

DEVELOPMENT OF ANIMATED FILM MEDIA TO INCREASE STUDENT CONFIDENCE SMP NEGERI 3 PRAMBANAN YOGYAKARTA

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ARTICLE HISTORY

Received : 20-01-2026

Revised : 07-02-2026

Accepted : 28-03-2026

KEYWORDS

Learning Media
Development; Quizizz
Lesson; Learning Interest;
Indonesian History;
ADDIE

ABSTRACT

Development of Animated Film Media to Increase Self- Confidence of Students at Prambanan 3 Junior High School, Yogyakarta. Thesis. Yogyakarta: Faculty of Education, Yogyakarta State University, 2025. This research aims to produce animated film media that: (1) meets eligibility criteria, (2) is practical, and (3) is effective for use in guidance and counseling services to increase student self-confidence. The research and development method used was the ADDIE model, adapted from the Branch development model. The research stages included analysis, design, development, implementation, and evaluation. The research was conducted at Prambanan 3 Junior High School Yogyakarta. The trial subjects were 92 students, consisting of two experimental classes and one control class. Data collection techniques included observation, questionnaires, and a self-confidence scale. Data were analyzed using qualitative and quantitative approaches. The results indicate that: (1) the animated film media is declared highly feasible by media experts and material experts based on validation results; (2) the media meets practicality criteria, with an average score of 3.64 from teachers and a score of 91 from students, both of which fall into the very practical category; and (3) the media effectively increases student self-confidence. The effectiveness is proven through the N-gain calculation, which shows an increase in self-confidence scores in the experimental class higher than the control class. The ANOVA test using SPSS produces an F value of 16.316 with a significance of 0.000 ($p < 0.05$), so H_0 is rejected. This indicates that animated film media has a significant effect on increasing the self-confidence of junior high school students



INTRODUCTIONS

Education is one of the parts and an important role in the growth and development of a person, because education is a human effort to seek and collect knowledge (Vhalery et al., 2022). Education is no longer limited to traditional pedagogical approaches that rely solely on textbooks and instructor-guided lectures in the classroom (Abdullah et al., 2023). Educational activities require innovation to create a fun and stimulating

learning atmosphere. The availability of supportive learning elements, such as educational resources, can contribute to the creation of a learning environment that achieves its goals (Asrobanni et al., 2023).

Learning media includes all messengers that can arouse students' thoughts, feelings, and motivations, thereby encouraging a deliberate, planned, and regular learning experience (Suryani et al., 2018). Animation offers more vivid and engaging visuals, making it easier for students to understand complex concepts (Ardian & Munadi, 2016). The use of animation allows for the presentation of educational materials in a more interactive and engaging manner, thereby encouraging student-led learning. Optimal learning is student-oriented, encourages creativity, student involvement in the learning process, and learning runs in a fun way. Initially, animation was based on a simple principle, but over time it has evolved into different types, such as Clay animation, 3D animation, 2D animation. Based on several research results, animation or animated films are considered to be able to be used in the context of learning to have a positive effect on the learning process (Anjani et al., 2023; Nasir & Hadijah, 2019). Animated films remain popular among teenage students. Therefore, animated films can be an option for educators to explain abstract concepts to students, making them more real. Animation can serve as an additional medium for online or distance education (Safitri et al., 2020).

Especially for junior high school (SMP) students, who are still classified as teenagers. Adolescent confidence is very important at this stage. Lauster (2002) argues that a person's sense of confidence is his belief in his talents, which results in reduced anxiety, freedom in action, accountability for behavior, and politeness in interacting with others (Lauster, 2002). They are motivated to achieve success and have an understanding of their strengths and weaknesses. Engaging with a variety of environmental stimuli increases confidence through the development of adaptive responses. According to Mayer (2009: 47), film media in the context of learning is a multimedia tool that integrates auditory (sound/narrative) and visual (image/video) components to communicate information efficiently. (Mayer, 2009) Film is used as a learning medium because it is able to utilize two information processing channels in the brain, namely visual and auditory, thereby improving material understanding and retention. By displaying relevant moving images and clear narratives, film media can facilitate students in understanding complex concepts, as information is presented in a more engaging and easy-to-follow manner.

One of the schools that the researcher is concerned about is SMP Negeri 3 Prambanan Yogyakarta, which places strengthening student confidence as the main focus in a holistic educational approach. Based on the results of observations, it was found that there were still a number of students who showed doubts in expressing opinions, lacked courage to appear in front of the class, and tended to be passive in group discussion activities. During the presentation activity in class, some students seem to look down, speak in a quiet voice, or even choose to remain silent when asked to express their opinions. This situation shows that the formation of confidence in adolescence requires special attention from the school.

The implementation of learning practices at SMP Negeri 3 Prambanan Yogyakarta is also still dominated by conventional methods, such as the use of textbooks, lectures, and simple multimedia presentations. The learning media used tend to be limited to print and have not fully utilized interactive technology that is more effective, interesting, and efficient in delivering material to students. Difficulties in building confidence from learning experiences are also supported by the results of previous research, where the confidence level of grade IX students in junior high school shows that based on the confidence scale, students are divided into four categories, namely very low (0.6%), low (66.5%), medium (5.8%), and very high (27.1%). Realizing these conditions, schools strive to create a learning environment that is conducive to the development of student confidence through innovative approaches, one of which is by utilizing animated film media as an effective means of learning (Umar & Masnawati, 2024). Through the development of this media, students not only play the role of spectators, but also as active subjects in the creative process (Afrilia et.al., 2022).

To overcome this problem, the development of animation film-based learning media is expected to be an innovative solution. Animated film media has great potential in presenting Students find instructional content engaging, dynamic, and simple. In addition, animated films are able to depict social situations that can increase students' confidence and interpersonal skills by presenting positive examples that are relevant to their daily lives (Mayer, 2009). By utilizing

the potential of animated film media as a learning tool, SMP Negeri 3 Prambanan Yogyakarta not only provides students with a valuable learning experience, but also creates a supportive environment for their self-development. With confidence strengthened through this process, it will increase children's confidence in facing problems at school, in society, and in their lives as a whole.

Low self-confidence and interpersonal skills in junior high school students are often due to a lack of social support, minimal interaction experience, and less diverse learning approaches. Changing traditional learning methods and not involving active interaction between students is also one of the main causes. In addition, the lack of opportunities for students to express themselves and practice public speaking also exacerbates this problem (Harter, 2012:85). Creating more dynamic and engaging learning mediums, such as animated films, is indispensable to help students boost their confidence. The ability of animation to convey positive, inspiring, and motivating messages visually and emotionally (Nurkhafid et al., 2024), then became the reason for researchers to use animated film media. Animated films allow students to see examples of characters who have successfully overcome challenges, increase confidence, and show that success can be achieved through courage and perseverance (Yuniarti & Anwar, 2024). Through engaging visualizations and relatable stories, animations are able to create a comfortable learning atmosphere and reduce students' anxiety, so they feel safe to express themselves and be inspired to try new things.

Taking this into account, this research aims to develop animated film media that is specifically designed to help students of SMP Negeri 3 Prambanan Yogyakarta gain confidence. Through a visual approach and evocative stories, it is hoped that the animated film It can be useful in school encourages students to be more confident in expressing themselves, facing challenges, and actively engaging in the learning process. This research is also expected to make a real contribution to the provision of innovative learning media that supports the development of students' character and social skills in this modern era.

Literature Review

Animated Film Media

A. Definition of Media

According to Gagne (2005) media are different types of components and their environments (Gagné et al., 2005). Furthermore, Sadiman (1993:6) explained that the media functions as an intermediary or message channel from sender to receiver (Sadiman et al., 2010). Anitah (2008:1) "Media" is the plural form of the Latin word "media" referring to an entity between two parties, poles, or tools. The media can be considered a mediator between two entities: the sender of the message and the recipient of information.

B. Definition of Film

The Great Indonesian Dictionary defines film as a thin celluloid membrane that contains a negative image (to be developed into a portrait) or a positive image (to be projected in the theater); a moving movie narrative. Furthermore, Arsyad (2002:49) explained that film consists of a series of images in a frame, which are mechanically projected by the projector lens, thus creating the illusion of motion on the screen.

C. Definition of Film Media

Media and cinema are intertwined; Film is one type of media, widely accepted by society due to its visual nature, which effectively communicates a narrative that can be presented as compelling as possible. Considering the justifications provided by the media and films mentioned, it can be concluded that film media serves as a visual communication instrument that acts as a link between the sender and the receiver, utilizing moving images accompanied by sound to facilitate the dissemination of information, historical narratives, and the exploration of new concepts.

D. Elements in a Film

The elements of a film consist of several parts as follows (Sambas, 2004): *Title* (Film Title)

E. Characteristics of Film Media as a Learning Media

In short, what can be seen in a film should be able to give real results to the audience. In judging whether a film is good or not. Hamalik (1989), stated that a good film has the following characteristics (Hamalik, 1989):

F. Animated Film Media Applications

The application of Animation film media can be done through several practical steps. Here is an example of how the application of this technique can be done:

G. Concept of Animated Film Media Information Service

Information services are essential for guidance and counseling that provide knowledge to students so that they can make informed decisions regarding aspects of their academic, social, and personal lives (Corey, 2009). Animated films have many advantages in the delivery of information service messages, mainly due to the combination of images, sounds, and stories (Berk, 2009: 19). As an audiovisual medium, animated films can convey guidance messages interactively, thus allowing children to understand the material offered more easily (Mayer, 2009).

Confidence

According to Liu and Hou (2001: 4), "*An individual's self-confidence originates from their capacity to exhibit a specific skill or action, observation of others' behavior, verbal feedback, and emotional awareness; self-confidence increases behavior repetition*". A person's confidence comes from the demonstration of a particular ability or action, verbal feedback, behavioral observation, and emotional awareness, which collectively allow for the repetition of those actions. Self-confidence is one of the aspects of personality that is essential for individual development, especially in social and academic contexts. Ghufroon and Risnawita (2011) stated that self-confidence is a crucial aspect of personality; its absence can give rise to various psychological and social problems (Ghufroon & Risnawita, 2011). This is in line with the view of Yoder and Procter (1998), who affirm that self-confidence is a manifestation of self-esteem, self-awareness, and self-respect (Yoder & Procter, 1998).

Animated Film Media To Increase Confidence in Information Guidance Services

To assist educators and students in educating and learning, it is important to utilize support tools that ensure the learning process is in line with the goals. One form of such support is learning media. Learning materials are essential to enhance learning by encouraging activity, creativity, engagement, and introducing a new educational environment. This research will focus on learning media derived from animated films to improve the educational process.

Animated film media is an educational medium that uses dynamic visual elements combined with accompanying audio, like a movie. According to Rahmayanti (2016: 431), animation cinema media is defined as audiovisual media that combines animation with audio adapted to the characters. According to Husni (2021: 17), animated film media is defined as the display of different frames in a sequence at a certain time interval, which results in the illusion of movement, accompanied by sounds that enhance the visual experience, such as dialogue and other audio elements.

RESEARCH METHODS

This study uses the ADDIE model for development. The ADDIE model is a simpler development framework than other models, making it easier for researchers to understand (Branch, 2009). Branch (2009) describes the ADDIE framework as consisting of five stages: analysis, design, development, implementation, and evaluation. The development process used by Branch (2009) in this study is illustrated in the ADDIE model step graph. The five stages of the ADDIE model are interrelated, organized, methodical, and should be run in a specific order, thus facilitating the learning process for researchers.

ADDIE's development model is more suitable for developing animated film media. The development stage in this model. It is carried out systematically and easily understood in the creation of learning media. The ADDIE model consists of five stages: analysis, design, development, implementation, and evaluation. The initial stage includes a needs assessment, which includes curriculum and material evaluations. This analysis examines the issues of the learning environment, technology, and student characteristics. The second stage involves product design by

developing a storyboard to outline the production concept. The third stage develops the problems that have been addressed previously to improve the quality of the product. The goal is to develop superior educational materials that are ready to be executed. Fourth, the results of product development are evaluated in consumers or research participants and implemented in practical scenarios. The fifth stage involves the evaluation of the products produced to ensure their suitability to be applied in the learning process.

RESEARCH AND DISCUSSION RESULTS

Development Results

This research and development culminated in an animated film product designed for guidance and counseling teachers to increase student confidence at SMP Negeri 3 Prambanan, Yogyakarta. The purpose of making this product is to demonstrate the feasibility, practicality, and effectiveness of animated film media in increasing students' confidence. This research uses a five-stage research and development paradigm: analysis, design, development, implementation, and assessment. The ADDIE development model initiated by Robert Maribe Branch became the foundation of the development process. The results of the next development process steps are as follows.

1. Analyze

The analysis stage of this research aims to find out the various elements that are the basis for the preparation of animated film media. This analysis aims to uncover challenges in the learning process, especially those related to increasing student confidence in utilizing learning materials.

2. Design

After the analysis phase is completed, the next step in the learning media development process is the design phase. This phase aims to design a learning medium that will be produced based on previously evaluated findings and requirements.

3. Development

The development stage follows the planning stage, where learning media is realized in accordance with a predetermined strategy. This stage begins with the creation of educational media based on animated films derived from plot diagrams, storyboards, and material designs that have been developed previously.

4. Implementation

The implementation stage is the initial testing stage of animated film learning media that has gone through a validation process. The media was implemented on a group of students from SMP Negeri 3 Prambanan who had been designated as test subjects, consisting of two groups of experimental classes and one group of control classes.

5. Evaluation

The evaluation stage is the final stage of this research. At this stage, improvements are made to the products that have been developed. These improvements are based on suggestions and input from subject matter and media experts during the validation phase. After going through the entire evaluation and revision process, animated film media is declared feasible and practical to be used as a learning tool in increasing the confidence of junior high school students. This media is also equipped with a guidebook to facilitate its integration in the learning process in the classroom and outside the classroom.

Discussion

A. Product Trial Results

1. Product validation

Product validation involves 2 experts consisting of material experts and media experts as follows.

a) Media Expert Validation

Media validation by Prof. Dr. Haryanto, M.Pd., who is one of the professors at FIP UNY. This media validation test covers aspects of modality, coherence, contiguity and personalization. The validation results also have comments and suggestions from media experts in the form of "Looking at the product is very good, the problem that needs attention is the ability and willingness of teachers to use this development product". The data

on the results of the conversion of the material validation assessment is presented in the following table.

Table 10. Material Validation Assessment Conversion Results Data

Score Interval		Modalities	Category
X	$>$	33.6	Highly Worth It
27.2	$> X \geq$	33.6	Worthy
20.8	$> X \geq$	27.2	Quite Decent
14.4	$> X \leq$	20.8	Less Worthy
X	\leq	14.4	Very Less Worthy
Coherence			
X	$>$	33.6	Highly Worth It
27.2	$> X \geq$	33.6	Worthy
20.8	$> X \geq$	27.2	Quite Decent
14.4	$> X \leq$	20.8	Less Worthy
X	\leq	14.4	Very Less Worthy
Continuity			
X	$>$	33.6	Highly Worth It
27.2	$> X \geq$	33.6	Worthy
20.8	$> X \geq$	27.2	Quite Decent
14.4	$> X \leq$	20.8	Less Worthy
X	\leq	14.4	Very Less Worthy
Personalization			
X	$>$	25.2	Highly Worth It
20.4	$> X \geq$	25.2	Worthy
15.6	$> X \geq$	20.4	Quite Decent
10.8	$> X \leq$	15.6	Less Worthy
X	\leq	10.8	Very Less Worthy
Overall			
X	$>$	126	Highly Worth It
102	$> X \geq$	126	Worthy
78	$> X \geq$	102	Quite Decent
54	$> X \leq$	78	Less Worthy
X	\leq	54	Very Less Worthy

The results of the assessment by media experts are presented in the following table.

Table 11. Evaluation Results by Media Members

No. Item	Media Member
Indicator 1	5
Indicator 2	5

Indicator 3	3
Indicator 4	5
Indicator 5	5
Indicator 6	3
Indicator 7	5
Indicator 8	4
Total	35
Category	Highly Worth It
Coherence Aspect	
Indicator 9	4
Indicator 10	5
Indicator 11	4
Indicator 12	5
Indicator 13	4
Indicator 14	5
Indicator 15	4
Indicator 16	4
Total	35
Category	Highly Worth It
Contingency Aspects	
Indicator 17	5
Indicator 18	3
Indicator 19	3
Indicator 20	5
Indicator 21	4
Indicator 22	3
Indicator 23	3
Indicator 24	5
Total	31
Category	Worthy
Personalization aspect	
Indicator 25	4
Indicator 26	5
Indicator 27	5
Indicator 28	4
Indicator 29	4
Indicator 30	4
Total	26
Category	Highly Worth It
Total Overall Score	127
Maximum Score	150
Average Total Score	4.23
Category	Highly Worth It

The cumulative score achieved by the media experts was 127 out of a total of 150. The average score from media experts is 4.23, which is categorized as very appropriate. These findings suggest that the resulting animated film media meets the basic eligibility criteria for the study, with some improvements based on input

from experts. Therefore, the researcher will continue the trial in schools after the revision of the animation film media based on input from experts.

b) Subject Matter Expert Validation

The material validation was carried out by Dr. Agus Basuki, M.Pd., who is one of the lecturers at FIP UNY. The validation test of this material includes aspects of relevance, depth, integration and clarity. The animated film media developed has met the basic eligibility standards for use in the research with some improvements based on comments and suggestions from subject matter experts. The necessary improvements are.

1. The front page gives the UNY logo
2. The supervisor is the second developer, so his name needs to be titled on *Created By*.
3. The end page gives a developer profile.

The data on the conversion results of the validation assessment is presented in the following table.

Table 12. Conversion Results of Subject Matter Expert Validation Assessment

Score Interval		Category	
Relevance			
X	>	21	Highly Worth It
17	> X ≥	21	Worthy
13	> X ≥	17	Quite Decent
9	> X ≤	13	Less Worthy
X	≤	9	Very Less Worthy
Depth			
X	>	21	Highly Worth It
17	> X ≥	21	Worthy
13	> X ≥	17	Quite Decent
9	> X ≤	13	Less Worthy
X	≤	9	Very Less Worthy
Integration			
X	>	21	Highly Worth It
17	> X ≥	21	Worthy
13	> X ≥	17	Quite Decent
9	> X ≤	13	Less Worthy
X	≤	9	Very Less Worthy
Clarity			
X	>	21	Highly Worth It
17	> X ≥	21	Worthy
13	> X ≥	17	Quite Decent
9	> X ≤	13	Less Worthy
X	≤	9	Very Less Worthy
Overall			
X	>	84	Highly Worth It



68	$> X \geq$	84	Worthy
52	$> X \geq$	68	Quite Decent
36	$> X \leq$	52	Less Worthy
X	\leq	36	Very Less Worthy

An overall validation assessment by the subject matter experts resulted in a total score of 92 out of a maximum score of 100. The average total score of the experts is 4.6, which is categorized as very appropriate. The results of the validation assessment by the subject matter experts are presented in the following table

Table 13. Validation Assessment by Subject Matter Experts

No. Item	Material Expert
Relevance Aspect	
Indicator 1	4
Indicator 2	5
Indicator 3	5
Indicator 4	5
Indicator 5	3
Jumlah	22
Kategori	Highly Worth It
Integration Aspect	
Indicator 6	5
Indicator 7	5
Indicator 8	5
Indicator 9	4
Indicator 10	5
Jumlah	24
Kategori	Highly Worth It
Contingency Aspects	
Indicator 11	5
Indicator 12	4
Indicator 13	5
Indicator 14	5
Indicator 15	4
Jumlah	23
Kategori	Highly Worth It
Personalization aspect	
Indicator 16	4
Indicator 17	5
Indicator 18	5
Indicator 19	4
Indicator 20	5

Jumlah kategori	23 Highly Worth It
Total Overall Score	92
Maximum Score	100
Average Total Score	4,6
Category	Highly Worth It

The cumulative score given by the subject matter experts was 92 out of a total of 100. The average score of the experts is 4.6, which categorizes it as very appropriate. These findings show that the animated film media developed has met the basic suitability criteria for the study, with several recommendations for improvement based on expert input.

1. Teacher Response Questionnaire

Questionnaire on the practicality of the response of Mrs. Iin Septiani Laili, S.Sos.I., as a BK teacher of SMP Negeri 3 Prambanan Yogyakarta. The aspect of the teacher's practicality questionnaire includes the aspects of usefulness and display design. There were 25 statements of the aspects-usefulness, design and appearance, and overall by the teacher of the animated film media that were tested to the students. The data on the conversion results of teacher responses is presented in the table below.

Table 14. Teacher Response Conversion Results Data

Score Interval		Category	
Benefits			
52	$> X \geq$	64	Very Practical
40	$> X \geq$	52	Practical
28	$> X \geq$	40	Less Practical
16	$> X \leq$	28	Impractical
Design and Appearance			
29.25	$> X \geq$	36	Very Practical
22.5	$> X \geq$	29.25	Practical
15.75	$> X \geq$	22.5	Less Practical
9	$> X \leq$	15.75	Impractical
Overall			
81.25	$> X \geq$	100	Very Practical
62.5	$> X \geq$	81.25	Practical
43.75	$> X \geq$	62.5	Less Practical
25	$> X \leq$	43.75	Impractical

The results of the teacher's response questionnaire to the animation film media are presented in full in the appendix. The results of teachers' responses to the animation film media are briefly presented in the following table.



Table 15. Results of Teachers' Responses to Animated Film Media

No. Item	Teacher
Aspects of Usefulness	
Indicator 1	4
Indicator 2	3
Indicator 3	3
Indicator 4	4
Indicator 5	3
Indicator 6	3
Indicator 7	4
Indicator 8	4
Indicator 9	4
Indicator 10	4
Indicator 11	4
Indicator 12	4
Indicator 13	4
Indicator 14	4
Indicator 15	3
Indicator 16	3
Total	58
Category	Very Practical
Aspek Desain dan Tampilan	
Indicator 17	3
Indicator 18	4
Indicator 19	4
Indicator 20	4
Indicator 21	3
Indicator 22	3
Indicator 23	4
Indicator 24	4
Indicator 25	4
Total	33
Category	Very Practical
Total Overall Score	91
Maximum Score	100
Average Total Score	3.64
Category	Very Practical

Based on the results of the practicality questionnaire given to teachers on animation film media to increase student confidence, the results were obtained that the media was considered to be



very practical by the teacher. Overall, teachers gave a total score of 91 out of a maximum score of 100. This score is in the category of very practical. Thus, the medium is suitable for use for the next stage. Comments and suggestions from BK teachers on animation film media were not found, because the media given to be tested had gone through a revision process first based on input from media experts and material experts. Thus, the media received by BK teachers is a product that has been revised at the previous validation stage.

2. Analysis of Student Confidence Increase

The self-confidence assessment for students includes a questionnaire containing 30 statements that address four dimensions: intention, cognition (positive thinking), imagination (dreams or aspirations), and actions (behaviors). Confidence evaluations were conducted in three groups: experimental class 1, experimental class 2, and control class. This assessment aims to evaluate students' confidence levels before and after the use of animated film media. The table below shows data from the pretest and posttest evaluations of students' confidence levels.

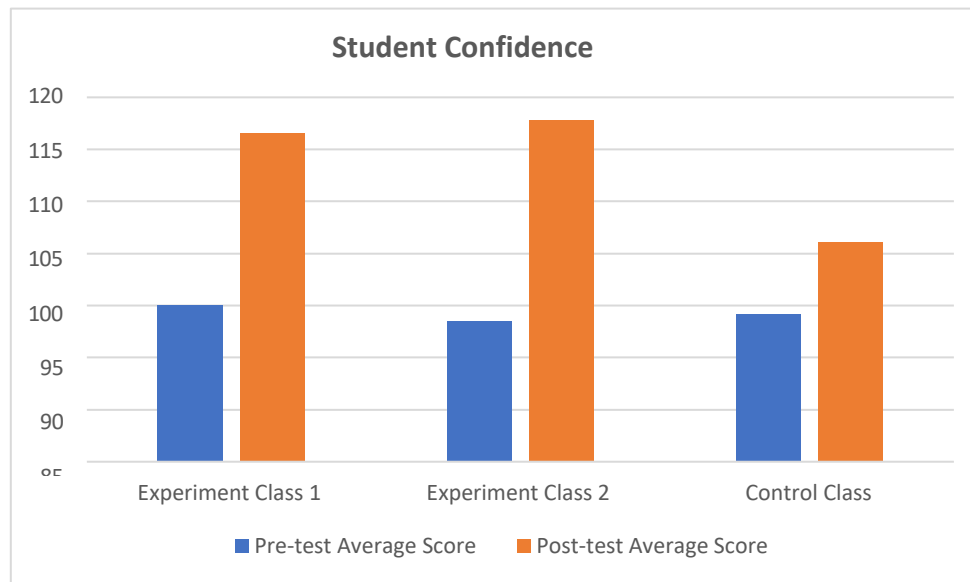
Table 16. Student Confidence Level Assessment Results Data

Classes	Average Score		Gain	Criteria
	Pre-test	Post-test		
Experiment 1	100.03	116.59	0.52	Medium
Experiment 2	98.52	117.77	0.58	Medium
Control	99.14	106.07	0.21	Low

The results of the confidence evaluation showed that the average pre-test score for experimental class 1 was 100.03, while for experimental class 2 it was 98.52. Furthermore, at the next meeting, learning was carried out using animated film media to increase students' confidence, and the confidence assessment questionnaire was given again. The average score achieved in experimental class 1 was 116.59, while in experimental class 2 it was 117.77. Analysis of pre-test and post-test findings showed an increase of 16.56 in experimental class 1, with a gain value of 0.52, and 19.25 in experimental class 2, with a gain value of 0.58. Both of these gains are in the group of moderate increases. In the control class, the results of the confidence assessment showed an average pre-test score of 99.14. Then at the next meeting, learning was given as usual without using the medium of animated films developed by the researcher, and a self-confidence assessment questionnaire was given again. The average score obtained is 106.07. The comparison between pre-test and post-test scores shows an increase of 6.93 with a gain value of 0.21 which shows an increase in the low category.

A comparison diagram depicting the pre-test and post-test scores of the experimental and control groups is shown in the figure below.

Figure 2. Student Pre-Test and Post-Test Score Results



The graph above shows that the average post-test scores for the control and experimental groups increased compared to their pre-test average scores. The experimental class experienced a greater increase in post-test scores compared to the control class. These results show that animated film media is effective in increasing students' confidence.

3. Prerequisite Test

a) Normality Test

The normality test for student self-confidence evaluation data was conducted using IBM SPSS Statistics 25, using the Kolmogorov-Smirnov and Shapiro-Wilk test methodology. The determination of normality is based on the significance value (Sig.). If the significance value ≥ 0.05 , the data is considered to be regularly distributed. The results of the normality assessment for the experimental and control groups are shown in the following table.

KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SELISIH SKOR POST-PRE						
kelas eksperimen 1	.073	32	.200*	.985	32	.930
kelas eksperimen 2	.137	32	.133	.956	32	.219
kelas kontrol	.130	28	.200*	.938	28	.101

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 17. Normality Test Results

The results of the normality test of the confidence assessment data of students in experimental class 1, experimental class 2, and control class received sig scores. ≥ 0.05 . The conclusions that can be drawn from the table above are that the data on student confidence assessment is normally distributed.

b) Homogeneity Test

The homogeneity test of student self-assessment data was carried out using IBM SPSS

Statistics 25 with the one way anova test method. The determination of homogeneity is based on values. significance (Sig.) > 0.05, which indicates that the data are considered homogeneous. The results of the homogeneity test for student self-confidence assessment data are shown in the following table.

Table 18. Homogeneity Test Results
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
SELISIH SKOR POST- PRE	Based on Mean	.187	2	89	.829
	Based on Median	.227	2	89	.797
	Based on Median and with adjusted df	.227	2	86.734	.797
	Based on trimmed mean	.199	2	89	.820

The data obtained based on the table above states the value of sig. ≥ 0.05 . The conclusions obtained from the table above are homogeneous student confidence assessment data.

4. ANOVA Test

The purpose of this hypothesis test was to ascertain whether there was a significant difference in confidence improvement between the experimental group of one group using animated film media while the control group did not use this medium. The ANOVA test was used to compare the average of many groups regarding one dependent variable (post-test and pre-test difference data). The ANOVA test in this study was carried out using IBM SPSS Statistics 25. The hypothesis formulated in ANOVA is formulated as follows.

H₀ : No substantial differences were found in student confidence improvements between the experimental group and the control group

H₁ : There was a marked difference in student confidence improvement between the experimental group and the control group.

The decision-making criteria for the ANOVA test are, if the significance value (Sig.) < 0.05, then H₀ is rejected, meaning that there is a significant difference in confidence increase between the experimental and control groups. If the significance value ≥ 0.05 then H₀ is accepted, This indicates no substantial difference in confidence improvement between the experimental group and the control group. The results of the ANOVA test are presented in the following table.

ANOVA

SELISIH SKOR POST-PRE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2243.409	2	1121.705	16.316	.000
Within Groups	6118.808	89	68.751		
Total	8362.217	91			

Table 19. ANOVA Test Results

Based on the table, the results of the ANOVA hypothesis test show that the significance value < 0.05. The results of the ANOVA test showed that H₀ was rejected, this is a considerable gap in increasing the confidence of students who learn to use animated film media and those who do not use animated film media. So it can be concluded that animated film media can increase students' confidence.

The use of technological concepts and instructional design methodologies in Indonesian education has consistently influenced technological advancements. The field of development of this

study is related to integrated or multimedia technology (Seels & Richey, 1994). Multimedia learning messaging is communication that uses text and images to improve educational outcomes (Carter Jr et al., 2020). The selection of animated films as a medium that contains text and images can be used as a presentation of information for students (Purnomo et al., 2024), the selection of this media becomes an interactive media that can be used in groups and independently contains illustrated animated stories so that it can be clarified and conveyed to students (Wangid et al., 2021).

The study of the final product of animated film media was carried out to determine the level of feasibility, practicality and efficacy of media as a means of learning which aims to increase the confidence of students of SMP Negeri 3 Prambanan Yogyakarta. This research and development involves a validation process by experts, as well as obtaining responses from teachers and students who have used the media in the learning process. Animated film media is designed to be in accordance with the indicators of strengthening affective aspects, especially in building students' confidence.

In addition to delivering learning materials in an interesting way, this media is also arranged to adapt to students' learning styles and increase their emotional involvement in the learning process. As an additional learning resource, this animated film conveys an educational message through the visualization of stories that are easy to understand, fun, and contextual with the daily lives of junior high school students. The main goal is to support students to increase their confidence by presenting an interactive, inspiring, and able learning experience that is able to encourage students to be more courageous to perform, express their opinions, and express themselves positively. With a visual-narrative approach, this media is expected to not only provide knowledge, but also foster a confident attitude in students through character identification, positive behavior modeling, and emotional stimulation that are systematically designed in animated storylines.

CONCLUSIONS AND SUGGESTIONS

The research and development of animated films to increase students' confidence at SMPN 3 Prambanan Yogyakarta, has three findings as follows.

1. The media animated film media produced is considered feasible as a learning tool to increase the confidence of junior high school students. The feasibility evaluation was obtained from the results of validation provided by two experts, namely material experts and media experts, who provided the following assessment.
 - a. Validation by material experts resulted in a total score of 92, with an average score of 4.6 which falls into the very feasible category.
 - b. Validation by media experts obtained a score of 127, with an average score of 4.23 which is included in the very feasible category.
2. Animated film media meets the criteria for practicality in its use in the classroom. This is proven through practical tests guided by teachers. The teacher's comments were practical, with an average score of 3.64. The student's response had an average score of 91 in the category of Very Practical.
3. Animated film media has been proven to increase the confidence of junior high school students. The effectiveness of the media is proven through the results of pretest and posttest tests on the experimental and control classes as follows :
 - a. The N-gain value in the control class was 0.21 (low category), while in the experimental class it was 0.52 and 0.58 (medium category), in other words the students' confidence increased significantly after using animated film media.
 - b. There was a significant group difference from the results of the ANOVA test, where an F value of 16.316 and a significance of 0.000 ($p < 0.05$) were obtained. Significantly, animated film media has an effect in increasing student confidence compared to conventional learning.

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