

The Effect of Animated Video Learning Media Based on Value Clarification Technique on Student Learning Outcomes at State Vocational High School 2 Jember

Vika Dwi Lestari¹, Nurul Umamah², Anis Syatul Hilmiah³, Fachri Zulfikar⁴

History Education Study Program, Faculty of Teacher Training and education,

University of Jember, Indonesia

Jl. Kalimantan 37, Jember 68121

*Email: vikadwilstri@gmail.com

Abstract: This study aims to examine the effect of animated video learning media based on Value Clarification Technique on student learning outcomes in history learning at State Vocational High School 2 Jember. The background of this study is the low level of student learning outcomes caused by the dominance of lecture-based methods and the limited use of technology in the learning process. The research employed a quasi-experimental design with a pre-test and post-test control group. The sample consisted of two classes selected through purposive sampling, namely the experimental class using animated video media based on VCT and the control class using Youtube video. Data obtained from the pre-test and post-test were analyzed through normality, homogeneity, independent sample t-test, and paired sample t-test procedures using SPSS 29 software. The results showed a significant increase in the learning outcomes of students who used animated video media based on VCT compared to those who experienced conventional learning. A significant difference was found between the post-test scores of the experimental and control groups ($\text{Sig. } 0.000 < 0.05$), and a significant gain was observed between the pre-test and post-test scores in the experimental group ($\text{Sig. } < 0.000$). The mean score increased from 54.44 to 80.97. This indicates that integrating Value Clarification Technique into animated video media effectively enhances students' understanding, engagement, and value-based reflection in the learning process. Therefore, animated video learning media based on VCT can be considered an innovative and effective alternative for improving learning quality in history education.

Keywords; *Animated Video, Value Clarification Technique, Learning Outcomes, History Learning*

1. INTRODUCTION

Education plays a crucial role in shaping individuals' ability to adapt to their social environment. The educational process is not only oriented toward transferring knowledge but also serves to shape students' character and critical awareness (Hamalik, 2004; Ubabuddin, 2019; Ishak & Ahmad, 2025). However, the dominant focus on academic aspects of education has led to a lack of attention to the humanistic dimensions of learning, such as history. Yet, history learning plays a strategic role in instilling moral values, national identity, and critical awareness of the nation's journey. Through history, students are not only encouraged to understand past events but also to interpret their meaning for present and future life. Therefore, history learning needs to be packaged innovatively to make it more engaging and able to foster interest in learning and value awareness in students.

Rapid technological advances encourage educators to innovate in designing effective and relevant learning processes to meet the needs of students in the digital era (Weller, 2018; Çelik & Baturay, 2024). One potential innovation is the use of animated video media, as it can present material in a visual, engaging, and interactive manner, thereby increasing student understanding and engagement in the learning process (Mayer, 2010; Hayles, 2008). However, the use of technology needs to be balanced with a pedagogical approach that emphasizes the formation of values and

attitudes, one of which is through the Value Clarification Technique (VCT) model, which helps students internalize values through reflective thinking processes (Dinata & Reinita, 2020; Octia et al., 2024). Thus, the integration of VCT-based animated video media is expected to not only enrich the history learning experience but also contribute to improving student learning outcomes.

Based on field findings, there are various obstacles in the history learning process experienced by educators and students. From the results of interviews with history educators of class XI TKJ at SMK Negeri 2 Jember, it was discovered that teachers face challenges in terms of limited innovation in learning media and a lack of supporting facilities in its implementation. On the other hand, based on the student needs analysis questionnaire, data obtained showed that 75% of students admitted to experiencing difficulties in following history lessons, around 69.4% said that teachers still predominantly use text-based or print-based media, and 77.8% of students cannot always achieve the KKM and therefore require remedial work on each history subject exam. These conditions indicate the need for improvement, particularly through the development of more interesting media that are appropriate to student characteristics, so that the learning process can take place optimally and learning objectives are achieved.

These findings indicate the need for learning media that can combine visual elements with technological support to

make the history learning process more engaging, communicative, and optimally enhance student understanding. One approach that can be used to address this challenge is the use of animated videos in history learning. Animated videos have many advantages in educational contexts, particularly in increasing student understanding, engagement, and positive attitudes. Despite some concerns about their effectiveness, research suggests that animated videos can be a very useful tool in education (Knapp et al., 2022). Angela and Triadi (2022) found that animated video-based learning proved effective in increasing motivation to learn history in high school students. A similar study was conducted by Fariz and colleagues (2024), who concluded that animated video learning media can increase students' understanding and interest in history subjects. Furthermore, Warsidah and her research team (2024) revealed that many students experience difficulty in understanding history material because it is considered monotonous and difficult to understand. However, their research results show that the application of animated videos can significantly increase interest and understanding of historical material.

Previous research has demonstrated that the use of animated videos can effectively enhance students' learning motivation and engagement. However, there is still a limited number of studies that specifically examine the impact of animated videos integrated with the Value Clarification Technique (VCT) on student learning outcomes, especially within vocational high school contexts. Therefore, this study seeks to fill this research gap by focusing on State Vocational High School 2 Jember as the research site. The main objective of this study is to examine the effect of implementing animated video learning media based on the Value Clarification Technique on improving students' learning outcomes.

Against this backdrop, it becomes essential to investigate whether the use of animated video learning media based on the Value Clarification Technique can serve as an effective solution to the problem of low student learning outcomes. The findings of this study are expected to provide practical insights for history educators in developing more engaging and value-oriented learning experiences. Furthermore, this research aims to contribute to the academic discourse on learning innovation in the digital era, which emphasizes creative, contextual, and value-based approaches aligned with 21st-century skills.

2. RESEARCH METHOD

2.1 Normality Test

One type of test used is the normality test. The normality test is used to verify whether sample data originates from a normally distributed population and to verify the validity of the sample. The importance of this test lies in the fact that parametric statistical calculations require the assumption of a normal distribution. The normality test in this study was

conducted using SPSS version 24 for Windows, as explained by Knief & Forstmeier (2021):

- a. If the significance value is above 0.05 (Sig. > 0.05), the data demonstrates a normal distribution.
- b. If the significance value is below 0.05 (Sig. < 0.05), the data does not demonstrate a normal distribution.

2.2 Homogeneity Test

The homogeneity test is conducted to determine whether the data variance within a group is uniform, thus concluding that the data are homogeneous. Data homogeneity is an important requirement in selecting the appropriate type of statistical analysis. If the data is normally distributed and homogeneous, it can be analyzed using parametric statistical methods. Conversely, if the data is normally distributed but not homogeneous, nonparametric statistical methods must be used. In this study, the homogeneity test was conducted using Levene's statistic, obtained from SPSS software output. The decision-making criteria for the homogeneity test are as follows:

- a. If the significance value (Sig.) is > 0.05, the data is categorized as homogeneous.
- b. If the significance value (Sig.) is < 0.05, the data is categorized as non-homogeneous.

2.3 Independent Sample T-Test

The Independent Sample T-Test was conducted using post-test data from two different groups, namely the control class and the experimental class. The data analyzed were post-test scores that reflected the learning outcomes of students, both those who used animated video learning media based on Value Clarification Technique and those who did not use it. This test aims to determine the extent of the influence of the independent variable, namely animated video media based on Value Clarification Technique, on the dependent variable, namely learning outcomes. The hypotheses tested in this study are as follows:

- H_0 : There was no significant difference between the average post-test scores in the control class and the experimental class.
- H_a : There is a significant difference between the average post-test scores in the control class and the experimental class.

If the significance value (Sig.) > 0.05, then H_0 is accepted, which means there is no significant difference between the average post-test scores of students' learning outcomes in the control and experimental classes. Conversely, if the Sig. value < 0.05, then H_1 is accepted, which indicates that there is a significant difference between the average post-test scores of historical thinking skills and students' learning outcomes in the two classes.

2.4 Paired Sample T-Test

The test conducted after the homogeneity test is the Paired Sample T-Test. This test is a parametric statistical method used to analyze one group with different conditions or opportunities, with the note that the data was initially normally distributed (Pallant, 2010). The test is used on paired data and aims to see the average difference of the existing data. The Paired Sample T-Test test was applied when the researcher finished conducting the pre-test and post-test to determine the effect of implementing the Value Clarification Technique-based Animation Video learning media on student learning outcome variables. In this study, the test was applied in class XI of SMK Negeri 2 Jember using the help of SPSS version 24 for windows. There are criteria for the Paired Sample T-Test, namely:

- If the significance value is less than 0.05, then H_0 is accepted because a significant difference is observed.
- If the significance value is greater than 0.05, then H_0 is rejected because there is no difference.

3. RESEARCH RESULTS

The field test was conducted using two classes, namely the experimental class and the control class. The experimental class was implemented in class XI TKJ 1, while the control class was conducted in class XI TKJ 2, each consisting of 36 students. In this study, the researcher applied animated video learning media based on the Value Clarification Technique to determine its effect on students' learning outcomes, focusing on the topic of the Japanese occupation in Indonesia.

3.1 Results of Animated Video Based on Value Clarification Technique

The product selected for this study is a learning medium in the form of an animated video based on Value Clarification Technique (VCT), aimed at improving student learning outcomes in Indonesian History. This product was chosen because visual and audio media can help students understand historical events in a more concrete, engaging, and meaningful way. Furthermore, the integration of the VCT approach into the media is expected to encourage students to not only master the material but also reflect on the values contained within historical events.

The use of animated video learning media combined with the Value Clarification Technique (VCT) model plays a strategic role in improving student learning outcomes. Animated videos present historical material visually and contextually, making it easier for students to understand the facts and context of historical events in depth (Adri et al., 2020). Meanwhile, the VCT model helps students internalize historical values through a process of reflection and value clarification, which includes value identification, evaluation of alternative values, and value decision-making (Suryani, 2010).

Animated videos are designed by combining text, voice narration, animated illustrations, and background music appropriate to the learning context. This learning medium contains material on the controversial history of the Japanese occupation of Indonesia, namely "Soekarno and Japan: A Collaboration That Invites Controversy." This material was chosen because it has high historical relevance and contains values that can be clarified through the VCT approach, such as nationalism, cooperation, sacrifice, and moral dilemmas in colonial situations. The use of animation techniques aims to make it easier for students to imagine abstract historical situations. In addition, the narrative in simple language is combined with reflective questions to stimulate class discussion.

The animated video was developed with the following sections: the first part is an introduction that displays the video title, learning objectives, and a brief introduction to the topic. This section is complemented by animated illustrations and motivational background music to attract students' attention from the start. Second, a brief introduction to the Value Clarification Technique model. Third, historical material is presented through a combination of animated characters, maps, captions, and narration. For example, when explaining Sukarno's controversy about forced labor (*romusha*), animated illustrations of workers, fields, and the condition of the people are shown, accompanied by a narrative that depicts suffering and its impact on the nation. Fourth, this section is the core of the product. Students are invited to reflect on the dilemmas of historical values that can be taken for everyday life.

3.2 Results Normality Test

At this stage, a large group trial was conducted involving 36 students from the experimental class, namely XI TKJ 1. The purpose of this test was to determine whether the data obtained was normally distributed or not. Normality testing was carried out using the Shapiro-Wilk test, which is suitable for small to medium sized samples. In addition to the experimental class, normality testing was also carried out on data from the control class, namely XI TKJ 2, to ensure that both groups had normal data distribution. The following are the results of the normality test for the experimental class and the control class:

Table of Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test Control	.954	36	.135
Post-test Control	.954	36	.142
Pre-test Experiment	.944	36	.068
Post-test Experiment	.948	36	.089

Based on the results, the pre-test score in the control class showed a significance value of 0.135, while the post-test score

was 0.142. Meanwhile, in the experimental class, the pre-test significance value was 0.068 and the post-test significance value was 0.089. All significance values are greater than 0.05, so it can be concluded that the data from both classes, both control and experimental, are normally distributed.

3.3 Results Homogeneity Test

Table of Homogeneity Test Results

Test of Homogeneity of Variances			
Pre-Test dan Post-Test			
Levene Statistic	df1	df2	Sig.
.560	3	140	.643

Based on the results of the homogeneity test conducted on the experimental and control class data, a significance value of 0.643 was obtained. Because this value is greater than 0.05, it can be concluded that the data from both classes have homogeneous variance. Thus, the data meets the homogeneity assumption, which is a requirement for proceeding to parametric statistical analysis, such as the Independent Sample t-Test.

3.4 Result of Independent Sample T-Test

Independent Samples Test									
Levene Test for Equality of Variances					t-Test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1000	246	.029	3.711	138	.000	81.9111	14.4411	52.7251	111.1000
1000	1712	.013	18.339	138	.000	81.9111	4.46831	72.8268	91.0000

Based on the results presented in the table above, a significance value (Sig. 2-tailed) of 0.000 was obtained, which is smaller than 0.05. This indicates that H_0 is rejected and H_a is accepted, so it can be concluded that there is a significant difference in the post-test average between the experimental class and the control class. Thus, the animated video learning media based on Value Clarification Technique used in the experimental class has a significant influence on improving student learning outcomes, compared to the control class that uses video media from YouTube.

3.5 Results of Paired Sample T-Test

Table of Paired Sample Statistics

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1				
Pretesteksperimen	54.4444	36	8.17468	1.36245
Posttesteksperimen	80.9722	36	6.63534	1.10589

Based on the data, it is known that the average pre-test score was 54.44 while the average post-test score reached 80.97. The increase in the average score indicates an increase in student learning outcomes after participating in learning using animated video media based on Value Clarification Technique.

Table of Paired Sample T-Test Results

Paired Samples Test									
Paired Differences					95% Confidence Interval of the Difference				
Pair 1	Pretesteksperimen - Posttesteksperimen	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)	Lower	Upper	df
1000		-26.52778	11.07288	1.82951	-14.49888	<.00001	-20.01081	-13.04475	35

Based on the results, to determine whether the average difference between the pre-test and post-test is significant, an analysis was conducted using the Paired Sample t-Test, the results of which are presented in Table 4.38. The significance value (Sig. 2-tailed) obtained is <0.000 , which means it is less than 0.05. Therefore, H_0 is rejected and H_a is accepted, so it can be concluded that there is a significant average difference between the pre-test and post-test results. Thus, these results indicate that the use of animated video learning media based on Value Clarification Technique has a significant influence on improving student learning outcomes in history learning in vocational schools.

4. DISCUSSION OF RESEARCH RESULT

The research process using animated video learning media based on value clarification techniques showed a significant influence on student learning outcomes. The researchers used two classes: an experimental class (11 TKJ 1) and a control class (11 TKJ 2). The field trial involved 36 students from each class. The average pretest and posttest scores for learning outcomes were then analyzed using normality and homogeneity tests. These tests are prerequisites for determining whether the students' scores are normally distributed and homogeneous. The results of the normality test in the experimental class (XI TKJ 1) showed a significance value of $0.068 > 0.05$, so it can be concluded that the data is normally distributed. In the control class (XI TKJ 2), a significance value of $0.135 > 0.05$ was obtained, which also indicates that the data is normally distributed. Furthermore, the results of the homogeneity test between the two classes showed a significance value of $0.643 > 0.05$, so it can be concluded that the data from both groups are homogeneous. The results of this swimmer test are the basis for conducting the next analysis, namely hypothesis testing using the Independent T-Test and Paired Sample T-Test.

The hypothesis test in this study was conducted using an independent t-test to analyze the difference in post-test scores between the experimental and control classes. Based on the analysis results, a Sig. (2-tailed) value of 0.000 was obtained, which is smaller than 0.05. This result indicates that there is a significant difference between the average post-test scores of the two classes. Thus, it can be concluded that the application of animated video learning media based on Value Clarification Technique (VCT) has a significant effect on improving student learning outcomes compared to conventional learning in the control class. Furthermore, the results of the paired sample t-test in the experimental class also showed a Sig. (2-tailed) value < 0.000 , which means there is a significant difference between the average pre-test and post-test scores. This finding confirms that the use of VCT-based animated video learning media is effective in improving student learning outcomes. This is evident from the

increase in the average pre-test score of 54.44 to 80.97 in the post-test, which indicates a fairly high increase in learning outcomes after the application of the learning media.

According to Hoffeler and Leutner (2007), the use of animated media in learning has been proven to have a positive impact on student learning success compared to static image-based learning methods. Support for these findings was also conveyed by Cevahir et al. (2022), who in their study on animation-based learning explained that video animation helps overcome difficulties in understanding the material, builds student self-confidence, and supports a more interactive learning process. Furthermore, it is explained that animation has several main features that support the learning process, including: (1) making learning more interesting, (2) attracting students' attention to the material, (3) increasing learning motivation, (4) presenting material visually and structured, and (5) providing additional explanations through sound or dubbing. The main purpose of using animated media is to visualize learning materials with an attractive design, so that it can help students focus more on listening and understanding the content of the material.

The effectiveness of the Value Clarification Technique (VCT) model is also evident in the improvement in student learning outcomes. Through this approach, students are not only guided to conceptually understand historical material but also to examine and internalize the values contained within. The value clarification process makes learning more meaningful, as students are actively involved in connecting the material to the realities of their lives. The implementation of VCT has been shown to improve understanding of historical concepts while fostering positive attitudes toward national values, ultimately resulting in improved overall learning outcomes (Ula et al., 2020). These findings emphasize that the integration of cognitive and affective aspects through VCT significantly contributes to the success of history learning. Therefore, the implementation of VCT can be seen as an effective learning model for improving the quality of student learning outcomes.

The research found that animated video learning media based on the Value Clarification Technique (VCT) is engaging and effective in improving learning outcomes. Therefore, it can be concluded that the use of animated media is effective and appropriate for use in modern learning contexts, especially when supported by appropriate educational technology.

5. CONCLUSION

Based on the findings and analysis, it can be concluded that the use of animated video learning media based on the Value Clarification Technique (VCT) has a significant and positive impact on improving student learning outcomes in history learning at State Vocational High School 2 Jember. The results of the independent sample t-test showed a Sig. (2-tailed) value of $0.000 < 0.05$, indicating a significant difference between the post-test scores of the experimental

and control classes. Likewise, the paired sample t-test results showed a Sig. value < 0.000 , confirming a significant improvement between the pre-test and post-test scores in the experimental class. This statistical evidence supports that the animated video learning media based on VCT effectively enhances students' understanding, motivation, and active participation during the learning process.

The improvement in the average score from 54.44 in the pre-test to 80.97 in the post-test illustrates that students in the experimental class experienced substantial progress in their learning outcomes. The combination of visual and auditory elements in animated videos made historical material more concrete and engaging, while the integration of VCT fostered reflective thinking and value internalization. Through this process, students were not only able to comprehend historical facts but also encouraged to develop moral reasoning and a deeper awareness of the relevance of history to real-life situations.

Furthermore, the findings reinforce the idea that learning media innovations that integrate cognitive and affective domains are essential in improving the quality of history education. Animated videos based on the VCT model are effective not only in facilitating knowledge acquisition but also in strengthening students' moral and character development, which are crucial in the context of 21st-century education. Therefore, this study highlights that the development and implementation of animated video learning media based on the Value Clarification Technique can serve as an innovative pedagogical approach that supports meaningful, value-oriented, and character-based history learning in vocational education settings.

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