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The Effectiveness of Using the Animaker Website in Improving Arts and Culture Learning Outcomes among Seventh-Grade Students at SMP Negeri 2 Baranti

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Abstract: This study aims to determine the effectiveness of using the Animaker website in improving Arts and Culture learning outcomes among seventh-grade students at SMP Negeri 2 Baranti. This research employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. The research participants consisted of 27 students from Class VII.A at SMP Negeri 2 Baranti. Data were collected through observation, tests, and questionnaires and analyzed using descriptive statistics, particularly mean scores. The findings revealed an improvement in students' learning outcomes after the implementation of Animaker as a digital learning medium. The mean pretest score was 56.67, which increased to 79.26 in the posttest, indicating an improvement of 22.59 points. Furthermore, the questionnaire results demonstrated positive student responses to the use of Animaker, with student engagement and participation reaching 88% and overall positive behavioral changes reaching 90%. These findings indicate that the Animaker website can support a more engaging, interactive, and effective learning environment. Based on these results, it can be concluded that the use of the Animaker website was effective in improving Arts and Culture learning outcomes among seventh-grade students at SMP Negeri 2 Baranti.
Keywords: Animaker Website, Arts and Culture, Learning Outcomes, Learning Media, Effectiveness.

Abstrak: Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan website Animaker dalam meningkatkan hasil belajar Seni Budaya siswa kelas VII SMP Negeri 2 Baranti. Penelitian ini menggunakan pendekatan kuantitatif dengan metode pre-eksperimental dan desain *One Group Pretest-Posttest Design*. Subjek penelitian berjumlah 27 siswa kelas VII.A SMP Negeri 2 Baranti. Teknik pengumpulan data dilakukan melalui observasi, tes, dan kuesioner. Data penelitian dianalisis menggunakan statistik deskriptif dengan menghitung nilai rata-rata (*mean*). Hasil penelitian menunjukkan adanya peningkatan hasil belajar siswa setelah diterapkan media pembelajaran berbasis website Animaker. Hal ini dibuktikan dengan nilai rata-rata *pretest* sebesar 56,67 yang meningkat menjadi 79,26 pada *posttest*, sehingga terjadi peningkatan sebesar 22,59 poin. Selain itu, hasil kuesioner menunjukkan bahwa siswa memberikan respons positif terhadap penggunaan website Animaker dalam proses pembelajaran. Persentase keaktifan dan keterlibatan siswa mencapai 88%, sedangkan perubahan perilaku menyeluruh mencapai 90%. Temuan tersebut menunjukkan bahwa penggunaan website Animaker mampu menciptakan suasana pembelajaran yang lebih menarik, interaktif, dan mendorong partisipasi aktif siswa. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan website Animaker efektif dalam meningkatkan hasil belajar Seni Budaya siswa kelas VII SMP Negeri 2 Baranti.
Kata Kunci: Efektivitas, Website Animaker, Hasil Belajar, Seni Budaya, Media Pembelajaran.

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Introduction

The rapid development of information and communication technology has transformed educational practices by providing new opportunities for teachers to design more engaging, flexible, and interactive learning experiences. Digital technology is increasingly recognized as an important component of contemporary education because it enables educators to present instructional materials through various formats, including text, images, audio, video, and animation. These developments encourage teachers to move beyond conventional instructional approaches and adopt innovative strategies that respond to students' learning needs. In this context, the integration of digital learning media is particularly relevant to subjects that require visual representation, creativity, and active participation.

Arts and Culture education plays an important role in developing students' creativity, aesthetic appreciation, cultural awareness, and expressive abilities. At the junior secondary school level, students are introduced to various artistic concepts and practices, including visual arts, music, dance, and theater. Through these learning experiences, students are expected not only to understand artistic concepts but also to develop the ability to appreciate cultural diversity and express ideas creatively. Consequently, effective Arts and Culture instruction requires learning activities that combine conceptual understanding with meaningful visual and practical experiences.

Despite the importance of Arts and Culture education, instructional practices may encounter challenges related to students' attention, motivation, and comprehension. Learning activities that rely heavily on verbal explanations and conventional teaching materials may not adequately illustrate artistic processes or abstract visual concepts. For example, concepts involving color, composition, texture, movement, and artistic expression can be difficult to communicate through verbal descriptions alone. Students may benefit from opportunities to observe visual examples, examine artistic processes, and connect theoretical explanations with practical representations.

The selection of appropriate instructional media is therefore essential for improving the quality of Arts and Culture education. Learning media serve as tools for communicating instructional messages and supporting students' understanding of learning materials. Visual and audiovisual media can help teachers organize information, demonstrate processes, and create meaningful connections between concepts and examples. Furthermore, digital learning media provide opportunities to integrate multiple representations into a coherent learning experience.

One digital platform that offers potential benefits for educational purposes is Animaker. Animaker is a web-based animation creation platform that enables users to develop animated videos by combining characters, text, images, narration, sound effects, and visual transitions. Its multimedia features allow teachers to present instructional materials in a dynamic and visually engaging format. In Arts and Culture education, animated videos can illustrate artistic concepts, demonstrate creative processes, and provide examples that students can observe and discuss.

The educational relevance of Animaker can be understood through multimedia learning theory. This perspective emphasizes that learning may be supported when verbal and visual information is presented in a

coordinated manner. Animated educational videos can combine explanations with relevant illustrations, potentially helping students construct meaningful representations of instructional content. However, the effectiveness of multimedia instruction depends on how materials are designed and used. Excessive visual effects, unnecessary information, or poorly organized presentations may distract students rather than improve their understanding.

Animaker also offers opportunities to support student-centered learning. Instead of relying exclusively on teacher explanations, students can participate in discussions, respond to visual examples, and develop interpretations of the materials presented. Animated videos may serve as starting points for observation, questioning, and collaborative activities. When integrated with appropriate teaching strategies, digital animation can encourage students to become active participants in the learning process.

Previous studies discussed in the undergraduate thesis provide a foundation for examining animation-based learning media. Asih et al. (2023) investigated the development of Animaker-based instructional videos, while Fajrianti and Meilana (2022) examined Animaker in social studies learning. Kusumahwardani et al. (2021) also explored audiovisual animation and student learning outcomes. These studies suggest the educational potential of animation-based media across different learning contexts. Nevertheless, their bibliographic details require verification before inclusion in a journal reference list.

The relevance of Animaker to Arts and Culture instruction deserves particular attention because the subject emphasizes visual interpretation and creative expression. Animated instructional materials may help students recognize artistic elements, understand relationships among visual components, and observe examples of creative work. Additionally, the combination of narration and animation may make classroom explanations more accessible and engaging.

At SMP Negeri 2 Baranti, the integration of Animaker was examined as an alternative instructional approach for seventh-grade Arts and Culture students. The research focused on identifying changes in learning outcomes before and after students experienced instruction using the platform. The study also considered students' responses regarding learning-goal attainment, classroom engagement, and perceived behavioral changes.

Learning outcomes constitute an important indicator of instructional achievement because they reflect students' demonstrated understanding after participating in educational activities. In the present study, learning outcomes were examined through pretest and posttest scores. This comparison provided descriptive evidence of changes in students' achievement following the implementation of Animaker-based instruction.

However, academic achievement alone does not fully describe students' learning experiences. Engagement, motivation, attention, and confidence are also relevant dimensions of educational effectiveness. Students who participate actively in classroom activities may have more opportunities to ask questions, clarify misunderstandings, and develop their understanding. Therefore, examining student responses alongside achievement scores provides a broader description of the learning experience.

The present study employed a quantitative pre-experimental approach involving one group of seventh-grade students. By comparing students' achievement before and after instruction and examining questionnaire responses, the research sought to describe the outcomes associated with Animaker implementation.

The main research question was whether the use of the Animaker website was effective in improving Arts and Culture learning outcomes among seventh-grade students at SMP Negeri 2 Baranti. The study aimed to provide empirical information that could support teachers in selecting and implementing digital instructional media.

The findings are expected to contribute to educational technology practices, particularly in the integration of animation-based multimedia into Arts and Culture instruction. They may also provide a foundation for subsequent investigations employing larger samples, comparison groups, and more comprehensive assessments of students' artistic knowledge and practical skills.

Method

Research Design

This study employed a quantitative research approach using a pre-experimental design, specifically the one-group pretest–posttest design. This design was selected to examine changes in students' Arts and Culture learning outcomes before and after the implementation of instruction using the Animaker website. A single group of students participated in both assessments, allowing their initial and subsequent achievement scores to be compared.

The research design consisted of three main stages: pretest administration, instructional treatment, and posttest administration. The pretest was conducted to determine students' initial understanding of the instructional material. Subsequently, students participated in Arts and Culture learning activities incorporating Animaker-based media. Finally, the posttest was administered to evaluate their achievement after the instructional intervention.

The design can be expressed as:

$$ O_1 \quad X \quad O_2 $$

where O_1 represents the pretest, X represents instruction using Animaker, and O_2 represents the posttest.

Because this design did not include a control group, it was appropriate for describing changes within the participating class but did not permit definitive causal attribution to Animaker alone.

Research Setting and Participants

The research was conducted at SMP Negeri 2 Baranti, located in Baranti District, Sidenreng Rappang Regency, South Sulawesi, Indonesia. According to the undergraduate thesis, the research period extended from July 28 to September 28, 2026.

The participants consisted of 27 students from Class VII.A, comprising eight male students and nineteen female students. The class was selected as the research sample based on considerations related to school access, instructional arrangements, and the feasibility of implementing the study.

The participants represented students in the early stage of junior secondary education. This educational level was considered relevant because students were developing

foundational knowledge and skills in Arts and Culture.

Research Variables

The independent variable was the implementation of Animaker as a digital instructional medium. The dependent variable was students' Arts and Culture learning outcomes, operationalized primarily through pretest and posttest achievement scores.

Additional descriptive indicators included students' perceptions of learning-goal attainment, engagement and participation, and overall behavioral changes during learning activities.

Instructional Intervention

The instructional intervention involved the integration of Animaker-based educational media into Arts and Culture learning activities. Animaker enables instructional content to be presented through animated visual elements, text, audio, and other multimedia components.

During the instructional stage, students encountered learning materials presented using the website. The purpose was to support understanding through visual explanations and to create a more engaging instructional experience.

The intervention was intended to complement the teaching process by presenting subject content in an accessible audiovisual format. The original thesis does not provide sufficiently detailed, session-by-session information to reconstruct the exact instructional duration, video content, or sequence of classroom activities. Therefore, these details are not assumed in the present article.

Research Instruments

Three data collection techniques were employed: observation, tests, and questionnaires.

Observation was conducted non-participatively to examine teaching and learning activities during the instructional process. This technique provided contextual information about classroom implementation.

Achievement tests were administered before and after the intervention. The thesis reports that students completed 20 multiple-choice questions related to Arts and Culture. Each assessment was used to measure students' understanding of the learning material.

The questionnaire was used to obtain students' responses regarding the use of Animaker. It included indicators associated with learning-goal attainment, classroom engagement, and perceived behavioral changes. The reported questionnaire tables contained five statements for each of these indicators, with yes-or-no responses.

Data Collection Procedures

Data collection began with the administration of the pretest to establish students' initial achievement levels. The results provided baseline information about students' understanding before the implementation of Animaker-based instruction.

The next stage involved the instructional treatment using Animaker. During this stage, digital animation materials were incorporated into the learning process.

After the instructional treatment, the posttest was administered. Students' scores were recorded and compared with their pretest results.

Questionnaire data were also collected to examine students' responses to the instructional experience. Observation complemented these quantitative measures by providing information about classroom activities.

Data Analysis

The study used descriptive statistical analysis, primarily the arithmetic mean, to summarize achievement scores.

The mean was calculated using the following formula:

$$\bar X=\frac{\sum X}{N}$$

where $\bar X$ represents the mean score, $\sum X$ represents the total score, and N represents the number of participants.

The mean improvement was calculated as the difference between posttest and pretest averages:

$$\Delta M=M_{\text{posttest}}-M_{\text{pretest}}$$

Questionnaire responses were summarized using frequencies and percentages. Positive-response percentages were used to describe students' perceptions of the learning experience.

The school's Learning Objective Achievement Criteria (KKTP) threshold was 75. Scores meeting or exceeding this threshold were considered to have achieved the specified learning criterion.

The analysis was descriptive. No verified inferential significance test was reported in the source thesis, and therefore no statistical significance claims are introduced in this article.

Results

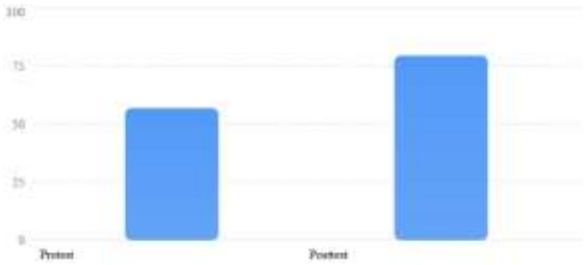
The results demonstrated an increase in students' Arts and Culture achievement scores following the implementation of Animaker-based instruction. The pretest and posttest results were obtained from the same 27 students in Class VII.A.

Before the intervention, the mean pretest score was 56.67. After the intervention, the mean posttest score increased to 79.26, producing a difference of 22.59 points.

Achievement indicator	**Pretest**	**Posttest**
Number of students	27	27
Mean score	56.67	79.26
Lowest score	40	65
Highest score	75	95
KKTP threshold	75	75

Mean Achievement Scores Before and After Animaker Instruction

Scores reported in the undergraduate thesis.



The pretest results indicated that students' initial understanding of the assessed Arts and Culture material was relatively limited. The mean score was below the school's achievement criterion of 75. The lowest score was 40, while the highest score was 75.

Following the implementation of Animaker, the posttest mean exceeded the achievement threshold. The lowest score increased to 65, while the highest score reached 95. These

changes suggest that students demonstrated stronger achievement in the subsequent assessment.

The mean improvement of 22.59 points represents a substantial descriptive increase in the participating class. However, because the study did not include a comparison group, this result should be interpreted as an improvement observed after instruction rather than conclusive evidence that Animaker alone caused the change.

Learning Objective Achievement

The questionnaire also examined students' perceptions of how Animaker supported their understanding of Arts and Culture material.

Five statements addressed the ease of understanding instructional content, the usefulness of animation, retention of information, the ability to answer questions, and perceived improvement in learning outcomes.

The reported average positive-response percentage for this indicator was approximately 87%.

This result suggests that most participants perceived Animaker as helpful in understanding instructional material.

Students' responses were particularly positive regarding the platform's contribution to answering questions about Arts and Culture. In the original questionnaire, 25 of 27 students responded positively to this statement, representing approximately 93%.

Similarly, 24 students reported that animated videos helped them understand instructional information, corresponding to approximately 89%.

These responses indicate that students generally perceived animation-based instruction as beneficial for comprehending and recalling learning content.

Nevertheless, these questionnaire findings represent students' self-reported perceptions and should be distinguished from objectively measured achievement scores.

Student Engagement and Participation

The second questionnaire indicator focused on students' engagement and participation during Arts and Culture learning activities.

The statements addressed students' attention, enthusiasm, willingness to ask questions, classroom participation, and interest in learning through Animaker.

The reported average positive-response percentage was approximately 88%.

Among the questionnaire items, 26 of 27 students indicated that they paid attention to materials presented through Animaker, corresponding to approximately 96%.

Twenty-four students reported enthusiasm for participating in Arts and Culture instruction using the platform.

Meanwhile, 22 students indicated that they actively asked questions when encountering difficult material, and the same number reported participating in learning activities after viewing Animaker-based materials.

These results suggest that students generally responded favorably to the instructional approach.

The comparatively lower percentages for asking questions and classroom participation also indicate that attention and interest did not necessarily translate into equally high levels of active verbal participation.

This distinction is important because engagement involves several dimensions,

including behavioral participation, cognitive involvement, and emotional interest.

Students' Perceived Behavioral Changes

The third questionnaire indicator examined perceived changes in students' learning behavior.

The statements addressed motivation, confidence, willingness to improve achievement, interest in Arts and Culture, and creativity.

The reported average positive-response percentage was approximately 90%.

Twenty-six students indicated that Animaker increased their motivation to learn Arts and Culture. The same number reported being more encouraged to achieve better learning results.

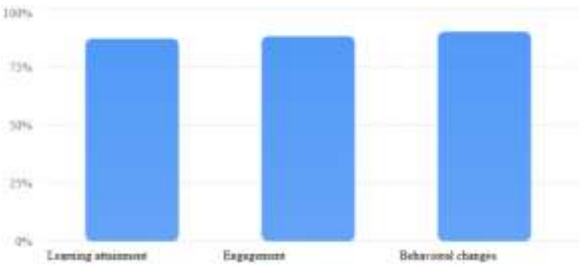
Twenty-three students indicated greater confidence in expressing their opinions, while 24 reported increased interest in Arts and Culture learning.

Additionally, 23 students stated that they felt more creative in developing ideas after learning through Animaker.

These findings indicate favorable student perceptions across several aspects of the learning experience.

Positive Student Questionnaire Responses

Reported average percentages across three questionnaire indicators.



Summary of Findings

The overall findings revealed two main patterns.

First, students demonstrated improved achievement scores between the pretest and posttest. The mean increased from 56.67 to 79.26, indicating that the participating class performed better after the instructional intervention.

Second, questionnaire responses showed favorable perceptions of Animaker across the three assessed dimensions. Positive-response percentages ranged from approximately 87% to 90%.

Taken together, these findings suggest that Animaker-based instruction was associated with improved achievement and a generally positive learning experience among the participating students.

Discussion

The findings of this study indicate that students' Arts and Culture learning outcomes improved following the implementation of Animaker-based instruction. The increase in the mean achievement score from 56.67 to 79.26 suggests that students demonstrated stronger understanding of the assessed instructional content after participating in learning activities incorporating digital animation.

This finding is relevant to the broader discussion of multimedia-based education. Arts and Culture learning frequently requires students to understand visual concepts, recognize artistic elements, and interpret relationships among different components of creative work. Instructional media that combine visual illustrations with verbal explanations may support these learning processes by providing representations that

are difficult to communicate through conventional explanations alone.

Animaker offers features that can be used to create animated educational materials containing text, illustrations, narration, and visual transitions. These elements may help teachers present information in a structured and engaging format. For example, animation can demonstrate changes in visual composition, illustrate artistic processes, or emphasize relationships among important concepts.

From the perspective of multimedia learning, coordinated verbal and visual information can support students' understanding when instructional materials are designed appropriately. Animation may help students follow explanations by connecting spoken or written information with corresponding visual representations.

However, multimedia presentation does not automatically guarantee improved learning. The educational value of animation depends on the relevance, clarity, organization, and instructional purpose of the content. Excessive decorative elements or unnecessary movement can distract students from essential information.

The observed improvement in achievement is consistent with the educational rationale for using relevant visual representations in Arts and Culture instruction. Nevertheless, the research design limits the strength of causal conclusions. Since all participants experienced the intervention and no comparison group was included, alternative explanations such as repeated testing, familiarity with the material, additional instructional exposure, or other classroom influences cannot be excluded.

The results should therefore be interpreted as evidence of improvement following Animaker implementation rather than definitive proof that the platform was solely responsible for the observed gains.

Another important finding concerns students' perceptions of learning-goal attainment. The questionnaire results indicated that approximately 87% of responses were positive across the relevant statements.

This suggests that students generally considered Animaker useful for understanding and remembering Arts and Culture materials. Such perceptions may be important because students' willingness to engage with instructional resources can influence how they participate in learning activities.

Visual learning materials may also help students develop clearer representations of abstract artistic concepts. For example, students learning about color combinations, artistic patterns, or composition may benefit from seeing relevant examples rather than relying exclusively on verbal descriptions.

In this sense, Animaker may function as a supporting instructional medium that helps connect conceptual explanations with visual illustrations.

The findings regarding student engagement also deserve attention. The reported average positive-response percentage of 88% suggests that students generally experienced favorable levels of attention, interest, and participation during Animaker-based instruction.

Engagement is an important dimension of classroom learning because students need opportunities to process information actively rather than simply receive it. Digital animation may attract students' attention

through movement, color, narration, and visual storytelling.

However, the questionnaire results indicate differences among engagement dimensions. Attention to the materials received a particularly high positive-response percentage, whereas asking questions and participating in classroom activities received comparatively lower percentages.

This pattern suggests that students may find animated materials interesting without necessarily becoming equally active in verbal classroom interaction.

Consequently, teachers should not assume that engaging visual materials alone are sufficient to promote active learning. Animated videos should be accompanied by instructional strategies that encourage questioning, discussion, interpretation, and practical activities.

For instance, teachers may pause an animation to ask students to identify artistic elements, explain a creative process, compare visual examples, or express their interpretations. Such activities could transform animation viewing into a more participatory learning experience.

The findings related to perceived behavioral changes further support the potential educational value of Animaker. Approximately 90% of responses were positive across the five statements addressing motivation, confidence, interest, achievement orientation, and creativity.

Motivation is particularly relevant because students who perceive learning activities as interesting may be more willing to pay attention and complete assigned tasks.

The reported positive responses concerning motivation suggest that students generally appreciated the use of animated instructional materials. However, the questionnaire measured students' perceptions rather than independently verified changes in motivation over time.

Similarly, the positive responses concerning creativity should be interpreted carefully. Students reported feeling more creative, but the study did not establish improvement in artistic creativity through a separate standardized performance assessment.

This distinction is important because perceived creativity and demonstrated creative performance are related but different outcomes.

The study also has implications for teachers' instructional practices. Animaker may provide an accessible option for preparing visually engaging Arts and Culture materials, particularly when teachers need to demonstrate concepts that benefit from animated illustrations.

Nevertheless, successful integration requires careful instructional planning. Teachers must select relevant content, align multimedia materials with learning objectives, and ensure that students have opportunities to apply what they learn.

Digital media should support pedagogical objectives rather than determine them. The choice to use animation should be based on whether animated representation contributes meaningfully to students' understanding.

Practical considerations also influence implementation. Animaker is web-based, and preparing or accessing its content may require adequate internet connectivity and appropriate digital equipment. Some features may also be restricted by subscription limitations.

Schools should therefore consider technological readiness, teacher competence, and accessibility when adopting animation-based learning media.

Several methodological limitations should be acknowledged. First, the study involved only 27 students from one class at a single school, limiting the generalizability of the findings.

Second, the one-group pretest–posttest design did not include a comparison condition. Consequently, the findings cannot establish whether Animaker was more effective than another instructional approach.

Third, the analysis relied primarily on descriptive statistics. Although the observed improvement was substantial, the original study did not report a verified inferential test establishing statistical significance.

Fourth, the questionnaire relied on self-reported responses, which may be influenced by students' expectations or desire to provide favorable answers.

Future studies should consider controlled or quasi-experimental designs involving multiple classes, larger samples, and more detailed instructional documentation.

Researchers could also assess artistic performance, creativity, retention of knowledge, and classroom interaction through validated instruments.

Longitudinal investigations would be valuable for determining whether improvements associated with animation-based instruction are maintained over time.

Despite these limitations, the present study provides useful classroom-level evidence concerning the integration of Animaker into Arts and Culture instruction. The combined achievement and questionnaire findings suggest that the platform has practical potential as a supporting instructional medium.

Conclusion

The study found that seventh-grade students at SMP Negeri 2 Baranti demonstrated improved Arts and Culture learning outcomes following instruction incorporating the Animaker website. The mean achievement score increased from 56.67 on the pretest to 79.26 on the posttest, representing an improvement of 22.59 points. Questionnaire findings also indicated favorable student responses regarding learning-goal attainment (87%), engagement and participation (88%), and perceived behavioral changes (90%). These results suggest that Animaker-based instructional media can support an engaging learning environment and are associated with improved achievement among the participating students.

The findings highlight the potential value of integrating animated multimedia into Arts and Culture education, particularly for presenting visually oriented instructional materials. Teachers are encouraged to use such media in combination with discussion, questioning, and creative learning activities. However, the absence of a control group and the reliance on descriptive analysis limit causal interpretations. Future research should employ more rigorous experimental designs, larger samples, and comprehensive assessments to establish the comparative effectiveness of Animaker and its influence on students' knowledge, engagement, and artistic skills.

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