The Use of Animated Videos in Increasing the Arabic Learning Interest

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Abstract

Interest in learning has an essential role in learning process. If the interest in learning is low, it can affect student learning success. This study aims to determine the effectiveness of animated videos as a medium in increasing student interest in learning Arabic. This study used a descriptive qualitative method with data collection techniques in observations, interviews, questionnaires, and documentation. The results of this study indicate that the use of animated videos can increase student interest in learning Arabic. The use of animated videos in Arabic learning can increase student enthusiasm and motivation, facilitate students to learn and memorize easily, and help teachers to present material easily. Meanwhile, the inhibiting factors are the student limited network connection and internet quota. Moreover, not all teaching materials can be presented in animated videos, and also teachers skills in making and teaching Arabic using animated videos are insufficient.
Keywords: Arabic Language, Animated Videos, Learning Interests, Learning problems.

Abstrak

Minat belajar memiliki peran penting dalam proses pembelajaran. Karena, jika Minat belajar rendah maka dapat mempengaruhi keberhasilan belajar siswa. Tujuan penelitian ini adalah untuk mengetahui efektifitas video animasi sebagai media dalam meningkatkan minat siswa belajar bahasa Arab. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data berupa pengamatan, wawancara, angket, dan dokumentasi. Hasil penelitian menunjukan: (1) penggunaan media video animasi dalam pembelajaran bahasa Arab dapat meningkatkan minat belajar siswa, (2) penggunaan video animasi dalam Pembelajaran Bahasa Arab dapat meningkatkan semangat dan motivasi siswa, memudahkan siswa dalam belajar dan menghafal, serta memudahkan guru dalam menyajikan materi, (3) sedangkan faktor penghambatnya yaitu: jaringan dan kuota internet yang dimiliki siswa tidak cukup memadai, tidak semua materi ajar dapat disajikan dalam bentuk video animasi, serta kurangnya keterampilan guru dalam membuat dan menggajarkan bahasa Arab dengan menggunakan media video animasi. Dari hasil penelitian tersebut menunjukkan bahwa penggunaan media video dapat meningkatkan minat belajar bahasa Arab siswa.
Kata Kunci: Bahasa Arab, Minat Belajar, Video Animasi, Problem Pembelajaran

INTRODUCTION

Language is a unique mental and physical phenomenon that only exists in humans. Humans have a mind that can produce language as a tool to communicate. Language is a common feature possessed by humans, and it is helpful as a tool to convey information, feelings, ideas, and expressions.

Human languages are increasingly diverse with the development of time, and even one country may have more than one language. To communicate better, several languages have been chosen by the United Nations as international languages for business, education, science, and diplomacy (Wicaksono, 2016). Mastery of foreign languages is a fundamental requirement to face tough competition in the international world that covers these various fields. It is the reason behind the realization of foreign language learning in schools in Indonesia. One of which is learning Arabic.

Arabic is a subject that develops student communication skills both spoken and written. There are four language skills in learning Arabic, including listening skills (*mahārah al-istimā'*), speaking skills (*mahārah al-kalām*), reading skills (*mahārah al-qirā'ah*), and writing skills (*mahārah al-kitābah*). In addition to these four skills, there is also language components, such as grammar (*Nahwu*) and Arabic morphology (*Sharaf*) (Ilmiani A at al., 2020).

Interest in learning is an essential factor in the student learning process. If students enjoy an activity, they will pay attention to it, keep themselves busy, and spend more time (Tavoosy & Jelveh, 2019) (Lestari, 2015). Interest can also make students learn happily and reach high satisfactory; students can study hard with full awareness and pleasant feelings (Sunarsih, 2019).

Based on observations done by researchers, not all students at MTs Daarul Uluum PUI Majalengka have an interest in learning Arabic. It is indicated by the number of students showing symptoms contrary to the indicators of learning interest. Among the indicators are interest, attention to learning, enthusiasm, pleasure feeling, and student participation (Liu & Elms, 2019). Moreover, the majority of students did not follow the whole lesson, did not do the assignments given by the teacher, were late for online classes, and were passive in learning.

The teacher's role is considered to impact student learning success significantly. The teacher is not only tasked with delivering lessons, but also serves as a motivator and generator of student learning interest (Hasanah, 2018). Teachers in the learning process need the right strategies and methods (Albrecht et al., 2018). In addition to strategies and methods, teachers also need learning media through Distance Learning (*Pembelajaran Jarak Jauh*/PJJ) system so that learning can be carried out effectively and efficiently. According to observations, researchers found that teachers only use Whatsapp and Student Worksheets (LKS) using 2013 curriculum as media. It directly impacts student lack of motivation and interest in Arabic.

The government has announced that learning activities during the pandemic must be based on Distance Learning (PJJ). It is aligned with the Government Regulation of the Republic of Indonesia regarding Large-Scale Social Restrictions (*Pembatasan Sosial Skala Besar*/PSBB) in accelerating the handling of Covid-19 (Peraturan Pemerintah Republik Indonesia No 21, 2020) and the Circular of the Minister of Education and Culture regarding education policies in the

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emergency period of the spread of Covid-19 (Surat Edaran Mendikbud No. 4, 2020). This new learning system still causes many students to adapt (Jasni & Ardiansyah, 2020).

Regarding the problems that have been mentioned, the use of more innovative learning media is needed to increase student interest in learning Arabic (Yahya et al., 2021). One media that can be applied in learning Arabic is animated videos. Teacher creativity in planning and implementing learning in media selection and skillful media utilization can attract student attention and interest (Osman et al., 2022). It can also have a good impact on student enthusiasm during learning activities. The interest shown by students can stimulate feelings of delight and interest. Students show an attentive and positive attitude, and it affects their achievement (Albrecht et al., 2018).

Several previous studies state that animated videos can be a solution to overcome the problem of interest lack in learning with effectiveness of 8.13% compared to conventional media (Kurniawan, 2015). Learning with conventional way feels less fun and monotonous if learning is centered on teachers and books only. Animated videos encourages student senses to be more active and it can also develop their imagination (Rafiek, 2021). In addition, animated videos also allows students to interact using foreign languages appropriately and correctly (Ariffin & Samsudin, 2017). Animation in the form of processing images and sounds are combined to generate the effect of moving by following a predetermined path (Istiqlal, 2017). Each of these images means something to us as viewers. Animated videos is a multimedia in a combination of images and sound to learn various topics or discussion themes (Akhmetshin, 2018). Animated videos is considered suitable to support the Arabic learning process (Hidi & Ainley, n.d.). One of the characteristics of animated videos is the appearance of animated characters or objects that seem to live in a conversation or spoken language (Farista & M, 2018). With the impression of moving, learning Arabic with animated videos can attract student focus so that learning activities are more fun (Aburezeq & Ishtaiwa, 2013). Animated videos can be an appropriate learning medium to increase student interest in learning because they can help simplify the process of receiving messages and can attract student attention (Liu & Elms, 2019). In making animated videos, researchers use Plotagon application. Plotagon can be easily accessed for free via mobile phones and does not require special training. The creation of the video involves choosing the character and the setting, making a conversation and choosing the appropriate expressions (Huang & Chuang, 2016).

Based on the situation of students who are not interested in learning Arabic during the Covid-19 pandemic and the selection of learning media that is not appropriate, researchers hope that innovative media such as animated videos can motivate and increase student interest in learning Arabic.

METHOD
Research Design
This study used a mixed-method. The qualitative data was analyzed using the three-stage model of Miles and Huberman. The data from the questionnaire was analyzed descriptively using statistics. (Nassaji, 2015). The data presented

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were written and spoken sources obtained from the primary and secondary data (Rijali, 2019).

Data Collection Technique

The population chosen in this study was Class VIII MTs Daarul Uluum PUI Majalengka, which were 25 people, consisting of 10 females and 15 males. They were inquired about how the factors support and inhibit the use of animated videos in learning Arabic. Observations were made to determine student interest in learning before and after using animated videos. Interviews were conducted with several students related to the objective conditions of learning Arabic and also with an Arabic teacher. Interviews were used to discover the information from the Arabic teacher in Class VIII MTs Daarul Uluum PUI Majalengka, including concentration, activity, and enjoyment of the students. At the same time, the questionnaire was also distributed to all students containing several questions to measure their learning interest in learning Arabic. Documentation was used to complement and strengthen data collected later.

Data Analysis Technique

The data analysis process went through several steps, from data reduction and presentation to conclusion (Abdolghader Assarroudi, Fatemeh Heshmati Nabavi & Armat, 2018). Data reduction filtered the data to be processed. The presentation of data was to display and explain the results of processed data. After the data was presented, the researcher concluded the data.

RESULTS

Researchers presented research data obtained from the findings of observations, interviews, questionnaires, and documentation that have been carried out at MTs Daarul Uluum PUI Majalengka from February 28, 2021, to March 1, 2021. After the presentation, all data acquisition were discussed in-depth and in detail to achieve research purposes.

The following was the result of the implementation of animated videos used as learning media for Arabic in Class VIII A MTs Daarul Uluum PUI Majalengka. One of several scenes were shown below.

Picture 1. Display the initial scene of an animated video

Picture 1 showed an Arabic language sub-chapter along with the video title. Sub-chapter of written material was related to speaking skills *(maharah al-kalam)* with *Al-Hiwaru bayna Aisyah wa Hafshah*. This initial scene was equipped by music and movement in detailed animative decorations in the background. Researchers

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use background details with various colors to stimulate student attention and interest in the delivered material through animated videos.

Picture 2. Character recognition display

In the character recognition scene, the researcher displayed the face and the name of each character in the animated videos. As shown in Picture 2, a character named Aisyah was shown. It was intended so that students initially recognized who the characters were in the video. Students could focus on the primary material presented when a conversation or monologue narration was delivered. The choice of monochrome color in the character introduction scene aimed to make students understand that the scene was not included in the primary material.

Picture 3. Conversation view in the animated video

As shown in Picture 3, the characters' conversation is the primary material delivered with the animated videos. In this section, character talks, expressions, body movements were shown. The pictures were also taken from different angles with place settings that matched the theme of the material. The characters' conversations were also displayed in subtitles so that students could easily read them.

Character talks equipped by expressions and gestures could positively affect the characters in the animated videos. It was intended so that it could provide learning enjoyment and stimulate student emotions, especially delight and enthusiasm. The use of the background was adjusted to the material discussed. Taking backgrounds with various points of view was aimed to make it easier for students to understand the storyline and motivate students to understand the message conveyed.

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Picture 4. Cover view in the animated video

The closing part of the animated videos in Picture 4 showed the ending credits in the form of voice actors' names, source of video scripts, video editors, thank you notes, and Universitas Muhammadiyah Malang logo.

The researcher then interviewed Mr. Sofyan Sachuri, Lc., an Arabic teacher at MTs Daarul Uluum PUI Majalengka. Interview were taken to obtain data related to student interest in learning Arabic, teacher efforts in increasing student interest, as well as supporting and inhibiting factors in animated videos utilization in increasing student interest. Regarding this, he explained:

"Students here seem bored with online learning. That is why some kids are often absent or late when collecting assignments. I even have had to call some of the students one by one so they can join the class," (The result of the interview with Mr. Sofyan Sachuri, Lc.).

Based on the answers from the Arabic language teacher above, the researcher assessed that the student's interest in learning Arabic during the distance learning process was low. It was seen from student attitudes, in contrast to the indicators of interest in learning. Moreover, related to the factors that cause student low interest in learning, respondents explained that:

"As I have observed so far, it is because this is the first time our school has implemented distance learning. Our students still feel foreign to the online methods and media. Yes, the learning feels less optimal," (The result of the interview with Mr. Sofyan Sachuri, Lc.).

As an Arabic teacher, he realized that student interest in learning was essential in supporting the success of teaching and learning process. Based on observations taken from respondents, the low interest in student learning was influenced by an internal factor which was student readiness to undergo the distance learning process. In addition to the internal factor, student interest is also influenced by external factor, specifically in teaching methods and media changes.

As for the relationship between the media and efforts that the teacher made in related subjects, he revealed that:

"So far, we have only used WA (WhatsApp) as a medium of learning and communication with students; all students have WA. For learning, we still use LKS (student worksheet), so the material is already fixed. If someone does not join the class or does not collect assignments, I will send a message on WA group or call them. We have also never tried using media other than WA and LKS; there are no other supporting media," (The result of the interview with Mr. Sofyan Sachuri, Lc.).

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Based upon the explanation, the effort he made as a subject teacher if a student was late, absent, or not doing their assignment was to contact them via Whatsapp. Teachers did not use any media other than Whatsapp and LKS, so students felt uninterested and often ignored Arabic subjects.

After the researchers applied the animated videos to learn Arabic, this was respondent's response related to the use of animated videos:

"I am pleased with this animated video, and learning feels more fun than usual. Students can access videos anytime and anywhere; this is very helpful. The material that is packaged also feels light with the depiction in the video." (The result of the interview with Mr. Sofyan Sachuri, Lc.).

Meanwhile, related to the factors to support the use of animated videos as a medium for learning Arabic, he emphasized that:

"This pandemic condition makes distance learning a solution so that learning continues. Students who usually use gadgets only to play are now required to study. This animated video is easy to digest and can be repeated, so students do not get bored quickly. In addition, the material is easier to memorize." (The result of the interview with Mr. Sofyan Sachuri, Lc.).

On the other hand, the responses obtained regarding the factors that hindered the use of animated videos were:

"This media is excellent, but it is not equal for all student conditions. Some live in areas with a poor signal; some have limited internet quotas. Not all materials can also be used as videos, right? Besides that, I also still need to learn more to be able to make something like that." (The result of the interview with Mr. Sofyan Sachuri, Lc.).

From the statement above, the researcher concluded that the student interest in learning Arabic in Class VIII A MTs Daarul Uluum PUI Majalengka was low due to the student's unreadiness to apply distance learning system. In addition, the learning media used were considered less interactive and exciting, so students tended to feel bored and did not pay attention during the learning process.

One of the efforts made were only give warnings to students, but that did not change the level of student interest in learning. Researchers found that learning Arabic online required the existence of supporting media that could increase student interest in learning.

Animated videos used by researchers could help increase student interest in learning. The effortless delivery of material indicated this through the depiction of life-like characters and the flexibility of the video. Not only that, animated videos could also motivate and stimulate student interest in learning and facilitate teachers to deliver learning materials.

Based upon the results of an interviews conducted at MTs Daarul Uluum PUI Majalengka, it was found that there were supporting factors which influenced the use of animated videos. Animated videos as an Arabic learning medium could make learning easier for students because they could use their gadgets. The material did not burden students and was more fun. Additionally, animated videos made it easier for students to remember and repeat the material. The material could be accessed repeatedly to stimulate student motivation and enthusiasm for learning.

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In the case for supporting teacher, animated videos made it easier for teachers to present the material. The presentation of the material became brief, could be used repeatedly, and did not only focus on the teacher.

On the other hand, several factors could become obstacles in using animated videos; specifically, not all students have a good internet network, and some students have a limited internet quota. In addition, not all materials on Arabic subject could be presented in animated videos, and teachers did not have adequate skills in making animated videos.
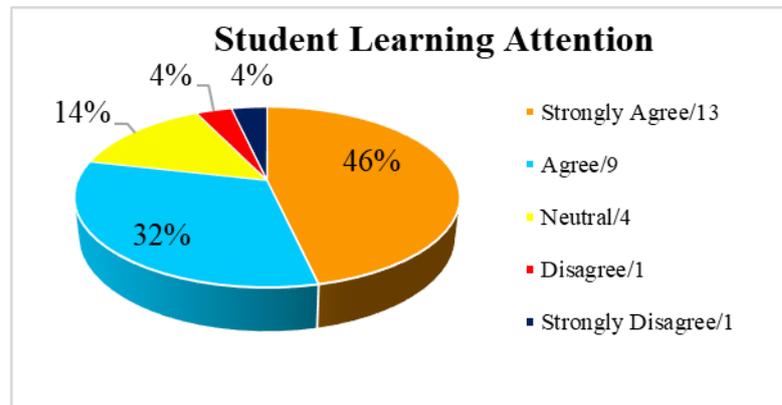
In addition to data obtained from interviews, researchers also used a questionnaire as a data collection technique. The following was processed data from the questionnaire results that have been distributed to the students at MTs Daarul Uluum PUI Majalengka on March 17, 2021. In the questionnaire, ten questions contained five indicators of student interest in learning. The indicators were student interest, student attention to learning, student enjoyment, student enthusiasm, and student participation. The data was displayed in a pie chart below:

## Picture 5. Students Interest Pie Chart
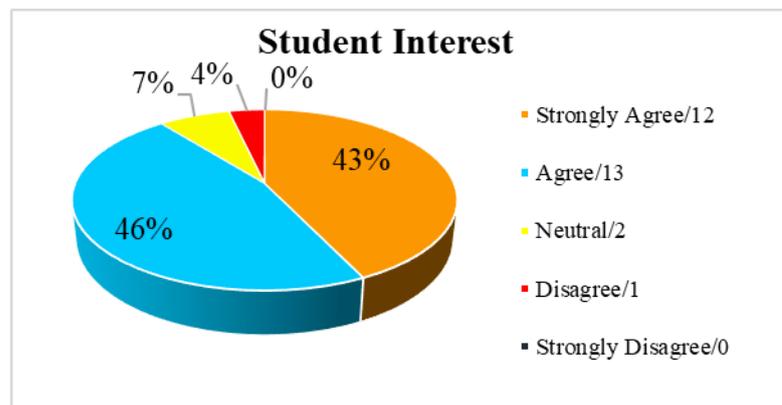
Picture 5 displayed data in the percentage of student interest in Arabic subject and student participation from the beginning until the end of learning process. The data obtained showed that strongly agree responses reached 43%, and agree responses were 46%. Meanwhile, neutral responses reached 7%, disagree gained 4%, and strongly disagree was 0%. Based on the diagram above, most students were interested in learning Arabic.

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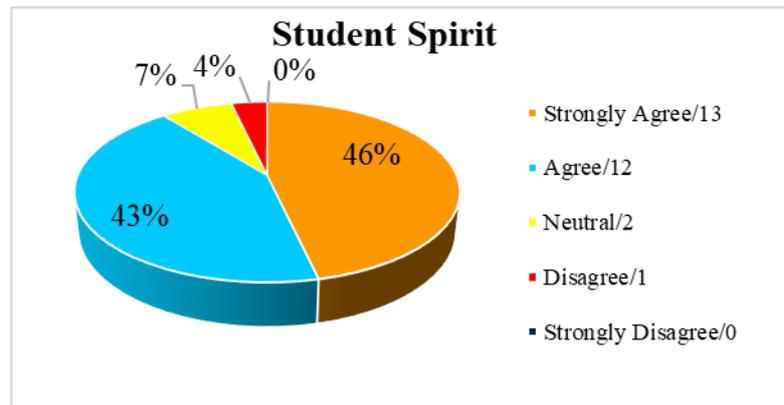**Picture 6. Student Learning Attention Pie Chart**

The data displayed in a pie chart in Picture 6 presented the percentage of student learning attention seen from the attendance before the lesson began and student readiness before the teacher delivered the learning material. Based on the data presented, respondents who chose strongly agree were 46% and who selected agree were 32%. Meanwhile, respondents who chose neutral was 14%, disagree was 4%, and strongly disagree was 4%. It showed that most students always had a high learning interest.

**Picture 7. Pie Chart of Student's Feelings of Pleasure**
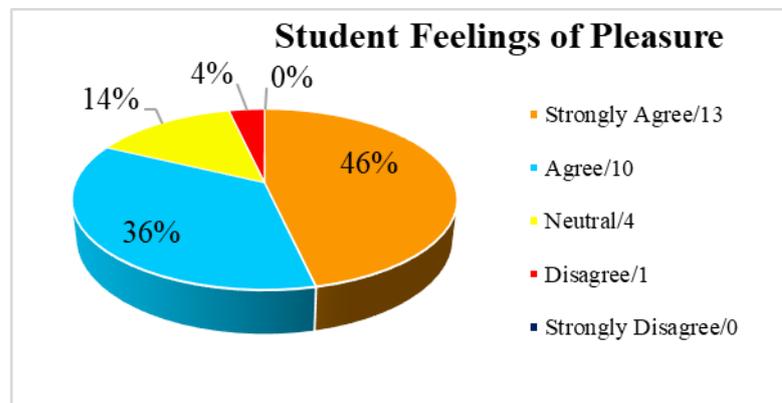
The data shown in the pie chart in Picture 7 showed whether students felt happy with learning Arabic in student efforts to get good grades in Arabic subject and student enjoyment in reviewing the learning material at home. Based on the data obtained from student responses, the respondents who chose strongly agree was 46% and agree was 36%. The responses for neutral was 14%. The response for disagree reached 4% and strongly disagree gained 0%. When observed, most students tended to feel happy about learning Arabic.

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Picture 8. Student Spirit Pie Chart

The pie chart in Picture 8 showed student enthusiasm data in student readiness when the teacher pointed them to read or to answer questions and student concern if they fell behind in learning. Based on the data displayed, the responses showed that strongly agreed was 46% and agree was 43%. The responses of neutral was 7%, disagreed was 4%, and strongly disagree was 0%. Therefore, assumed from the responses, students tended to be enthusiastic about Arabic learning process.

Picture 9. Student Participation Pie Chart
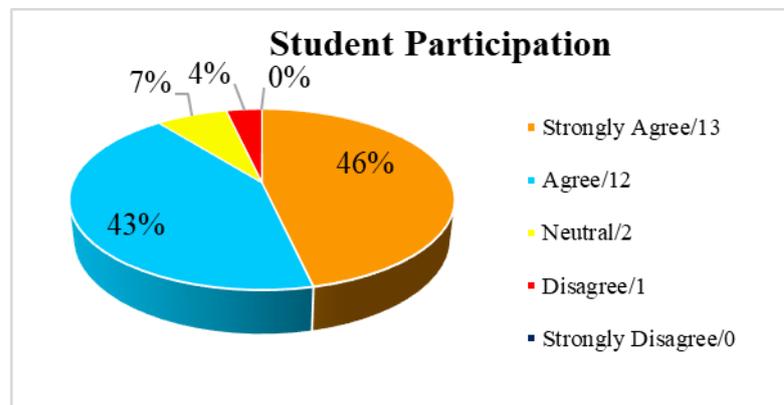
Picture 9 showed the percentage of student participation in asking friends or teachers about the material they did not understand and in doing the tasks given by the teacher. The data obtained from the students who responded strongly agree was 39% and agree was 36%, whereas the responses of neutral gained 21%, disagree was 4%, and strongly disagree was 0%. These data indicate that students actively participate in learning activities.

Based on the data analysis, the researchers found a high interest in learning Arabic using animated video. It was discovered in students interest, enjoyment, and enthusiasm during the learning process. Along with the discovery, students also paid close attention to the material presented and actively participate in teaching and learning activities.

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The conclusion on learning interest from the questionnaire was that animated videos as a medium for learning Arabic increased student interest in learning at MTs Daarul Uluum PUI Majalengka. All aspects of the indicators of interest in learning were found in most students. These indicator aspects were the reference for the high interest in student learning.

DISCUSSION

Interest is required in learning. It can help students focus entirely on learning (Tavoosy & Jelveh, 2019). In addition, students who have high interest in learning will tend to be active during the learning process so that it can influence student learning success (Hasnah, 2015). Indicators of interest in learning can be seen from the tendency to focus and remember what is learned continuously, fondness, and delight towards the subject of interest.

A sense of pride and satisfaction, an interest in other attractive things, and an enthusiasm in doing what they are interested in are manifested in active participation in learning activities (Pratiwi, 2015).

Conversely, students who have low interest in learning will tend to feel bored with what they are learning. Students become passive in learning can affect student learning outcomes (Achru, 2019). The phenomenon of low student interest in learning appears in the students of MTs Daarul Uluum PUI Majalengka in learning Arabic. Symptoms of low interest in learning will have consequence in low student learning outcomes or unachieved learning objectives.

The student's interest in learning can be influenced by internal and external factors (Hat et al., 2017). Based on the researcher's findings, student low interest in learning at MTs Daarul Uluum PUI Majalengka towards learning Arabic is triggered by internal and external factor. The internal factor appears in unreadiness to face distance learning during the pandemic. At the same time, external factors come from less innovative media and less optimal teacher efforts in increasing student interest in learning.

The researchers discovers that learning media also significantly contributes to learning, especially in student interest. The learning media plays an essential function in explaining the message's meaning to achieve the learning objectives properly (Widiyanto, 2018). It can be observed from the improvement in student interest in learning during animated video utilization as a medium for learning Arabic that learning media affects an interest in learning.

The pace of civilization and the rise of advanced technology have had a significant impact on the world of education (Kurniawan, 2015). In addition, the existence distance learning as a new education system requires the completeness of physical and non-physical learning, both in the form of skills in technology and availability of adequate supporting facility. Therefore, learning in these conditions requires a more innovative model and information technology as a learning medium (Andarwati, 2019).

Researchers chose animated videos as Arabic learning media for students at MTs Daarul Uluum PUI Majalengka when the distance learning was implemented. The use of animated videos is supported by the characteristics that can translate messages from specific ideas essentially. It is simple, but can attract attention and give a strong impression. Animated videos are very suitable to use as an

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explanation of process and skill. Besides, animated videos can get into space and time and display images that exist in the past or the future (Astuti, 2015).

Animated videos have three functions in increasing student interest in learning. The three functions are affective, cognitive, and compensatory functions. The practical function can generate interest and attention in students. The cognitive function can facilitate students to remember and memorize. The compensatory function can also help students who are slow in processing information (Johari et al., 2016). Supported by the characteristics and functions of animated videos, the researchers applied animated videos as a medium for learning Arabic at MTs Daarul Uluum PUI Majalengka.

The animated video in the research displays several scenes, including the first scene as an opening. In the opening of the animated video, some sub-chapters are discussed, and the title of the material is equipped by animative decoration on a colorful and moving background to stimulate student motivation and curiosity about the material. In the second scene, there is a character introduction. Visuals and names of characters who play different roles in the stories are displayed before entering the primary material. Students need to first recognize the characters, so they are not confused when entering the main material scene.

A monologue or dialogue between the characters is displayed in the main material scene and available with Arabic subtitle. The material is packed with facial expressions and body movements of the characters to give a positive effect. Finally, in the last scene, the ending is shown in credit, thank-you note, and the logo of Universitas Muhammadiyah Malang. The selection of colors, music, settings, and angles are adjusted to the context of the material so that student attention is not distracted.

Learning animation videos are shared online via YouTube link. The link will be shared through the WhatsApp group for students to access. Students can access learning materials repeatedly to enable them to relearn and memorize.

However, of course, each type of learning media has its strengths and weaknesses. As users of learning media, teachers must set learning media according to the learning objectives, student abilities, and materials to discuss (Heronimus Delu Pingge, 2016). In making animated videos, teachers also need to be careful in using animative decorations in order not to distract students. If they use too many decorations, the students cannot receive messages from animated videos properly.

Student learning success can also be influenced by learning media. Animated videos need to be designed to support student learning (Fauzi et al., 2020). So, please note that animated videos also have its advantages and disadvantages. It is intended so that animated video users can take full advantage of animated videos and try to avoid weaknesses in animated videos so that learning becomes effective and efficient.

One of the advantages of animated videos is to reduce the physical size of larger objects and vice versa. Animated videos also facilitate teachers to present information related to complex processes by utilizing more than one convergent media through combination of audio and visual elements. Animated videos are made interactively to accommodate student responses. Another advantage is raising independence so it is easier for users to absorb information without the

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guidance of others. Student attention can be focused on animated videos, and learning becomes more straightforward and fun. Moreover, animated videos can be used in long run if the content of animated videos is still relevant to the material (Johari et al., 2016).

The weakness of animated videos is that they require creativity and particular skills to make that can be used as effective learning media. Animated videos also require time in the process, and limited items are also an obstacle during the process. Moreover, in accessing videos during the online process, students need an internet quota, audio speakers and projectors (Lin, 2018).

The processed data derived from interviews and questionnaires show that animated videos increase student interest in learning. The student interest in learning Arabic has been discerned from student high learning attention, delight and enthusiasm during the learning process. Moreover, the students also actively participate in the process of learning Arabic.

The use of animated video learning media is inseparable from the supporting factors. These supporting factors play a significant role in the success of animated video learning media in increasing student interest in learning (Ubaidillah, 2020).

One of the supporting factors is that animated videos can facilitate student learning since they are accustomed to using gadgets. Students easily remember, and they can repeat the materials. Moreover, it makes learning activities fun and evokes student motivation and enthusiasm for learning. Animated videos also help teachers to present material easily.

On the other hand, the inhibiting factor in utilizing animated videos as learning media is that not all students have sufficient internet quota or a good internet network. Also, not all material in Arabic subjects can be presented in animated videos, and not all teachers have the necessary skills yet. They are not yet trained to create animated video.

Thus, the animated video as a medium for learning Arabic at MTs Daarul Uluum PUI Majalengka has its advantages and disadvantages. Therefore, teachers are expected to actively master the skills of using learning media. Schools are responsible for providing learning facilities as it is student rights to be adequately facilitated in the learning process to achieve the learning objectives.

CONCLUSION

The use of animated video as a medium for learning Arabic consists of several scenes. The first scene displays the title and sub-chapter to be discussed. Second, there is a character introduction scene in the visual and the characters' names in the material. The third scene is the primary material which contains a monologue or conversation between the characters. Facial expressions, characters' body movements, backgrounds in the context of the material, and pictures from various angles can positively affect their learning interest. The closing scene is an ending credit accompanied by the university logo. Based upon the questionnaires and interviews, it can be concluded that students interest in learning Arabic using animated videos at MTs Daarul Uluum PUI Majalengka has increased. It is indicated by the high indicators of student interest in learning, attention to learning, enjoyment, enthusiasm, and participation. The supporting factors in learning are

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that animated video can facilitate student learning, increase student motivation and enthusiasm, and make it easier for teachers to present learning materials. Factors that hinder the use of animated videos include inadequate internet networks and quotas and the lack of teacher skills in creating animated videos. To future researchers, the researchers hope that other researchers will examine more references related to interest in learning and animated videos as learning medium. It is also expected to prepare the research better and ensure the completeness of instruments or tools needed in the research process in the field.

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