

The Development of Animated Video Media Aims to Enhance Buddhist Religious Education and Strengthen the Character of Students at the Bodhicitta Buddhist School

Eko Wahyudi^{1*}, Abdul Hasan Saragih², Samsidar Tanjung³
Educational Technology, Universitas Negeri Medan, Indonesia
Corresponding Author: Eko Wahyudi cirajayo@gmail.com

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ABSTRACT

This study aims to develop animated video media used in Buddhist Religious Education to strengthen the character of Class VIII students at Bodhicitta Buddha School. This study uses the Research and Development (R&D) method with the ADDIE model. The subjects of the study included content experts, instructional design experts, media experts, and students. The results of the study showed that the animated video media developed was very feasible to be used in learning. This is evidenced by the average validation value of material experts of 90.47%, instructional design experts of 90%, and media experts of 88.80%. The application of animated video media has proven effective in supporting the development of religious, honest, disciplined, hard-working, and responsible characters of students. This is indicated by the results of the calculation of pre-test and post-test values using the N-Gain Score which produced a value of 0.384 with a moderate category.

INTRODUCTION

Amidst the complexity of social and moral challenges faced by modern society, character education becomes a very important issue and a very relevant topic, especially in the context of education and community development. Rapid changes and increasingly complex social, technological, and environmental challenges encourage each individual to have a strong foundation of values to underlie their behavior. Strong character and noble manners are vital foundations that will shape individuals with noble morals. According to Amalianita et al. (2023), the formation of a good individual personality can be achieved through character education which aims to instill moral values, ethics, and a sense of responsibility. Character education is seen as important so that individuals are able to behave in accordance with the values and norms that apply in their social lives, so as to avoid actions that conflict with the rules of society. However, the rapid flow of developments and the complexity of social dynamics are challenges in the implementation of character education.

The inability to place and carry oneself in the ever-evolving flow has the potential to create and increase various social dynamics. As stated by Kusuma (2020) that in the interconnected digital era, access to information is becoming easier. Although this provides new opportunities to increase knowledge and development, this phenomenon also presents new challenges. Information that is spread quickly can be a means of spreading fake news, hate speech, and destructive behavior. As a product of technological progress, social media also has the potential for negative impacts that are detrimental. Syouqina (2022) stated that in the era of globalization, the development of modern technology has brought many changes, including to children. Their way of thinking, lifestyle, and perspective on things have shifted. According to Frieswaty et al. (2022), because of its open and limitless nature, social media can be a great opportunity for teenagers to access things related to pornographic content. Meanwhile, Utami & Baiti (2018) stated that the existence of social media makes it easier for users to carry out cyberbullying.

Soraya (2020) revealed that various problems in the world of education in Indonesia, such as the culture of cheating, brawls between groups, bullying, promiscuity, pornographic content, and drug abuse are serious indications that this nation is experiencing a moral and character crisis. According to UNICEF data in 2016, around 50% of teenagers in Indonesia experience violence from fellow teenagers. Based on the 2021 National Assessment or the 2022 Education Report from the Ministry of Education, Culture, Research and Technology, it is known that around 25% of students in Indonesia experience various types of bullying, be it physical, verbal, social, or online bullying (cyber bullying).

Character education is an urgent effort to implement. Haryanto et al. (2024) stated that character education is currently becoming increasingly crucial considering the increasing number of external threats that could endanger the character of the young generation of Indonesia. Larry in Subawa & Mahartini (2020) stated, "looking at the facts of people's lives, character issues are one of the most pressing. Therefore, more and more people are beginning to realize the importance of character education amidst the worsening moral state of the

nation. With the increasing cases of violence, the inconsistency of politicians' behavior in rhetoric and daily actions that are less concerned with others, character education that emphasizes ethical and religious values is becoming increasingly relevant to implement. "According to Tsauri (2015), character education is currently very important. Character education greatly determines the progress of a nation's civilization that is not only superior, but also intelligent. He quoted a statement from the Greek philosopher, Aristotle that there are two things that determine the progress of a nation, namely thinking and character. Gunawan (2022) said, "character education is the key or solution to overcome various negative behaviors that often occur in society, especially among the younger generation. This is especially related to the increasing moral degradation that is increasingly worrying." He also emphasized that the implementation of character education is very urgent in order to foster the younger generation of the nation's successors. Several responses and views indicate that character education is currently a very crucial matter.

Fahdini et al. (2021) stated that the lack of character education will cause a moral crisis that has negative consequences in society. Thus, education that is oriented towards instilling and strengthening character values in students is something that needs to be prioritized and pursued. Character education can be a solution to overcome these problems. As stated by Marzuki (2015), character education is the main key to restoring national identity.

Religious education is a learning system that aims to improve noble morals and spiritual values in students, including Buddhist education. Hananuraga (2022) said that Buddhist religious education and Budi Pekerti are oriented towards forming students who have noble morals and global diversity, based on Buddhist religious values, and Pancasila values. Buddhist Religious Education is expected to be a means of conveying knowledge in the cognitive aspect (religion), as a medium for instilling moral values and norms in order to form the affective aspect (attitude), which plays a role in controlling the psychomotor aspect (behavior), so that a complete individual personality is created.

The learning media that is considered capable of creating an interesting, innovative, interactive, and effective learning atmosphere is animated video. According to Irawan et al. (2021), animated video media can make it easier for students to understand learning materials. The video displays are varied and interesting so that students are interested and focused on following the learning process. It is stated by Afrilia et al. (2022) that with animated videos, through the material delivered in the form of a combination of images and sound, students can capture through multisensory, so that they will be able to understand the lesson better. In line with that, Ismawati & Mustika (2021) stated that the use of animated videos as a learning medium that involves the senses of sight and hearing can increase the effectiveness of learning for students.

Roulina (2021) and Wiryajati et al. (2019) both found that animated video-based learning media can improve student learning outcomes and interest, with Roulina specifically emphasizing science subjects, while Wiryajati focused on disaster response. Sae & Radia (2023) further expanded on this by showing the effectiveness of utilizing animated video media in improving students' critical

thinking skills in science education. Haking & Soepriyanto (2019) also emphasized the importance of appropriate learning media, especially in physical education, where the development of swimming videos has proven to be beneficial.

The effectiveness of animated video media in internalizing and strengthening students' character has been tested in several studies. Oktaviani et al. (2022) found that animated videos about character values were well received by students, with the majority showing understanding and application of these values. Likewise, Widiyasanti & Ayriza (2019) and Wuryanti & Kartowagiran (2016). Both revealed positive findings, with the first showing that animated video media increases learning motivation and responsibility and the latter showing an increase in learning motivation and hard work character. The final objective of this study is to produce a product of animated video media in Buddhist religious education for strengthening the character of Class VIII students at the Bodhicitta Buddhist School. Students can use and directly view animated video learning resources for character building in order to provide personality changes through characters with religious values. This product was developed as an effort to answer the problem of teenagers becoming an increasingly worrying fact. This has the potential to threaten social stability, which causes a moral crisis and has negative consequences in society. Efforts that are oriented towards internalization and strengthening moral values are urgently needed.

LITERATURE REVIEW

Character Education

The complexity of social challenges faced by modern society makes character education a very relevant topic today. Individuals need to have a strong foundation of values to guide their behavior. Strong character is a vital foundation that will shape individuals who have integrity, morality, empathy, and noble character. Darmayanti & Wibowo (2014) stated that character education is absolutely necessary because the essence of education cannot be separated from character. Literally, character comes from the Latin "character, which, among other things, means disposition, nature, mental traits, morals, or personality, so that character can be understood as basic traits, personality, behavior, and habits that are patterned. According to Mustofa et al. (2022), in English, the term "character" comes from the Greek word "charassein," which means to make sharp or make deep. According to Fahdini et al. (2021), charassein means to engrave. Analogously, character can be likened to the process of carving. As in carvings, the most important trait is the strong attachment to the carved object. Thus, character refers to the individual's characteristics that cannot be separated from social and cultural backgrounds, because character is formed in the context of a particular social and cultural environment.

Lickona (1991) said that character is a person's innate nature in responding to situations in a moral way. Meanwhile, Zubaedi (2011) said, "Character consists of three interrelated parts, namely moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and

doing the good. In this case, habits of thought (habits of the mind), habits of the heart (habits of the heart), and habits of action (habits of the action) are needed. According to Kartikowati & Zubaedi (2020), there are many character values that must be developed. However, to facilitate implementation, Ratna Megawangi, through the Indonesia Heritage Foundation (IHF), since 2000, has packaged it through the concept of 9 (nine) character pillars of education that contain universal noble values (across religions, cultures, and ethnicities). Through the internalization of these 9 character pillars, it is hoped that students will become people who love peace, are responsible and honest, and have a series of other noble morals.

Basically, character education is held to form individuals who have good and responsible personalities. Character education teaches moral and ethical values to students, so that they are able to understand, live, and internalize these values in their daily behavior. In addition, character education also aims to help students develop the ability to make the right decisions, respect others, empathize, and be responsible for their actions.

Zuchdi (2009) in Akhwan (2014) said that the purpose of character education is to provide teaching about traditional values that are considered important and generally accepted as basic guidelines for good and responsible behavior. These values are also seen as a guide to moral behavior. Meanwhile, Khotimah (2019) said that the purpose of the Character Education Strengthening program is to instill values that build national character comprehensively and efficiently to students through the education system. This program emphasizes specific values that will be the main focus in the learning process, understanding, recognition, and application, so that character education can produce positive changes in the behavior, mindset, and actions of Indonesian society as a whole, towards a better and more moral direction.

Buddhist Religious Education

Religious education functions as a means to transfer knowledge in religious aspects (cognitive), as well as a medium to teach norms and moral values that shape attitudes (affective). In addition, religious education also plays a role in controlling behavior (psychomotor), thus forming the personality of students as a whole (Nidawati, 2023).

Cin Siu et al. (2021), Buddhist religious education is an effort carried out in a planned and continuous manner in order to develop students' abilities to strengthen their faith and devotion to God Almighty and have noble morals, as well as increase their spiritual potential in accordance with Buddhist teachings. Hananuraga (2022) stated that Buddhist religious education is oriented towards forming students who have noble morals and global diversity based on Buddhist values and Pancasila values which are integrated into the teachings of morality, meditation, and wisdom.

In its implementation, in the Republic of Indonesia Religious Affairs Regulation No. 39 of 2014 Article 2 explains the objectives of implementing Buddhist Religious Education that the implementation of Buddhist Religious Education aims to develop the potential of students to become human beings

who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and are responsible for understanding the Buddha Dharma and the Tripitaka Scriptures. Buddhist Religious Education and Character Education is implemented with the aim of forming students into Pancasila Students who have knowledge, skills, and attitudes and personalities that are noble and globally diverse based on the values of Buddhism and the values of Pancasila, the foundation of the state Kuswanto & Kuntari (2021).

Arifin (2021) stated that education in Buddhism has a close relationship with the development of individual character. Buddha Gotama directed and guided his students to change themselves in a positive direction towards achieving Nibbāna, the highest goal of Buddhists. The process of life that is being experienced is considered an integral part of personal learning and practice. This is in line with the opinion of Dewi et al. (2023) that Buddhism is a religion that teaches its followers to become individuals with good character, wisdom, and morals.

Animation Video

Learning media has a very significant role in helping to optimize the achievement of learning objectives. One of the interesting and interactive learning media is animated video. According to Mayer, R.E. & Moreno (2002), animation is a form of visual presentation that is very interesting, in the form of a moving image simulation that shows the movement or movement of an object. The use of animation in learning is very useful for increasing the effectiveness and efficiency of teaching, as well as improving learning outcomes. In addition, the use of learning media, especially animation, can increase the attraction and motivation of students in following the learning process.

Animation is a series of moving images created from a number of objects (images) that are arranged systematically according to a predetermined movement pattern, following each increase in the duration of time required. (Zega et al., 2022)

According to Afrilia et al. (2022), animated video is a learning instrument that combines various elements of sound with images that contain the material to be delivered. Presented by Apriansyah et al. (2020) that animated videos are media designed by combining audio and visual media, so that they are able to display an object in more detail and can help students understand complex material more easily.

Rohimah et al. (2023) describe animated videos as a type of moving visual that can be used to illustrate complex and difficult to explain learning materials traditionally, by combining them with other media such as images, videos, and presentations. Furthermore, Hita et al. (2024) stated that animated media is a media that consists of a collection of images that are processed in such a way as to produce movement with audio to make it look more alive and contain learning messages.

Mayer, R.E. & Moreno (2002) stated that animation has three main features, namely (1) images, animation is a visual representation; (2) movement,

which describes the presence of movement; and (3) simulation, where animation consists of objects created through images or other simulation methods. Furthermore, Widyawardani & Maureen (2021) stated that animated videos have a characteristic where the appearance is designed in a balanced way to attract students' visual attention. The use of various media such as images, audio, and animated videos aims to facilitate visualization and delivery of learning materials. The material is explained in a story format with animated characters that suit the preferences of school children.

METHODOLOGY

The research method that will be used in this study is the research and development method, or research and development (R & D). The development of animated video learning media that will be carried out in this study uses the ADDIE development model, which consists of five stages, including analysis, design, development, implementation, and evaluation. This research will be conducted at the Bodhicitta Medan Buddhist School. Geographically, this school is located at Jl. Selam, o. 39-41, Tegal Sari Mandala I, Medan Denai District, Medan City, North Sumatra Province. The subject matter is about "Imitating the Main Students of Buddha." As character education, one of the teaching methods of which is role modeling, it is hoped that by using animated video learning media, it will be able to create meaningful learning and help achieve learning objectives optimally.

This model is used to produce a product in the form of an animated video as a learning medium used in Buddhist religious education to strengthen the character of class VIII students at the Bodhicitta Buddhist School, which is designed in stages and continuously.

The data collection instruments used were interviews, validity test assessment rubrics, critical thinking ability assessment rubrics, and respondent questionnaires. The level of eligibility is classified into four categories, with an ideal mean of 2.50 as the eligibility limit. If the average value is below the ideal mean, the animated video media is considered "unfeasible." Meanwhile, the "feasible" category is divided into three levels, namely "less feasible," "feasible," and "very feasible," as shown in the interpretation table below.

Table 1. Interpretation of the Feasibility of Learning Media

Interval Mean Score	Interpretation
1,00 – 2,49	Not Feasible
2,50 – 3,32	Less Feasible
3,33 – 4,16	Feasible
4,17 – 5,00	Very Feasible

Data analysis used descriptive categorical and percentage analysis techniques, and a T-test was conducted using the paired sample t-test on SPSS. Before the t-test was conducted, a normality test and a homogeneity test were first conducted. The normality test used the Kolmogorov-Smirnov test with the aim of determining whether the data for each group was normally distributed.

While the homogeneity test used the Levene test with the aim of determining whether the variance of the two groups was homogeneous or not.

The analysis of the effectiveness of animated video media was then carried out by comparing the pretest and posttest scores of students from the results of observations. Data were analyzed using the N-Gain Score equation. This technique is used with the aim of determining the increase in student learning outcomes during learning. The N-Gain Score formulation is presented in the formula below.

$$N - Gain\ Score = \frac{Posttest\ Score - Pretest\ Score}{Maximum\ Score - Pretest\ Score}$$

The division of the N-Gain Score categories can be seen in the table below.

Table 2. Interpretation Categories of N-Gain Effectiveness

Limits	Category
N-Gain score ≥ 0.7	High
$0.3 \leq$ N-Gain score ≤ 0.7	Medium
N-Gain score ≤ 0.3	Low

RESEARCH RESULT

This research and development was conducted at the Bodhicitta Buddhist School, Medan City. The aim was to create learning media in Buddhist religious education learning to test its feasibility and effectiveness in strengthening students' characters. The character values in question are part of the 18 character values contained in the Character Education Strengthening (PPK) program. This study emphasizes strengthening five-character values, including religious character, honest character, disciplined character, hard-working character, and responsible character. As a result, this research and development produced learning media in the form of a 2D animation video (2D Animation) entitled 'Exemplifying the Buddha's Students,' which is applied in Buddhist religious education to strengthen the characters of class VIII students at the Bodhicitta Buddhist School.

To obtain the required data, the researcher conducted a preliminary study by conducting observations in the classroom and school environment of the Bodhicitta Buddhist School. In addition, the researcher also conducted interviews with several school residents, including the principal of SMP Perguruan Buddhis Bodhicitta, the Buddhist religious teacher, and four students in grade VIII to obtain a more comprehensive picture. 2D animation video media product (2D animation) with the title 'Exemplifying the Students of the Buddha'



Figure 1. Character Learning Animation Video Display

Overall, the data from the validators' assessment results show that the animated video media "Meneladani Siswa-Siswa Sang Buddha" developed to strengthen students' characters received good assessments and responses. The feasibility test data from the validators both validators for learning materials, validators for learning design experts, and validators for learning media experts are presented in the following table.

Table 3. Summary Data of Expert Validation Results

No.	Validator	Achievement Score	Percentage (%)	Interpretation
1	Learning Material Expert	4,52	90,47	Very Eligible
2	Learning Design Expert	4,5	90,00	Very Eligible
3	Learning Media Expert	4,44	88,80	Very Eligible
	Mean Score	4,48	89,76	Very Eligible

Based on the assessment of the validators in the three domains, the average value of the feasibility of the animated video media "Meneladani Siswa-Siswa Sang Buddha" is 4.48, with a percentage of 89.75%. This score is in the Very Feasible category. Thus, based on the assessment of the validators, it is stated that the animated video media "Meneladani Siswa-Siswa Sang Buddha" is very feasible to be applied in learning and can also be tested on students. Individual trials were conducted at the Bodhicitta Buddhist School.

The trial mechanism was carried out by asking students to use the media. Afterwards, the researcher distributed questionnaires to them, and they filled out the questionnaires. They provided assessments and responses to the animated video media "Meneladani Siswa-Siswa Sang Buddha" based on the available indicators. The results of individual trials related to the use and acceptance of the animated video media "Meneladani Siswa-Siswa Sang Buddha" are presented in the table below.

Table 4. Summary Data of Product Trial Results

No.	Trial	Achievement Value	Percentage (%)	Interpretation
1	Individual	4,66	93,20	Very Feasible
2	Small Group	4,71	94,20	Very Feasible
3	Field	4,47	89,33	Very Feasible
	Mean Score	4,58	91,62	Very Feasible

Observations were conducted by researchers together with Buddhist religious teachers on 33 students in grade VIII-5. During the learning process, researchers and teachers carefully observed the attitudes and behaviors of students related to the values of religiosity, honesty, discipline, hard work, and responsibility based on predetermined indicators. As a result, research data were obtained as presented in the table below.

Table 5. Recapitulation of Average Value Data of Student Observation Results

No.	Character	Pre-Test	Post-Test
1	Religious Character	78,48	85,91
2	Honest Character	78,58	86,58
3	Disciplined Character	77,64	86,52
4	Hard Work Character	77,88	86,94
5	Responsible Character	77,12	86,12
	Mean	77,94	86,41

To find out how effective the animated video media 'Meneladani Siswa-siswa Sang Buddha' is for strengthening students' character, the average observation results are calculated using the N Gain formula below.

$$N - \text{Gain Score} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

Calculating the N-Gain score using the formula above, the necessary values are identified, including: Average Pre-test Score = 77.94; Average Post-test Score = 86.41; Maximum score that can be achieved = 100 Next, enter the identified values into the N-Gain calculation formula as follows.

$$N - \text{Gain Score} = \frac{86.41 - 77.94}{100 - 77.94} = \frac{8,47}{22,06} = 0,384$$

Shows that the N-Gain score of 0.384 is included in the criteria for medium increase (medium gain). Thus, it can be stated that based on the results of observations of students, the pre-test and post-test values calculated using the N-Gain Score prove that the use or implementation of the animated video media 'Exemplifying Buddhist Students' shows a moderate increase and is quite effective for strengthening the character of class VIII students at the Bodhicitta Buddhist School.

DISCUSSION

Overall, the development of animated video media 'Meneladani Siswa-siswa Sang Buddha' using the ADDIE development model gave positive results, especially in strengthening the character of class VIII students at the Bodhicitta Buddhist School. The ADDIE development model is known to be simple, systematically structured, and easy to use. As stated by Silalahi & Faizal (2022), the ADDIE development model has simple and easy-to-follow research stages with a systematic structure. This model can be applied to various types of development products and can be used in a curriculum that covers three main aspects, namely knowledge, attitudes, and skills.

In addition to the advantages, of course, each development model also has disadvantages that are important to note and consider by researchers and educators. Likewise with the ADDIE development model. Stated by Nurhikmah et al. (2023) that in this development model, especially at the analysis stage, it contains two important activities, namely needs analysis and performance analysis. Both have important roles that will affect the next stages. According to him, this stage requires a fairly long duration, so the ADDIE development model is often carried out with a process that takes a long time. The validation results by experts in material, design, and learning media show that the animated video media 'Meneladani Siswa-siswa Sang Buddha' meets the eligibility standards in terms of design, animation quality, and suitability of content to learning objectives. The average assessment score by learning material experts is 4.52, or 90.47%. In the learning design domain, the developed animated video media obtained an average score of 4.5, or 90%. Meanwhile, in the learning media aspect, the average assessment score was 4.44, or 88.80%. Overall, the animated video media 'Meneladani Siswa-siswa Sang Buddha' obtained an average eligibility score of 89.75% with a very feasible category.

Based on this, the animated video media 'Meneladani Siswa-siswa Sang Buddha' is considered feasible as a learning media in Buddhist education to strengthen the character of students. The use of animated videos in learning can create a more enjoyable learning atmosphere. This is in line with Arsyad's opinion (2019), which states that good learning media must meet the aspects of material clarity, interactivity, and visual appeal in order to improve student understanding.

As a learning tool, animated videos are very suitable for use. With an attractive appearance and covering all sensory channels, animated video media can help students understand the material thoroughly so that they can support the achievement of learning objectives. This is in line with the statement of Hita et al. (2024) that the use of animated video media in learning is feasible and effective in helping students to be able to interpret learning materials more comprehensively. The use of animated video media can increase students' interest and motivation to learn so that this can improve and increase the achievement of learning objectives.

The feasibility of animated video media as a learning medium and its ability to attract students' attention and help strengthen students' character is in line with the findings of research conducted by Oktaviani et al. (2022). The results of

the study stated that on average students were motivated and interested in the animated video media that had been developed. Not only that, the majority of students also showed that they understood and comprehended the values of character education and demonstrated commendable attitudes. This finding is also reinforced by the results of a study conducted by Belinda (2022), which stated that during learning activities, the use of animated videos in delivering character education to students was able to more easily improve students' understanding of the character education taught and better understand how to apply it in life.

The feasibility of animated video media as a learning tool that is able to create a fun learning experience supports the findings of research conducted by Angela et al. (2023), which states that the use of animated videos has a positive impact, especially through interesting and interactive visualizations that create a fun learning experience. This is in line with the results of research conducted by Sari & Nugroho (2023), which shows that students are more interested and motivated to follow lessons when using animated video media compared to lecture or text methods. This also helps students to more easily remember the material presented in the form of animation. These findings and statements are also supported by the results of research from Mayer (2005), which emphasizes that animation-based multimedia is more effective in helping to understand concepts compared to conventional media. Animated videos can increase student involvement in the learning process, which ultimately has an impact on increasing understanding and internalization of character values. In this study, learning materials are packaged in such a way in the form of animated videos. Based on research data, through the combination of various elements of communication channels, namely text and images in terms of presentation mode, as well as auditory and visual in terms of the senses that receive messages, animated videos are effective in instilling and improving the character of class VIII students at the Bodhicitta Buddhist School.

This finding is supported by the results of research conducted by Prasetyo & Handayani (2021), which states that animated video media can increase students' awareness of the importance of character values, such as honesty and responsibility. Students exposed to this media show an increase in positive behavior in everyday life. The results of research conducted by Nugraha & Suryani (2022) also found that animated video media helps students develop mindfulness and patience, which are important parts of strengthening character in Buddhist teachings. A series of processes carried out in this research and development basically aim to test the effectiveness of the animated video media 'Imitating the Buddha's Students' in Buddhist religious education to strengthen the character of class VIII students at the Bodhicitta Buddhist School. The research and development that has been carried out up to the stage of research findings that have been analyzed, overall, the data and results of the analysis show that the learning media developed in the form of an animated video, 'Exemplifying the Buddha's Students,' shows positive results.

The active involvement of students in learning plays a very important role in building their knowledge so that it can support the achievement of learning

objectives. Jean Piaget (1975), in Rahmah (2022), stated that children grow through various cognitive stages that allow them to understand the world in increasingly complex ways. He emphasized the importance of active involvement in the learning process, where students actively shape their knowledge through interaction with their environment. This is in line with Mayer's Cognitive Theory of Multimedia Learning (CTML), which emphasizes that learning becomes more effective when students are active in processing information, such as by combining text and images in multimedia to form mental models.

The use of animated video media in learning can help students understand the material more easily, thus supporting the effectiveness of learning. This is in line with the statement of Ismawati & Mustika (2021) that by utilizing students' visual and auditory abilities through the use of animated videos, this can be more effective in utilizing their senses to capture the information contained in the learning videos. This allows children to easily understand the material presented in the video so that it can increase their motivation and interest in learning. In addition, the use of this media can also facilitate students' understanding of learning materials.

As the findings in this study showed positive results, in the context of Buddhist religious education, the application of animated video media greatly helps students understand moral values in Buddhist teachings. Research conducted by Wijaya & Putri (2021) found that animated video media is effective in improving students' ability to memorize and understand Buddhist sacred texts, such as the Dhammapada. This media helps students internalize the moral values contained in the text.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that the development of animated video media "Exemplifying the Buddha's Students" is feasible and effective in improving students' abilities in memorizing and understanding Buddhist sacred texts, such as the Dhammapada. This media helps students internalize the moral values contained in the text. developing animated video media in Buddhist religious education learning to strengthen the character of class VIII students at the Bodhicitta Buddhist School.

This study uses a research and development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The research subjects consisted of learning material experts, learning design experts, learning media experts, and students. Data were collected through interviews, observations, and questionnaires, then analyzed descriptively, quantitatively, and qualitatively. Based on the results of the study, the developed animated video media was declared very feasible to use in learning. This is indicated by the average score of the validation results, which was 90.47% from material experts, 90% from design experts, and 88.80% from media experts. The application of animated video media is considered effective in helping to strengthen religious, honest, disciplined, hard-working, and responsible characters in students. This is indicated by the results of calculating the pre-test

and post-test values using the N Gain Score of 0.384 with a moderate category. The researcher's suggestion is that the use of animated video media "Exemplifying the Buddha's Students" is expected to be guided and accompanied by teachers so that the material presented can be understood by students in depth. Furthermore, researchers who are interested in the results of this media development research can use it as a reference for further research.

ADVANCED RESEARCH

This research and development still has limitations so that further development research is still needed by adding interactive learning media to this topic. The development of animated video media aims to enhance Buddhist religious education and strengthen the character of students at the Bodhicitta Buddhist School.

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