and opportunities available to elementary school teachers, and are easy to integrate into daily tasks. The rapid advancement of information technology demands that students possess strong digital literacy and creative skills to navigate the challenges of modern education (Rachayu et al., 2026). Computers and other digital devices are media that teachers use to help deliver learning material. Their potential can be leveraged to increase learning effectiveness, as they are capable of displaying text, images, sound, and video.

Conditions in the field indicate a significant gap between these requirements and current teaching practices. Observations in Cluster 02 indicate that learning remains largely monotonous, dominated by conventional methods, and has not yet optimally utilized interactive media. Learning interactions remain one-sided, do not accommodate students' diverse characteristics, and remain teacher-centered. The use of technology such as computers or mobile devices has not been maximized as a learning medium capable of interactively integrating text, images, sound, and video. Technology is currently very influential in the world of education; technology is no longer a common thing today (Setiawan et al., 2020). This data is also supported by interviews with several teacher representatives in Cluster 02, which revealed a high demand for interactive learning materials that are engaging and easy to use. One tool that has the potential to meet this need is Adobe Animate, which can present content in a visual and dynamic way and supports student-led learning.

Adobe Animate is an application used to design and develop presentations, publications, or other applications that require interactive features for users. Adobe Animate is one of several programs used in the creation of educational media. The advantage of Adobe Animate is its ability to display multimedia, combining graphics, text, animation, and sound. Adobe Animate media can help students understand learning concepts more easily, which is why elementary school teachers seek out and utilize it. The efforts to make learning media based on Android applications using Adobe animate software to improve learning outcomes (Irawan et al., 2023). There is a clear gap between the demands for technology-based and interactive learning and the reality of learning, which remains conventional; therefore, relevant innovations in learning media are needed to bridge this gap. The development of learning media based on Adobe Animate has become an urgent priority that cannot be postponed in order to improve the quality, effectiveness, and student engagement in the learning process.

Previous research has shown that learning materials based on Adobe Animate and Adobe Flash are highly suitable and effective in improving the quality of learning. The research findings suggest that the development process of the application uses the 4D research method (define, design, develop, and disseminate) and results in a 26,25 MB application using the Adobe Animate software (Abubakar et al., 2024); Apriliya et al., 2021); Rosyid et al., 2024); Wulandari et al., 2021). Most of these studies have focused on product development and its impact on student learning outcomes or interest using R&D methods. This study differs fundamentally in that it focuses on analyzing the needs for Adobe Animate instructional media from the teachers' perspective using a qualitative approach, specifically in Cluster 02 Punung. This study complements previous research by emphasizing teachers' needs and readiness as the foundation for developing more effective instructional media.

The use of learning media can stimulate children's imagination and create a lasting impression if it is designed and used in a balanced and appropriate way in relation to the subject matter (Setiawan et al., 2011:4.6). Designing learning media requires a thorough understanding of students' characteristics, age, and socioeconomic conditions, the learning objectives, the depth of the material to be presented, and other factors that may influence the effectiveness and benefits of the media produced. Mobile learning can be used as a emerging tool (media of learning) for educational systems (teaching and learning process (Saputra, et al., 2018). Heinich's view (Benny & Dewy, 1993:36) is that a multimedia computer is a combination of computer technology and source materials in the form of text, images, graphics, and sound that are presented via a computer. Software size is a key input for project planning, effort estimation, and productivity analysis (Samet et al., 2026).

Flash is a vector-based program that can produce small (lightweight) files, so they are easily accessible on web pages without requiring long loading times (Dhani, 2002:3). Adobe Animate software can be used to create 2D animation applications, including animated cartoons, interactive animations, games, company profiles, presentations, video clips, films, web animations, and other animation applications as needed. Adobe Animate has a CS6-style interface, making it easier to work with worksheets (Madcoms, 2008:1). Adobe Animate and animated videos were selected as the instructional media for this study due to their ability to integrate audio and visual elements, facilitating dynamic and interactive engagement with student (Nursyahidah et al., 2025). The novelty of this study lies in its focus, which goes beyond simply developing media products to include an in-depth analysis of elementary school teachers' needs and readiness regarding the use of Adobe Animate-based instructional media as a foundation for developing media that is contextual, adaptive, and aligned with the characteristics of learning in the classroom.

Based on the description above, the author focuses on conducting research that examines in depth the need for Adobe Animate-based learning media for elementary school teachers. The focus of the research is then formulated in the following question: What are the needs of teachers in Gugus 02 Punung, Punung District, Pacitan Regency for Adobe Animate-based learning media? The purpose of this study is to determine the needs of teachers in Gugus 02 Punung, Punung District, Pacitan Regency for Adobe Animate-based learning media in the teaching and learning process.

METHOD

This research is descriptive and uses qualitative methods. This study follows a qualitative methodology: (1) Qualitative thematic analyses based interviews. (2) Quantitative analyses based on questioner (Huettemann et al., 2024). The qualitative research method used in this study produced two types of data: qualitative and quantitative. The research procedure is illustrated in Figure 1 below

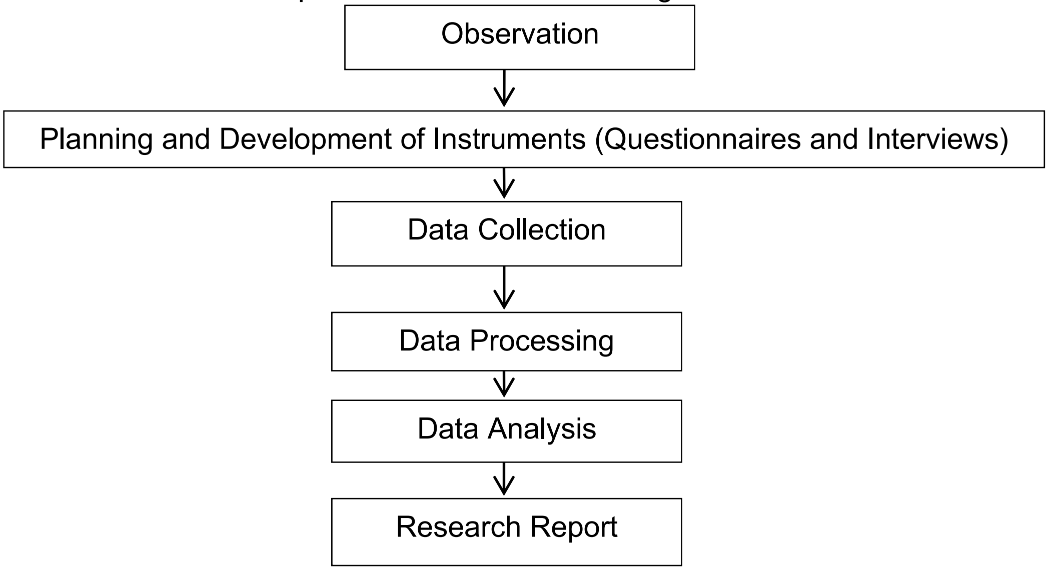

Figure 1: Research Flow

This study was conducted in Cluster 02 Punung, Punung District, Pacitan Regency, East Java Province. The research subjects were selected using total sampling because the population was fewer than 100 individuals. Accordingly, the population in this study comprised all teachers in Cluster 02 Punung, Punung District, Pacitan Regency (SD Negeri 2 Punung, SD Negeri 6 Punung, SD Negeri 1 Sooka, and SD Negeri 1 Mendolo Kidul), totaling 41 teachers.

Data collection in this qualitative study was carried out using questionnaires and interviews. The instruments used for data collection were: 1) a Likert-scale questionnaire on Adobe Animate media needs, and 2) interviews. The questionnaire was used to quantitatively measure the needs of schools, teachers, and students based on specific indicators and was designed in accordance with Likert scale theory (Sugiyono, 2016:162). Interviews were used to gather more in-depth information regarding the needs and constraints of schools, teachers, and students, guided by a framework based on indicators of educational media needs.. The validity of the instruments was assessed through expert judgment. Subsequently, a pilot test of the instruments was conducted to further ensure their validity. The questionnaire was empirically tested for validity using Pearson's product moment correlation and for reliability using Cronbach's Alpha, while the interview data were validated using expert opinion.

The data obtained were analyzed and summarized using parametric statistics for the quantitative data. The data analysis techniques employed in this study included descriptive statistics and percentage analysis for each item. The results were then interpreted, and the obtained scores were classified into five categories: very high, high, moderate, low, and very low. The categorization was based on the mean (M_i) and standard deviation (SD), with the classifications adapted from the relevant theoretical framework and presented in Table 1

Table 1. Criteria for Interpreting Scores on the Learning Media Needs Questionnaire

No	Interval	Category
1	$x \geq M_i + 1{,}5\ SD$	Very High
2	$M_i + 0{,}5\ SD \leq x < M_i + 1{,}5\ SD$	High
3	$M_i - 0{,}5\ SD \leq x < M_i + 0{,}5\ SD$	Moderate
4	$M_i - 1{,}5\ SD \leq x < M_i - 0{,}5\ SD$	Low
5	$x < M_i - 1{,}5\ SD$	Very Low

(Source: adapted from Sudijono (2018:175)

The percentage of questionnaire scores, after being grouped into each category, was then analyzed using the following formula, adapted from theory Sudijono (2018:43)

$$p = \frac{f}{N}\ x\ 100$$

Description:
f = Frequency for which the percentage is calculated
N = *Number of Cases* (sum of frequencies/number of individuals)
p = Percentage

Qualitative data analysis is carried out in three stages: data reduction, data display, and conclusion drawing or verification. The validity of the data is tested using a concurrent triangulation strategy, in which the researcher collects data simultaneously and then compares the results to identify agreements, discrepancies, or convergent findings.

RESULT AND DISCUSSION

1. Research Result

Description of Research Result Data

This research is descriptive research using qualitative methods, so that the situation of the object will be visualized according to the data obtained. The analysis of the needs of teachers in Cluster 02 Punung for Adobe Animate-based learning media has three aspects. The results of the research reviewed from these three aspects are described as follows.

Frequency Distribution of Questionnaire Indicators of School Needs

The aspect of school needs is one of the indicators in the analysis of the needs of Teachers Cluster 02 Punung regarding Adobe Animate media. The indicator of school needs in this study was measured using 8 questionnaire items with a scale of 1-5. Based on data analysis, the indicator of school needs obtained a maximum score of 39, a minimum score of 30, a mean of 35,5, a median of 36, a mode of 34, and a standard deviation (SD) of 2,6. The data obtained was then interpreted according to a predetermined formula, namely: very high, high, moderate, low, and very low, based on the mean and standard deviation. The interpretation of the analysis of Cluster 02 Punung teachers on Adobe Animate-based learning media based on indicators of school needs is presented in Table 2 below

Table 2: Frequency Distribution of Learning Media Needs Analysis for Adobe Animate-Based Learning Media in Terms of School Needs Indicators

No	Interval	Category	Frequency	Percentage
1	$X \geq 39{,}4$	Very High	10	24,4%
2	$36{,}8 \leq X < 39{,}4$	High	11	26,8%
3	$34{,}2 \leq X < 36{,}8$	Moderate	12	29,3%
4	$31{,}6 \leq X < 34{,}2$	Low	6	14,6%
5	$X < 31{,}6$	Very Low	2	4,9%
		Total	**41**	**100%**

Based on Table 2 above, the classification of the needs of Teachers Cluster 02 Punung for Adobe Animate-based learning media, reviewed from the indicator of needs for schools, shows that 10 respondents (24,4%) are in the Very High category, 11 respondents (26,8%) in the High category, 12 respondents (29,3%) in the Medium category, 6 respondents (14,6%) in the Low category, and 2 respondents (4,9%) in the Very Low category. This achievement indicates that the needs of Cluster 02 Punung School for Adobe Animate-based learning media are High.

Interview Data on School Needs Indicators

The questionnaire data above was supported by interviews with three representative teachers from four schools in Cluster 02 Punung (SD Negeri 1 Mendolo Kidul, SD Negeri 1 Sooka, and SD Negeri 2 Punung). The results of the interviews regarding school needs showed that the schools already had adequate information technology infrastructure, including servers, computer networks, and good internet access, which supported the implementation of Adobe Animate-based learning media. A summary of interview excerpts from other informants concluded that the schools also had sufficient funds to support the use of this media. This statement was reinforced by Teacher Initial H (Results of Interview with Teacher Initial H), namely:

> *"In my opinion, the school already has information technology infrastructure that sufficiently supports the implementation of Adobe Animate learning media if there is training. If Adobe Animate media is to be implemented, the school has sufficient funds to support the implementation of Adobe Animate-based learning media". (WC-H.1, 28/10/25).*

The teachers stated that Adobe Animate learning media is very much needed to improve the quality and effectiveness of the teaching and learning process. The informants also said that the school has adiwiyata status with complete facilities, and all teachers fully support the implementation and development of Adobe Animate media in the school environment.

Frequency Distribution of Questionnaire Indicators of Teacher Needs

Teacher needs were also one of the indicators in the analysis of the needs of Teachers in Cluster 02 Punung regarding Adobe Animate media. This indicator of teacher needs was measured using a 20 item questionnaire with a scale ranging from 1 to 5. Based on the data analysis, the indicator of teacher needs obtained a maximum score of 99, a minimum score of 78, a mean of 87,9, a median of 84, a mode of 84, and a standard deviation (SD) of 7. The data obtained was then interpreted according to a predetermined formula, namely: very high, high, moderate, low, and very low, based on the mean value and standard deviation. The interpretation of the analysis of Cluster 02 Punung teachers' needs for Adobe Animate-based learning media based on the indicator of teachers' needs is presented in Table 3 below.

Table 3: Frequency Distribution of Learning Media Needs Analysis for Adobe Animate-Based Learning Media in Terms of Indicators of Teacher Needs

No	Interval	Category	Frequency	Percentage
1	$X \geq 98,4$	Very High	8	19,5%
2	$91,4 \leq X < 98,4$	High	10	24,4%
3	$84,4 \leq X < 91,4$	Moderate	11	26,8%
4	$77,4 \leq X < 84,4$	Low	12	29,3%
5	$X < 77,4$	Very Low	0	0,0%
		Total	**41**	**100%**

Based on Table 3 above, the classification of the needs of Teachers Cluster 02 Punung for Adobe Animate-based learning media, reviewed from the indicators of needs for teachers, shows that 8 respondents (19,5%) are in the Very High category, 10 respondents (24,4%) in the High category, 11 respondents (26,8%) in the Medium category, 12 respondents (29,3%) in the Low category, and no respondents in the Very Low category. This achievement indicates that the needs of Teachers Cluster 02 Punung for Adobe Animate-based learning media are High.

Interview Data on Teacher Needs Indicators

The questionnaire data above was supported by interviews with three representative teachers from four schools in Cluster 02 Punung. The interview results regarding teacher needs showed that the teachers were familiar with Adobe Animate as an animation medium and understood its differences from other applications such as Adobe Photoshop. Although the informants were familiar with it, most teachers had never used Adobe Animate directly in learning, either to deliver material or to give assignments to students. To summarize the interview excerpts, the teachers had good basic skills in operating computers and would have no difficulty learning Adobe Animate if they received training. The teachers believed that the use of Adobe Animate could help collaboration and interaction between teachers and students, as well as increase the effectiveness and attractiveness of the learning process. This statement is reinforced by Teacher AS (Interview Results from Teacher AS), who said:

> *"In my opinion, we teachers already know what Adobe Animate is as an animation-based learning medium, but if there is training available, we would be very happy because we all need Adobe Animate for classroom learning". (WC-AS.1, 28/10/25).*

The results of the interviews with informants in general indicate that teachers fully support and greatly need the application of Adobe Animate media to achieve more interactive learning.

Frequency Distribution of the Student Needs Indicator Questionnaire

The aspect of student needs is also one of the indicators in the needs analysis of Teacher Cluster 02 Punung regarding Adobe Animate media. This indicator of student needs was measured using a 9 item questionnaire with a scale ranging from 1 to 5. Based on the data analysis, the indicator of student needs obtained a maximum score of 44, a minimum score of 34, a mean of 39,1, a median of 38, a mode of 44, and a standard deviation (SD) of 3,2. The data obtained was then interpreted according to a predetermined formula, namely: very high, high, moderate, low, and very low, based on the mean value and standard deviation. The interpretation of the analysis of Teacher Cluster 02 Punung on Adobe Animate-based learning media based on student needs indicators is presented in Table 4 below

Table 4: Frequency Distribution of Learning Media Needs Analysis of Adobe Animate-Based Learning Media in Terms of Student Needs Indicators

No	Interval	Category	Frequency	Percentage
1	$X \geq 43,9$	Very High	10	24,4%
2	$40,7 \leq X < 43,9$	High	8	19,5%
3	$37,5 \leq X < 40,7$	Moderate	13	31,7%
4	$34,3 \leq X < 37,5$	Low	10	24,4%
5	$X < 34,3$	Very Low	0	0,0%
		Total	**41**	**100%**

Based on Table 4 above, the classification of the needs of teachers in Cluster 02 Punung for Adobe Animate-based learning media, as seen from the indicators of student needs, shows that 10 respondents (24,4%) are in the Very High category, 8 respondents (19,5%) in the High category, 13 respondents (31,7%) in the Medium category, 10 respondents (24,4%) in the Low category, and no respondents in the Very Low category. This achievement indicates that the needs of Cluster 02 Punung students for Adobe Animate-based learning media are High.

Interview Data on Student Needs Indicators

The questionnaire data above was supported by interviews with three representative teachers from four schools in Cluster 02 Punung (SD Negeri 1 Mendolo Kidul, SD Negeri 1 Sooka, and SD Negeri 2 Punung). The results of the interviews regarding student needs showed that most students already had supporting devices such as laptops or smartphones that allowed them to access Adobe Animate, both at school and at home. The students also showed enthusiasm and high interest in learning to use this media because of its interactive and attractive appearance. Adobe Animate was considered to help students learn independently, facilitate understanding of the material, and encourage learning development according to their individual abilities. According to the informants, this media is also considered capable of increasing students' motivation and interest in learning, as well as creating a more enjoyable and effective learning atmosphere. Adobe Animate also provides a more interesting learning experience through animated visualizations and facilitates interaction between students and teachers or classmates. This statement is reinforced by Teacher Initials NWPB (Results of Interview with Teacher Initials NWPB), namely:

> *"Yes, our school is an eco-school where all students are supported with devices such as laptops or smartphones. This greatly supports access to Adobe Animate, so we fully support and really need this Adobe Animate media". (WC-NWPB.1, 29/10/25).*

The summary of the informant's statement concludes that the informant stated that Adobe Animate-based learning media is very much needed to support innovative and adaptive learning, especially in adiwiyata schools that are oriented towards active and creative learning.

2. Discussion

The discussion in this study covers three aspects of needs, including

School Needs

Findings related to school needs indicators show that most teachers assess the school's need for Adobe Animate learning media to be high. The majority of teachers stated that the facilities, infrastructure, and school readiness were sufficient to support the use of this media. However, the findings also show that a small number of teachers assessed the school's needs to be low to very low, indicating that several supporting aspects still need to be improved in some schools. The purpose of Development of Integrated Adobe animate-Based Media in terms of validity and practicality is to make it easier for students to understand the material (Wahyuni et al., 2021).

Mapping the readiness of the school learning ecosystem that supports the implementation of Adobe Animate-based learning media from the results of the above questionnaire is also supported by the results of interviews. Based on interview data, this media can strengthen the implementation of interactive digital learning that is relevant to technological advances in schools. Informants stated that schools are ready to implement digital learning with Adobe Animate. Informants also said that schools already have adequate information technology infrastructure to support the implementation of Adobe Animate-based learning media. Schools are also considered to have sufficient funding allocations and good server and computer network management, making them ready to implement digital learning. Internet access speeds at schools are adequate, enabling technology-based learning to run smoothly. In general, informants agree and need Adobe Animate-based learning media to improve the quality and effectiveness of the teaching and learning process at schools. This learning media facilitates students to think critically because it provides some questions that can train students in critical thinking (Saputra, 2018).

The interpretation of the above findings is supported by similar research results showing that animated media products are proven to be valid, effective, and capable of increasing students' interest in learning (Fitri & Amelia, 2021). The similarity is in the animated media. This study was conducted in Cluster 02 Punung, while Fitri and Amelia's research was conducted in Grade V. This study is descriptive qualitative, while Fitri et al. used R & D. Similar research was conducted (Riza et al., 2025) in which the development of Adobe Animate media for Grade V of SD Negeri 2 Padokan was effective. This study is descriptive qualitative in Cluster 02 Punung, while Riza et al.'s research uses R&D.. Animation software for a high percentage of students answered these questions correctly (with the assistance of the software) (Stanley, 2009). This research also examines the use of interactive media to support the teaching and learning process and evaluates its effectiveness through user responses. The difference is that Stanley's research focuses on students in Dynamics courses using web-based and Flash software, while this research examines teachers in Cluster 02 Punung using a qualitative approach to analyze the needs of Adobe Animate media.

Teacher Needs

Research findings on indicators of teacher needs show that most teachers have a high need for Adobe Animate-based learning media. This interpretation is evident from the teachers' growing insight into the use of digital media, the use of Adobe Animate in learning activities, and their understanding of the benefits that this media can provide for the student learning process. These findings also show that there are still a number of teachers who indicate lower needs, indicating that understanding and skills related to the use of Adobe Animate still need to be improved among some teachers. This statement means that teachers still do not fully understand Adobe Animate-based learning media and are still not fully utilizing Adobe Animate-based learning media in their teaching. This may be due to the age of these teachers. The primary school level which has validity, practicality, and potential impact on the development of student character.educational game apps developed using Adobe software animate that can be accessed through a variety of mobile platforms apps (Ariesta et al., 2023).

The survey data above is also supported by an analysis of interview data from Teachers Cluster 02 Punung. The interview results on the indicator of teacher needs indicate that informants from Teachers Cluster 02 Punung, based on the mapping of the learning ecosystem readiness, strongly hope for and support the implementation of Adobe Animate-based learning media. This media can support the implementation of interactive learning that is relevant to the ever-evolving human resources. The interview data on the aspect of teacher needs showed that the informants had little understanding of the basic concepts of Adobe Animate, including how it differs from other applications such as Adobe Photoshop, so if there is training on this media, they strongly agree and hope that it will be available soon. The informants from Cluster 02 Punung have also opened the Adobe Animate application even though they have not used it, so they really need this media as a learning resource, to visualize material, and to deliver learning to students. Teachers have never given students assignments involving the use of Adobe Animate, even though they have no difficulty accessing the application, so this media is needed. Informants also assessed that Adobe Animate supports better collaboration and interaction between teachers and students and can increase the effectiveness and attractiveness of the learning process in the classroom. Two main software namely Adobe Illustrator CS6 and Adobe Animate CS6 were mostly used in the development this application (Hamzah et al., 2023).

The success of this study was also supported by research (Maulana et al., 2025) in which the development of the Malabaru application was effective. This study is descriptive qualitative in Cluster 02 Punung, while Maulana conducted R&D. A similar study was conducted (Nurhayati & Handayani, 2020) in which the development of Adobe Animate Multimedia was effective. This study is descriptive qualitative in Cluster 02 Punung, while Nurhayati et al. conducted R&D. Another study examined Adobe Animate. Prayogi (2023) conducted research on the effectiveness of cheerful interactive multimedia (MIC) based on Adobe Flash for teaching the properties of flat shapes. This research is descriptive qualitative in Cluster 02 Punung, while Prayogi used ADDIE to produce cheerful interactive multimedia based on Adobe Flash for teaching flat shapes. Animation is the result of a sequence of still images that together create the illusion of motion in the real world. The final product of the article is a short cartoon with a synchronization of speech and sound (Krklec et al., 2022). The research by Krklec et al focuses on the practical experience of making 2D animated films, emphasizing the creative process, challenges, and technical learning such as voice synchronization and software use. This study examines the need for Adobe Animate media for teachers in Cluster 02 Punung using a qualitative approach. The second emphasis is on the importance of understanding animation and the use of technology.

Student Needs

Research findings on student needs indicators show that most teachers rate students' need for Adobe Animate-based learning media as high. This interpretation is evident from the availability of tools that support students in using this media and teachers' understanding of the benefits this media provides for the student learning process. These findings also show that there are still some teachers who assess student needs to be in the low category. This statement means that according to these teachers, not all students have the tools to support Adobe Animate-based learning media, even though it has many benefits for students if this Adobe Animate-based learning media is implemented. Nowadays digital game applications or interactive children's educational games implemented in mobile devices (to be identified as Apps), are beginning to be widely used to complement children’s education. implemented in Android, one programmed in Unity and the second using Adobe Animate (Alcivar et al., 2019).

Interviews conducted with informants from Teacher Cluster 02 Punung based on indicators of student needs revealed that Teacher Cluster 02 Punung, from the mapping of the readiness of the student learning ecosystem, supports the application of Adobe Animate-based learning media. This media can support interactive, engaging, and student-centered learning. Data shows that students have adequate devices, are interested in using Adobe Animate, and can learn independently outside of school hours, thus requiring this media. This media also facilitates understanding of the material, supports development according to ability, increases motivation to learn, is easily accessible, and provides an enjoyable learning experience. Animate, formerly Flash professional CC 2015, is a standard for interactive vector graphics and Web animation introduced by macromedia and acquired by Adobe (Song et al., 2019). Adobe Animate software facilitates interaction with teachers and peers, and creates an effective learning environment for all students.

Findings on Adobe Animate media requirements for students supported by research Fadila et al., (2023) shows that the use of media is very necessary in mathematics lessons on the subject of spatial volume. The difference between this study and that of Fadila et al. is that they developed comic media, while this study uses Adobe Animate. This study is descriptive qualitative in Cluster 02 Punung, while Fadila et al. conducted R & D. Similar studies Putri (2024) that animated video media has proven to be practical and effective. Similarities in research on the use of animation. This research was conducted in Cluster 02 Punung, while Putri's research was conducted in Class X MAN 1 Bengkulu City. This research is descriptive qualitative, while Putri's research uses the R & D method. Technology is currently very influential in the world of education; technology is no longer a common thing today. The design of the learning media uses the Adobe Animate CC 2019 application (Setiawan et al., 2020). This study also discusses the use of Adobe Animate to support learning. The difference is that Setiawan et al.‘s study focuses on fifth-grade students using the R&D method and ADDIE model to design and test thematic learning media, while this study focuses on teachers in Cluster 02 Punung using a qualitative approach to analyze media needs and teachers' perceptions of its use. This application was developed using Adobe Animate CC 2022 apps (Hasanudin et al., 2024). This study also examines the development of Adobe Animate media and uses needs analysis through observation, interviews, and questionnaires. The difference is that Hasanudin et al.'s study focuses on students and the validation of reading applications based on local wisdom, while this study analyzes teachers' needs for media.

CONCLUSION

The result of the study can be concluded that the analysis of the needs of Teachers in Cluster 02 Punung, Punung District, Pacitan Regency regarding Adobe Animate-based learning media is as follows: (1) The Need Indicator for Schools is in the high category, where 10 teachers (24,4%) are in the very high category, 11 teachers (26,8%) are in the high category, 12 teachers (29,3%) are in the medium category, 6 teachers (14,6%) are in the low category, and 2 teachers (4,9%) are in the very low category. (2) The Need Indicator for Teachers is in the high category, where 8 teachers (19,5%) are in the very high category, 10 teachers (24,4%) are in the high category, 11 teachers (26,8%) are in the medium category, 12 teachers (29,3%) are in the low category, and none are in the very low category. (3) The Need Indicator for Students is in the high category, where 10 teachers (24,4%) are in the very high category, 8 teachers (19,5%) are in the high category, 13 teachers (31,7%) are in the medium category, 10 teachers (24,4%) are in the low category, and none are in the very low category. These percentages indicate that teachers in Cluster 02 Punung, Punung District, Pacitan Regency need Adobe Animate-based learning media as a teaching and learning tool for elementary school students, where the level of need is relatively high. When combined with qualitative data or interview results, the final conclusion of the analysis of the needs of Teachers Cluster 02 Punung for Adobe Animate media is high, with evaluation results for schools, teachers, and students falling into the high category. The implications of this study can be used as a basis for consideration, benchmark, and evaluation material in the development and implementation of Adobe Animate-based learning media to improve the quality and effectiveness of the learning process in elementary schools.

The implications of this study can serve as a basis for consideration, a benchmark, and material for evaluation in the development and implementation of Adobe Animate-based learning media to improve the quality and effectiveness of the learning process in elementary schools. The limitations of this study lie in its scope, which is restricted to a single school cluster, and its approach, which focuses on needs analysis; consequently, it has not directly tested the effectiveness of using such media in the learning process.

Based on the conditions and situation of Cluster 02 Punung, Punung District, Pacitan Regency, the author provides the following recommendations: (a) For Schools: Schools should provide learning facilities and infrastructure to support the implementation of Adobe Animate-based learning media; (b) For Teachers: Teachers should be able to use learning media in line with the latest developments; (c) For Students: Students should participate in learning seriously, one of which is by having a positive perception of Adobe Animate-based learning media; (d) For Future Researchers: Future researchers should conduct further research on the analysis of teachers' needs for Adobe Animate-based learning media and relate it to other variables not included in this study.

DAFTAR PUSTAKA

Abubakar, N., Pulukadang, W. T., & Marshanawiah, A. (2024). Development of Adobe Flash-Based Learning Media for Pulubala Elementary School Students. *Journal of Teacher and Learning Studies*, *7*(2), 673–683. https://doi.org/10.30605/jsgp.7.2.2024.4151.

Apriawan, R & Nurizka, R. (2025). Development of Adobe Animate Media to Improve Mathematics Learning Achievement in Grade V of Elementary School 2 Padokan. *PGSD STKIP Subang Scientific Journal*, *Volume 11*. https://doi.org/10.36989/didaktik.v11i03.7227.

Apriliya, K., Wulandari, D., Primasatya, N., Zaman, W. I. (2021). *Development of Adobe Animate-Based Multimedia to Improve Fifth Grade Students' Understanding of Volume of Solid Shapes*. https://doi.org/10.31004/jptam.v5i3.2562.

Ariesta, F W., & Anggraeni, A. (2023). The development of MOPAN educational game to building the nationalism character for primary school student. *AIP Conference Proceedings*. https://doi.org/10.1063/5.0143057.

Denny S., Benny A. Pribadi., Ario Suroso., Andayani., & K. W. (2011). *Computers and Learning Media*. Jakarta: Universitas Terbuka.

Dhani, Y. (2002). *Marcomedia Flash Professional 8*. Yogyakarta: Andi.

Fadila, R. A., Karlimah, K., & Giyartini, R. (2023). Analysis of the Needs for Developing Mathematical Comic Media for Volume of Solid Geometry in Elementary Schools. *PEDADIDAKTIKA: Scientific Journal of Elementary School Teacher Education*, *10*(2), 308–319. https://doi.org/10.17509/pedadidaktika.v10i2.62884.

Fitri, A., & Amelia, W. (2021). evelopment of Animated Video-Based Mathematics Learning Media for Fifth Grade Students of SDN Gunung Sahari Utara 01 Pagi. *QALAMUNA: Journal of Education, Social Sciences, and Religion*, *13*(2), 945–956. https://doi.org/10.37680/qalamuna.v13i2.1199.

Hamzah, N.S., S., N.A., S., & M.F., A. (2023). Development of Android application for the Islamic principles learning in Islamic education for Standard One (1) students. *AIP Conference Proceedings*, 030017. https://doi.org/10.1063/5.0117367.

Hasanudin, C., Fitrianingsih, A., Fitriyana, N., & Ulfaida, N. (2024). Design and Validity of Local-Wisdom-Based Reading Apps Using Adobe Animate CC 2022. *International Journal of Information and Education Technology*, *14*(1), 1–11. https://doi.org/DOI: 10.18178/ijiet.2024.14.1.2017.

Heinich, R. (et al). (1993). *Instructional Media and Technologies for Learning*. A.Simon & Schuster Company.

Huettemann, R., Sevov, B., Meister, S., & Fehring, L. (2024). *Understanding citizens' attitudes within user-centered digital health ecosystems : A sequential mixed method methodology including a web-survey*. https://doi.org/10.1177/20552076241255929.

Kementerian Pendidikan dan Kebudayaan. (2003). *Law Number 20 of 2003 concerning the National Education System*.

Krklec, A., Iskra, A., & Kočevar, T. N. (2022). Creating A 2D Animated Short Film With Sound And Image Synchronisation. *International Symposium on Graphic Engineering and Design*, 231-236. https://doi.org/10.24867/GRID-2022-p24.

Muhamad Irfan Aditya Saputra & Heru Kuswanto (2018). *Development of Physics Mobile (Android) Learning Themed Indonesian Culture Hombo Batu on the Topic of Newton' s Law and Parabolic Motion for Class X SMA/MA Development of Physics Mobile (Android) Learning Themed Indonesian Culture Hombo Batu on the*. 0-8. https: 10.1088/1742-6596/1097/1/012023.

Madcoms. (2008). *Adobe Flash CS3 for Beginners*. Yogyakarta: Andi.

Maulana, M., Maulana, & Isrok'atun. (2025). Development of Application MALABARU as Learning Media Space Building Material in Grade V Elementary School. *Cakrawala Pendas Journal*, *11*(2), 278-290.

Nurhayati, H., & , Langlang Handayani, N. W. (2020). *Basicedu Journal*, *5*(5), 3(2), 524-532. https://journal.uii.ac.id/ajie/article/view/971.

Nursyahidah, F., Anindya, F. M., Yulianti, M. A., & Prisanto, Z. I. (2025). *Integrating Local Wisdom with Technology: Designing Learning Trajectory of Cylinder through Realistic Mathematics Education Approach*. 81-98. *Journal of Mathematics Education*, 19(*1*). https://doi.org/10.22342/jpm.v19i1.pp81-98.

Prayogi, E. (2023). Development of Adobe Flash-Based Interactive Multimedia (MIC) on the Properties of Planar Shapes. *National Seminar on PGSD UNIKAMA*, *7*(1), 259-267. https://conference.unikama.ac.id/artikel/

Putri, M. S. (2024). *Development of Animated Video-Based Learning Media to Assist Students in Learning Islamic Cultural History in Grade X of MAN 1 Bengkulu City*. http://repository.uinfasbengkulu.ac.id/id/eprint/4206.

R.N., Ravikumar; R.N., S. mail to R., & Jain, Sanjay; Sarkar, M. (2024). AdaptiLearn: real-time personalized course recommendation system using whale optimized recurrent neural network. *International Journal of System Assurance Engineering and Management*. https://doi.org/DOI: 10.1007/s13198-024-02301-2.

Rachayu, I., Riyanto, Y., & Dewi, U. (2026). Development of IMMARA learning model effectively improve digital literacy skills and creativity. *Multidisciplinary Reviews*, *9*(3). https://doi.org/10.31893/multirev.2026116.

Rosyid, M. Ibnu., Widarto., & Nur, H. R. (2024). Development of Animation-Based Learning Media in Special Service Tool Materials in Automotive Engineering Students. *AIP Conference Proceedings*, 030033. https://doi.org/10.1063/5.0214350.

Setiawan, Arif; Nurbaiti, Yustika; Sudarmilah, E. (2020). Designing thematic learning media for elementary school students. *International Journal of Engineering Research and Technology*, *13*(12), 4368-4374. https://www.scopus.com/pages/publications/85099306258?origin=resultslist

Sinha, V. K. (2023). Implementation of National Education Policy, 2020 amongst Particularly Vulnerable Tribal Groups in India: A Critical Study. *Indian Journal of Law and Justice*, *14*(1), 311-325. https://www.scopus.com/pages/publications/85164398493?origin=resultslist

Solorzano A., Nayeth I., Gallego, D. C., Quijije, L. S., & Quelal, M. M. (2019). Developing a dashboard for monitoring usability of educational games apps for children. *2nd International Conference on Computers in Management and Business, ICCMB 2019*. https://doi.org/10.1145/3328886.3328892.

Song, Z., Zhang, X., Hu, K., Sheng, X., & Qi, S. (2019). Animation design of the Journey of 40 years. *Proceedings-2019 International Conference on Virtual Reality and Visualization, ICVRV 2019*, 258-261. https://doi.org/10.1109/ICVRV47840.2019.00061.

Stanley, R. (2009). A way to increase the engineering student's qualitative understanding of particle kinematics and kinetics by utilizing interactive web based animation software. *ASEE Annual Conference and Exposition, Conference Proceedings*.

Sudijono, A. (2018). *Introduction to Educational Statistics*. Jakarta: Rajawali Pers.

Sugiyono. (2016). *Metode Penelitian Administrasi*. Bandung: Alfabeta.

Tenekeci, S., Unlu, H., Gul, B. A., Keleş, D., Kuuk, M., & Demirors, O. (2026). Automating software size measurement from python code using language models. *Automated Software Engineering*, *33*(1), 19. https://doi.org/10.1007/s10515-025-00571-z.

Urip M. W, W., & Irawan, R. (2023). Developing android application "tsanawiyah English Grammar (TEG)" based Islamic character using adobe animate. *AIP Conference Proceedings*, 2491. https://doi.org/10.1063/5.0105687.

Wahyuni, S., Zulfarina., Sayuti, I., & Perawat. (2021). The Integration of Malay Music into Android-Based Learning Media for Metabolism Material in Era Pandemic Covid19. *2021 Universitas Riau International Conference on Education Technology, URICET 2021*, 160-164. https://doi.org/10.1109/URICET53378.2021.9865941.

Wulandari D.R & Handayani T.H.W. (2021). Android Application Innovation as the Indonesian Basic Spices Learning Media. *Journal of Physics: Conference Series*, *1833*(1), 012062. https://doi.org/10.1088/1742-6596/1833/1/012062.