

**PENGEMBANGAN VIDEO PEMBELAJARAN ANIMASI  
BERBASIS PROFIL PELAJAR PANCASILA  
MATERI PANCASILA SEBAGAI NILAI KEHIDUPAN  
MUATAN PENDIDIKAN PANCASILA  
KELAS IV SD NEGERI 12 SESETAN  
TAHUN AJARAN 2023/2024**

Oleh

**Gusti Nyoman Yudhistira Raditya Putra, NIM 2011031136**

**Program Studi Pendidikan Guru Sekolah Dasar**

**ABSTRAK**

Penelitian ini bertujuan (1) untuk mengetahui rancang bangun video pembelajaran animasi berbasis Profil Pelajar Pancasila materi Pancasila sebagai nilai kehidupan, (2) untuk mengetahui kelayakan video pembelajaran animasi berbasis Profil Pelajar Pancasila materi Pancasila sebagai nilai kehidupan ditinjau dari isi, desain, media, uji perorangan, uji kelompok kecil, dan uji coba lapangan di SD Negeri 12 Sesetan, (3) untuk mengetahui efektivitas video pembelajaran animasi berbasis Profil Pelajar Pancasila materi Pancasila sebagai nilai kehidupan. Penelitian ini menggunakan model pengembangan ADDIE. Metode pengumpulan data dilaksanakan melalui metode tes berupa soal pilihan ganda untuk menilai hasil belajar siswa pada materi Pancasila sebagai nilai kehidupan. Hasil penelitian pengembangan ini berupa (1) rancang bangun video pembelajaran animasi berdasarkan hasil penilaian ahli rancang bangun sebesar 93,18% yang dikategorikan sangat layak, (2) video pembelajaran animasi ini dinyatakan sangat layak berdasarkan hasil penilaian ahli isi pembelajaran sebesar 96,66% yang dikategorikan sangat layak, penilaian ahli desain pembelajaran sebesar 95% yang dikategorikan sangat layak, penilaian ahli media pembelajaran sebesar 91,66% dikategorikan sangat layak, uji coba perorangan sebesar 93,05% yang dikategorikan sangat layak, dan uji coba kelompok kecil sebesar 92,82% yang dikategorikan sangat layak, (3) berdasarkan uji t *sample dependent* diperoleh nilai  $t_{hitung} = 11,025$  sedangkan nilai  $t_{tabel}$  pada taraf signifikansi 5% dan  $dk = n_1 - 1 = 27 - 1 = 26$  diperoleh nilai  $t_{tabel} = 1,706$ . Hasil tersebut menunjukkan  $t_{hitung} > t_{tabel}$  sehingga  $H_0$  ditolak dan  $H_1$  diterima. Maka dapat disimpulkan bahwa video pembelajaran animasi berbasis Profil Pelajar Pancasila efektif diterapkan pada materi Pancasila sebagai nilai kehidupan muatan Pendidikan Pancasila siswa kelas IV SD Negeri 12 Sesetan.

**Kata Kunci:** pengembangan, video pembelajaran, animasi, Profil Pelajar Pancasila

## ABSTRACT

*This research aims (1) to determine the design of an animated learning video based on the Pancasila Student Profile, Pancasila as a life value, (2) to determine the feasibility of an animated learning video based on the Pancasila Student Profile, Pancasila as a life value in terms of content, design, media, testing. individual, small group tests, and field trials at SD Negeri 12 Sesetan, (3) to determine the effectiveness of animated learning videos based on the Pancasila Student Profile regarding Pancasila as a life value. This research uses the ADDIE development model. The data collection method was implemented through a test method in the form of multiple choice questions to assess student learning outcomes on Pancasila material as a life value. The results of this development research are (1) the design of an animated learning video based on the results of the design expert's assessment of 93.18% which is categorized as very feasible, (2) this animated learning video is declared very feasible based on the results of the learning content expert's assessment of 96.66% which was categorized as very feasible, the assessment of learning design experts was 95% which was categorized as very feasible, the assessment of learning media experts was 91.66% which was categorized as very feasible, individual trials were 93.05% which were categorized as very feasible, and small group trials were 92.82% which is categorized as very feasible, (3) based on the dependent sample t test, the  $t_{count} = 11.025$  is obtained, while the  $t_{table}$  value is at a significance level of 5% and  $dk = n_1 - 1 = 27 - 1 = 26$ , the  $t_{table}$  value = 1.706. These results show  $t_{count} > t_{table}$  so that  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that the animated learning video based on the Pancasila Student Profile is effectively applied to Pancasila material as the life value of Pancasila Education content for class IV students at SD Negeri 12 Sesetan.*

**Keywords:** development, learning videos, animation, Pancasila Student Profile