

The Effectiveness of Using Animaker-based Animation Media through the Problem Based Learning Model on the Civic Education Learning Outcomes of Elementary School Students

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Keywords	ABSTRACT
Animaker Media; Problem Based Learning; Learning Outcome; Civic Education	This study aims to examine the effect of using Animaker-based animation media integrated with the Problem-Based Learning (PBL) model on the Civic Education (PKn) learning outcomes of fourth-grade students at SD Al-Azhar 2 Bandar Lampung. This research employed a quantitative approach with a quasi-experimental design of the nonequivalent control group type. The students were divided into two groups: an experimental group that received instruction using Animaker media within the PBL framework, and a control group that was taught using conventional PowerPoint presentations. Data were collected through pre-tests and post-tests and analyzed using Welch's t-test because the data were normally distributed but exhibited heterogeneity of variance. The results showed a significant difference between the two groups (Sig. 2-tailed < 0.001), with the experimental group achieving a mean post-test score of 84.30 compared with 70.90 in the control group, indicating a difference of 13.40 points. These findings suggest that integrating Animaker media with the PBL model significantly enhances students' Civic Education learning outcomes. Animaker supports comprehension by visualizing abstract concepts, whereas PBL strengthens students' critical thinking and problem-solving abilities. Thus, the combination of Animaker and PBL can be considered an effective alternative instructional media and learning model.
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INTRODUCTION

Education generally can be understood as a learning process aimed at developing an individual's knowledge, skills, and character generally. This process occurs caused by various activities—such as instruction, training, and research—which enable values, knowledge, and traditions to be continuously transmitted from one generation to the next.¹ In addition, education is also perceived as an investment in human resource development, as it equips individuals with knowledge, experience, skills, and character values that serve as essential

¹ Bakhrudin All Habsy, 'Komponen Pendidikan Di Indonesia : Sebuah Kajian Literatur', 2.2 (2025), pp. 148–59.

foundations for their future lives.^{2,3} This investment is expected to yield outcomes such as an improved quality of life, better employment opportunities, and positive contributions to society and the nation.^{4,5} Therefore, education holds a strategic role in shaping individuals who are not only strong in intellectual capacity but also possess balanced emotional and social maturity.

In the studying and understanding of education, it is important to recognize the term “pedagogy,” which refers to the science or art of teaching. The term “pedagogy” originates from the Greek word *paidagogos*, meaning a person who guides children toward maturity, independence, and responsibility. Historically, the word *paidagogos* initially referred to a servant, but over time it evolved into a designation for a respected and noble profession.⁶ The meaning of pedagogy derived from *paidagogos* reflects the role of a person entrusted with guiding children toward maturity, independence, and responsibility. Educational activities encompass a wide range of aspects related to holistic human development, including physical well-being, health, skills, and intellectual growth, as well as emotional, social, volitional, and spiritual or faith-related dimensions.

In the globalization era, education is expected to provide knowledge and skills that are relevant to the demands of the times. One of the central areas of focus in education is the development of students’ understanding of Civic Education (PKn) because PKn is a subject that plays a crucial role in shaping students’ character, moral values, and sense of responsibility as members of society and as civilized citizens.

A deep understanding of Civic Education (PKn) concepts indicates that students are not only able to memorize the material but are also capable of applying it in their daily lives. The use of animation-based media can enhance students’ learning outcomes in PKn, demonstrating that this approach aligns with improvements in conceptual understanding.^{7,8} Therefore, a strong grasp of PKn concepts has the potential to strengthen students’ critical and analytical thinking skills from an early age. Consistent use of visually based instructional media plays a key role in supporting and deepening students’ comprehension. Thus, it can be concluded that improvements in learning outcomes, when accompanied by solid conceptual understanding, contribute to creating a more productive and efficient learning environment in fourth-grade classrooms.

To achieve learning objectives optimally, it is necessary to implement appropriate and relevant instructional strategies and learning media. The use of media in the learning process aims to cultivate students’ interest in learning, stimulate motivation, foster curiosity toward

² Diana Riski Sapitri Siregar, Sita Ratnaningsih, and Nurochim Nurochim, ‘Pendidikan Sebagai Investasi Sumber Daya Manusia’, *EDUNOMIA: Jurnal Ilmiah Pendidikan Ekonomi*, 3.1 (2022), pp. 61–71, doi:10.24127/edunomia.v3i1.3017.

³ Nazila Nasywa Maulida, M. Ikhsan, and Muhammad Yasin, ‘Hubungan Pendidikan Dan Ekonomi Dalam Investasi’, *SOSMANIORA: Jurnal Ilmu Sosial Dan Humaniora*, 3.3 (2024), pp. 304–13, doi:10.55123/sosmaniora.v3i3.3854.

⁴ George Psacharopoulos, ‘Returns to Education: A Brief History and an Assessment’, *Education Economics*, 32.5 (2024), pp. 561–65, doi:10.1080/09645292.2024.2370119.

⁵ Herdiyanto. Nofriser, ‘Investasi Sumber Daya M Anusia Dalam’, *Visi Ilmu Pendidikan*, 14.1 (2020), p. 53.

⁶ Tetty Lindaswari, ‘Meningkatkan Hasil Belajar Matematika Menggunakan Model Inkuiri Pada Siswa Kelas X MIA 1 SMA Negeri 1 Lirik’, *Jurnal Pendidikan Tambusai*, 4.1 (2020), pp. 369–79.

⁷ Magdalena Ina, haq ahmad Syaiful, and Ramadhan fadyatul, ‘Pembelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar Negri Bojong 3 Pinang’, *Jurnal Pendidikan Dan Sains*, 2.3 (2020), pp. 418–30.

⁸ Ni Nyoman Suantini, Dewa Bagus Sanjaya, and I Nengah Suastika Suastika, ‘Implementasi Media Video Animasi Cerita Rakyat Berbasis Kearifan Lokal Untuk Meningkatkan Motivasi Dan Aktivitas Belajar Muatan PPKn Siswa Kelas II Di Sd Negeri 4 Pancasari’, *Jurnal Media Komunikasi*, 4 (2022), pp. 1–7.

the materials presented, and encourage active participation during instruction.^{9,10} One example is the use of animation media, as the integration of animated content in the learning process can positively influence students' understanding and their learning outcomes. In addition, animation media can increase students' engagement and facilitate the absorption of material.¹¹ For instance, complex concepts can be presented in forms that are easier for students to comprehend.¹² Interactive animation media can also significantly enhance students' understanding of Civic Education (PKn) concepts. Therefore, the connection between the use of animation media and student learning outcomes can be regarded as a determining factor in improving the effectiveness of the learning process.

The use of technology-based learning media, such as animation media, plays an important role in supporting students' success. Animation-based learning media offer various benefits in the teaching and learning process, including improving the quality of instruction so that it becomes more effective and helping students better understand the material being taught. In addition, the use of animation media can transform abstract content into more concrete and easily comprehensible forms, enabling students not only to imagine the concepts but also to see clear visual representations of the material they are learning.^{13,14,15}

The use of animation media has also been shown to improve student learning outcomes, particularly in subjects that require deep conceptual understanding such as Civic Education (PKn). Based on this consideration, the idea emerged to develop an instructional medium in the form of an Animaker-based animated video as a supportive tool for PKn learning in fourth grade. This medium is designed to present learning content in a more engaging, interactive, and easily comprehensible manner for students. Through dynamic visualization, Animaker media is expected to help students grasp PKn concepts that may be difficult to understand through text alone, while simultaneously improving their learning outcomes during classroom instruction.

Animaker is an online platform or software used to create animations. This application provides a wide selection of backgrounds and characters that can be utilized according to specific needs in developing animated videos. One of the main advantages of Animaker is its ability to present material in an audiovisual format, which helps students better understand the lesson content.¹⁶ In addition, the use of animated videos aims to create an enjoyable

⁹ Nurul Hidayah, Rizka Wahyuni, and Anton Tri Hasnanto, 'Pengembangan Media Pembelajaran Gambar Berseri Berbasis Pop-Up Book Untuk Meningkatkan Keterampilan Menulis Narasi Bahasa Indonesia', *Jurnal Pendidikan Dan Pembelajaran Dasar*, 7.1 (2020), pp. 59–66.

¹⁰ Kasyani Tuti and Mimin Ninawati, 'Pengaruh Media Pembelajaran Animasi Powtoon Terhadap Hasil Belajar PKn Materi Hak Dan Kewajiban Pada Siswa Kelas IV SD', *Journal of Elementary School (JOES)*, 5.2 (2022), pp. 298–304, doi:10.31539/joes.v5i2.4303.

¹¹ Lavenia Ayu Caella and Sigit Yulianto, 'Keefektifan Media Video Animasi Untuk Meningkatkan Minat Dan Hasil Belajar Mata Pelajaran IPAS Kelas IV SD Negeri Klumpit 01 Nusawungu Kabupaten Cilacap', *Jurnal Penelitian Pendidikan IPA*, 10.9 (2024), pp. 6621–30, doi:10.29303/jppipa.v10i9.8445.

¹² Anisa Octavia and others, 'Penggunaan Media Animasi Pada Pembelajaran Bahasa Indonesia Dalam Meningkatkan Hasil Belajar Siswa Kelas I SDIT Bunayya Pekanbaru Pembelajaran Berjalan Secara Baik Dan Lancar', 2, 2024.

¹³ Lia Kurnia Asih Lia, Cucu Atikah, and Lukman Nulhakim, 'Pengembangan Media Pembelajaran Video Animasi Berbasis Animaker Untuk Meningkatkan Hasil Belajar Siswa Sd', *Jurnal Ilmiah Pendidikan Citra Bakti*, 10.2 (2023), pp. 386–400, doi:10.38048/jipcb.v10i2.1634.

¹⁴ Ekawaty Ahmad Rizky, 'Sosialisasi Penggunaan Media Gambar Pada Mata Pelajaran PKn Siswa Di SDN 32 Kota', *Jurnal Pengabdian Kepada Masyarakat Nusantara (JPkMN)*, 4.2 (2023), pp. 1389–94.

¹⁵ Fitri Andini Al-Fatihah and Ibnu Muthi, 'Peningkatan Pembelajaran Melalui Media Pembelajaran Video Animasi Untuk Sekolah Dasar', *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 1.3 (2024), pp. 347–59, doi:10.62383/hardik.v1i3.582.

¹⁶ Mersi Febriyanti and Sri Erdawati, 'Media Animaker Dalam Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar', 5.2 (2025), pp. 105–12.

learning atmosphere, thereby increasing students' motivation to learn. In the learning process, instructional strategies play an essential role, as they encompass a series of activities related to managing students, teachers, learning activities, the learning environment, and learning resources. All of these components must be organized in such a way that the learning process runs effectively and efficiently, in accordance with the predetermined objectives.

The use of Animaker-based animation media designed to enhance instructional effectiveness has a positive impact on the learning outcomes and conceptual understanding of Civic Education (PKn) among fourth-grade students at SD Al-Azhar 2 Bandar Lampung. Animaker's strength in presenting content audiovisual enables students to grasp lesson material more easily while also creating a pleasant and interactive learning atmosphere. Its appealing visual display helps students remain focused, active, and engaged throughout the learning process. Moreover, Animaker assists in transforming abstract concepts into more concrete forms, clarifying material that may be difficult to comprehend through text alone. Consequently, this medium has the potential to serve as a learning tool that fosters motivation and deepens students' conceptual understanding. All of these advantages can be regarded as contributing factors that increase students' interest and comprehension—both of which are essential indicators of successful learning, particularly in PKn. Thus, the use of Animaker is not only an innovation in instructional methods but also a catalyst for enhancing students' overall learning outcomes.

RESEARCH METHOD

This study employed a quantitative method with a quasi-experimental research design, specifically the pretest–posttest nonequivalent control group design.¹⁷ This design was selected because the study involved two groups that were not randomly assigned, yet it still allowed for systematic comparison between the group receiving the treatment and the group that did not. The experimental group received an intervention in the form of Animaker-based animation media integrated with the Problem-Based Learning (PBL) model, while the control group participated in lessons using conventional PowerPoint presentations. The detailed research design is presented in Table 1 below.

Tabel 1. Quasi-Experimental Research Design

Class	Pretest (O_1 / O_3)	Treatment (X)	Post-Test (O_2 / O_4)
Experimental	O_1	X	O_2
Control	O_3	-	O_4

Keterangan:

- O_1 = Average pretest score of the experimental group
- O_3 = Average pretest score of the control group
- X = Treatment given to the experimental group through the use of Animaker-based animation media integrated with the Problem-Based Learning (PBL) model for fourth-grade students at SD Al-Azhar 2 Bandar Lampung
- O_2 = Average post-test score of the experimental group
- O_4 = Average post-tetst score of the control group

The population of this study consisted of all fourth-grade students at SD Al-Azhar 2 Bandar Lampung, comprising Class IV A with 30 students and Class IV B with 30 students. The research sample was selected as a representation of the population to ensure that data

¹⁷ M farhan Arib Rusdy A Siroj, M Win Afgani, Meiliza Suci Rahayu 'Experimental Research Dalam Penelitian Pendidikan', 10.September (2024), 901–11.

collection and analysis could be carried out more effectively and with greater focus.¹⁸ The sampling technique used in this study was nonprobability sampling, which does not provide equal opportunity for every member of the population to be selected as a sample. This technique was chosen based on considerations of subject accessibility, time efficiency, and resource limitations.¹⁹ In this context, Class IV A was designated as the experimental group, while Class IV B served as the control group.

The research instrument consisted of a Civic Education (PKn) learning achievement test administered in the form of pretests and posttests to obtain an overview of students' initial abilities and their final abilities after the treatment. The research procedures were carried out systematically, beginning with instrument preparation and group assignment, followed by administering the pretest to both groups, delivering the treatment to the experimental group, conducting conventional instruction for the control group, and finally administering the posttest to measure changes in learning outcomes.

The collected data were analyzed through a series of prerequisite tests, namely the normality test and the homogeneity test, to ensure that the data met the assumptions of parametric statistics. Once both assumptions were satisfied, hypothesis testing was carried out using the Independent Samples t-test through the SPSS version 25 software. This test was employed to identify significant differences in learning outcomes between the two groups.²⁰ The results of this analysis then served as the basis for drawing conclusions regarding the effectiveness of using Animaker-based animation media integrated with the Problem-Based Learning model in improving students' Civic Education (PKn) learning outcomes.

RESULTS AND DISCUSSION

Description of Learning Outcome Data

This study aimed to determine the effect of using Animaker-based animation media integrated with the Problem-Based Learning (PBL) model on the learning outcomes of fourth-grade students in Civic Education (PKn) at SD Al-Azhar 2 Bandar Lampung. The research involved two classes, namely:

- a. The experimental class, consisting of 30 students from Grade IV A, who received instruction using Animaker media within the PBL framework.
- b. The control class, consisting of 30 students from Grade IV B, who received instruction using conventional methods supported by PowerPoint media.

Thus, the total number of participants in this study was 60 students. Both classes were administered pretests and posttests to measure improvements in learning outcomes following the treatment. The descriptive data are presented in Table 2.

¹⁸ Nabilatul Mufidah, Agustiningsih Agustiningsih, and Kendid Mahmudi, 'Pengaruh Model Pembelajaran PjBL Berbasis STEM Terhadap Hasil Belajar IPAS (Gaya Di Sekitar Kita) Pada Peserta Didik Kelas IV Di SDN Taman 01 Grugujan Bondowoso', *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 12.3 (2024), doi:10.20961/jkc.v12i3.88385.

¹⁹ Moses Adeleke Adeoye, 'ASEAN Journal for Science', *ASEAN Journal for Science Education*, 2.April (2023), pp. 87–94.

²⁰ Siti Fatonah and Zahratun Naemah, 'Analisis Pengaruh Games Education (Permainan Angklek) Terhadap Motivasi Belajar Siswa Dalam Pembelajaran Matematika Pokok Bahasan Keliling Bangun Datar', *Jurnal Basicedu*, 6.4 (2022), pp. 7209–19, doi:10.31004/basicedu.v6i4.3455.

Table 2. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	60	22	73	52.17	19.021
Post-Test	60	51	88	77.60	9.158
Valid N (listwise)	60				

Based on the table above, the mean pretest score of 52.17 increased to 77.60 in the posttest. This finding indicates an improvement in students' learning outcomes following the treatment. The standard deviation in the posttest (9.158) is smaller than that of the pretest (19.021), suggesting reduced score variability. In addition, the results of the analysis show a tendency toward a more homogeneous distribution of scores after the use of Animaker media in the learning process.

Normality Test

To ensure that the pretest and posttest data from both research groups were normally distributed, a normality test was conducted using the Shapiro–Wilk test, in accordance with the guideline that this test is more appropriate for sample sizes of fewer than 50 individuals per group.

Table 3. Results of the Normality Test

Variable / Clas	Kolmogorov-Smirnov Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Pre-Test (Experimental)	0.120	30	0.200*	0.947	30	0.141
Pre-Test (Control)	0.104	30	0.200*	0.955	30	0.223
Post-Test (Experimental)	0.138	30	0.148	0.950	30	0.173
Post-Test (Control)	0.141	30	0.132	0.971	30	0.575

The results of the Shapiro–Wilk test show that all variables have significance (Sig.) values greater than 0.05. Therefore, the data from both research groups are considered to be normally distributed and are suitable for further analysis using parametric statistical techniques.

Homogeneity Test

To ensure the uniformity of variances between the research groups, a homogeneity test was conducted using Levene's Test for Equality of Variances. The results of the analysis are presented in the table below:

Table 4. Results of the Homogeneity Test

Variable	Assumption	F	Sig.
Post-Test	Equal variances assumed	29.903	< 0.001

The significance value (Sig.) of < 0.001 is below 0.05, indicating that the data are not homogeneous. Therefore, the analysis was continued using Welch's t-test (Equal Variances Not Assumed), since the assumption of homogeneity was not met.

Hypothesis Testing (Welch t-test)

To determine whether there was a significant difference between the learning outcomes of students taught using PowerPoint media and those taught using Animaker integrated with the Problem-Based Learning (PBL) model, a hypothesis test was conducted.

Tabel 5. Results of the Hypothesis Test

Variable	Assumption	t	df	Sig. (1-tailed)	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
Post-Test	Equal variances assumed	8.323	58	< 0.001	< 0.001	13.400	1.610	10.177	16.623
Post-Test	Equal variances not assumed	8.323	32.258	< 0.001	< 0.001	13.400	1.610	10.122	16.678

Since the Sig. (2-tailed) value obtained is < 0.001 , which is below the significance level of 0.05, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This result confirms that there is a significant difference in learning outcomes between the control group and the experimental group, indicating that the instructional treatment had a meaningful effect on improving learning outcomes. The mean difference of 13.400 indicates that the use of Animaker media integrated with PBL is more effective in enhancing students' learning outcomes compared to PowerPoint media.

The analysis results indicate that the use of Animaker-based animation media, together with the implementation of the Problem-Based Learning (PBL) model, has a positive and significant effect on improving students' learning outcomes. This is evident from the substantial difference in post-test scores between the experimental and control groups, as well as the results of the Welch's t-test, which produced a significance value of < 0.05 .²¹

Implementation of learning using Animaker media supported by the PBL model was carried out through several structured instructional stages. In the orientation stage, the teacher presented an animated video developed using Animaker that contained contextual problems related to the PKn material. This animation visualization stimulated curiosity and helped students understand the context of the problem. Next, during the stage of organizing students for learning, the students were divided into small groups to discuss the problems presented in the animated video. The following stage involved guiding group and individual investigations, during which the teacher facilitated students in gathering information and identifying solutions with the support of visual cues and narration provided in the Animaker media. Afterward, the students proceeded to the stage of developing and presenting their work, where they shared their solutions to the problem using animated displays or other visual media. The final stage—analyzing and evaluating the problem-solving process—was conducted through a joint reflection between the teacher and the students on the learning outcomes.

These findings are consistent with constructivist theory, which emphasizes that meaningful learning occurs when students actively construct knowledge through experience. Furthermore, several previous studies reinforce the results of this research. Rahmawati found that digital animation enhances students' retention and learning motivation.²² Rahmawati found that digital animation enhances students' retention and learning motivation. Research by Ningsih and Rismen showed that PBL significantly improves students' problem-solving

²¹ Nurdin Siregar Puji Kasih Laurensia Gulo, 'Pengaruh Model Pembelajaran Problem Based Learning Berbantuan Media Video Animasi Terhadap Hasil Belajar Siswa Pada Materi Bumi Dan Tata Surya Kelas Vii', 7.1 (2025).

²² N I Rahmawati, M Masruroh, and ..., 'Project Based Learning (Pjbl) Terbimbing Berbantuan Media Pembelajaran Visual Damar Kurung Untuk Meningkatkan Keaktifan Belajar', *Innovative: Journal Of ...*, 2023 <<http://j-innovative.org/index.php/Innovative/article/view/1571>>.

abilities.²³ Dhev, Hastuti, and Setiawan reported that interactive media in PKn instruction significantly strengthens students' ability to analyze civic values.²⁴ Mariyami and Susilo confirmed that interactive animation improves civic literacy among junior high school students,²⁵ whereas Oktaviani and Hadi stated that the combination of PBL and dynamic visual media has a direct impact on increasing student engagement and critical thinking skills.²⁶ The consistency of these findings provides strong empirical support for the use of Animaker and PBL in enhancing students' learning outcomes.

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Overall, this study confirms that integrating Animaker media with the PBL model is more effective than the conventional PowerPoint-based approach in improving PKn learning outcomes. These findings contribute both theoretically and practically to the development of modern instruction that integrates technology with constructivist-based pedagogical approaches. Future research may be directed toward exploring the effectiveness of Animaker in other subject areas, conducting more detailed analyses of specific levels of critical thinking skills, or developing more structured animation-based PBL models suitable for 21st-century learning contexts.

CONCLUSION

Based on the results of the study, it was found that the application of Animaker-based animation media integrated with the Problem-Based Learning (PBL) model significantly improved the learning outcomes of fourth-grade students in Civic Education (PKn) at SD Al-Azhar 2 Bandar Lampung. The normality test indicated that all data were normally distributed, whereas the results of Levene's Test showed that the data were not homogeneous. Therefore, hypothesis testing was conducted using Welch's t-test (Equal Variances Not Assumed).

The analysis showed a significance value (Sig. 2-tailed) of < 0.001 , indicating a statistically significant difference between the experimental and control groups. The mean post-test score of the experimental class reached 84.30, while the control class obtained only 70.90, resulting in a mean difference of 13.40 points. These findings confirm that learning facilitated through Animaker media supported by the PBL model is far more effective in

²³ Eva Pebri Ningsih, Sefna Rismen, and Yulia Haryono, 'Efektivitas Problem Based Learning (PBL) Dalam Meningkatkan Kemampuan Pemecahan Masalah Matematika Siswa', 0738.3 (2025), pp. 670–76.

²⁴ Dhevi Ayu Elindasari, Woro Sri Hastuti, and Setiawan Edi Wibowo, 'Media Pembelajaran Interaktif Berbasis Teknologi Bagi Mahasiswa PGSD Dalam Pembelajaran PPKN Sekolah Dasar', 8.1 (2024), pp. 60–68.

²⁵ Maryami Balqis Ardani and Susilo Tri Widodo, 'Word Guessing Game Learning Media Norm Material Improves Student Learning Outcomes', 8.4 (2024), pp. 654–63.

²⁶ Nurfatullah sholekha Dyah Ayu Pramoda Wardani Ele Firda Pujiastutik, 'Efektivitas Model Pembelajaran Project Based Learning Terhadap Kemampuan Literasi Numerasi Untuk Meningkatkan Berfikir Kritis Siswa', *Primary Educatoin Journal V*, 4.3 (2024), pp. 321–543.

improving student learning outcomes compared with conventional instruction using PowerPoint (PPT). The interactive and engaging nature of Animaker helps students understand the material visually, while the PBL model itself encourages students to think critically, participate actively, and engage in problem solving within the learning context. Thus, the integration of Animaker media with the PBL model can serve as an innovative alternative to support the improvement of learning outcomes and the optimization of PKn instructional processes in primary education settings.

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