Gamification Animation Video Modelled CIRC to Improve Reading Comprehension Skills on Narrative Discourse of Grade II Students

Inggit Irenewati[1*], Sukardi[2] iD

[1,2] Primary School Teacher Education, Universitas Negeri Semarang, Semarang, Indonesia

A B S T R A K

Penggunaan media pembelajaran oleh guru masih sangat terbatas serta tidak adanya pengembangan dari model – model pembelajaran yang dilakukan. Guru di sekolah hanya memanfaatkan buku dan gambar yang sederhana saja. Hal ini mengakibatkan kemampuan membaca pemahaman siswa pada wacana narasi muatan pelajaran Bahasa Indonesia menjadi rendah. Penelitian ini betujuan untuk menciptakan video animasi gamifikasi bermodel CIRC untuk meningkatkan keterampilan membaca pemahaman siswa kelas II SD. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian dan pengembangan atau Reasearch and Development (R&D) yang menggunakan rancangan model penelitian dari Borg and Gall. Subjek penelitian ini adalah siswa kelas II sebanyak 25 siswa. Metode pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan kuesioner atau angket. Adapun instrumen yang digunakan berupa lembar kuesioner dengan bentuk skala likert. Setelah data dikumpulkan, kemudian dianalisis menggunakan metode analisis data deskriptif kualitatif dan kuantitatif. Hasil penelitian ini menunjukkan adanya peningkatan rata – rata hasil sebelum dan sesudah perlakuan pada uji skala kecil dan uji skala besar, shingga dapat ditarik kesimpulan bahwa media video animasi gamifikasi bermodel CIRC dapat membantu meningkatkan kemampuan membaca pemahaman siswa pada wacana narasi. penelitian ini adalah diharapkan dapat membantu guru dalam meningkatkan kualitas pembelajaran dan membantu siswa untuk memiliki potensi berpikir yang lebih kreatif dan kritis.

A B S T R A C T

Teachers' use of learning media still needs to be improved, and learning models still need to be developed. Teachers at school only utilize books and simple pictures. This results in students' reading comprehension skills in narrative discourse in Indonesian language lessons needing to improve. This research aims to create a gamification animation video with a CIRC model to improve the reading comprehension skills of grade II elementary school students. The type of research used in this study is research and development (R&D), which uses the research model design from Borg and Gall. The subjects of this research were grade II students, as many as 25. The data collection methods used in this research are observation, interview, and questionnaire or questionnaire. The instrument used was a questionnaire sheet with a Likert scale. After the data was collected, it was analyzed using descriptive qualitative and quantitative data analysis methods. This study showed an increase in the average results before and after treatment in the small-scale and large-scale tests, so it can be concluded that the gamification of animated video media with the CIRC model can help improve students' reading comprehension skills in narrative discourse. This research is expected to help teachers enhance the quality of learning and help students have more creative and critical thinking potential.

1. INTRODUCTION

The times have undergone development, and the changes that occur are infinite. In this modern era, technological developments are increasing and influential in all fields, especially education. This aligns with the opinion. That suggests that education can develop following the pace of development. The quality of education is constantly improved with various kinds of efforts. Education builds a comfortable learning

---

*Corresponding author.
E-mail addresses: inggit_irene@students.unnes.ac.id (Inggit Irenewati)

atmosphere, builds students' character to be better prepared to face the times, and requires teacher creativity. To see the potential and interest that exists in each student, the teacher must create an active and exciting learning atmosphere. Learning in the 21st century is an era where teachers must be creative and innovative during learning. Based on the Minister of Education and Culture and Technology No. 12 of 2024 concerning curriculum regulations for PAUD, primary, and secondary education levels. It is stated that the curriculum officially established today is the Merdeka Curriculum, which is the basic framework and curriculum structure for all educational units in Indonesia; this is undoubtedly a challenge for teachers to design learning that suits the context and needs of students. In the independent curriculum, teachers can explore learning to increase creativity, improve teachers' academic abilities, and use suitable learning methods and media. The independent curriculum influences the literacy ability of students because the concept of learning is free to create. Students get learning and learning resources that are expected to be able to foster critical thinking as an increase in literacy skills (Ayuningtyas & Nugraheni, 2024; Kamaluddin et al., 2024; Kementerian Pendidikan, 2024; Lubis et al., 2023; Mashuri & Budiyono, 2020).

Elementary school students are currently included in the ALPHA generation category, where in this generation, children are born in 2010 – 2025. It can be said that this generation is a generation that coexists with digital development . Therefore, teachers play a very important role in creating a learning atmosphere that suits the characteristics of ALPHA generation students. However, the ALPHA generation has low literacy skills, which is influenced by several factors, namely internal and external factors. Internal factors include low motivation to learn students, low intelligence ability, and low interest in learning students. External factors include environmental factors and teacher ability factors (Hidayati et al., 2024; Nataya, 2024). One type of literacy skill is reading. Reading is a very important activity carried out by everyone; this activity is to absorb and capture information outlined in the writing we read. Each student has a different ability when understanding a reading; this is a challenge for teachers to improve students' ability to understand reading (Fitria, 2024; Wulandari et al., 2024).

The reality is that students' ability to understand reading is still very low. It can be seen from the results of observations and interviews conducted on January 9, 2024, with grade 2 homeroom teachers and grade 2 students of SDN Kalisegoro that several problems are still found; the main is the low percentage of reading comprehension skills in elementary school students, especially grade II students of SDN Kalisegoro Gunungpati Semarang reaching approximately 24% or only 6 children out of the total number of 25 students who can understand the content of the reading. More students can read the text but still have difficulty understanding the meaning of the reading text, so when learning is presented with questions related to the text, students do not know the answer. It is likely to be influenced by a less interactive classroom environment. In addition, the learning model used tends to be monotonous, so students have difficulty understanding the material delivered by the teacher.

Based on the problem of student's reading comprehension, the effort must be made by the teacher to create fun learning adapted to the material and focus on the learning objectives to be achieved; this is, of course, by using appropriate models and methods. Indonesian subjects in reading material use the Cooperative Integrated Reading and Composition (CIRC) model to find the main idea, main thought, or discourse theme. In addition, the CIRC learning model fosters student enthusiasm for learning, stimulates students to think Christianly, increases effectiveness in learning, and allows teachers to activate interaction in the classroom (Fitria, 2024; Ilham et al., 2023). Learning using the CIRC model is that each student is responsible to each other with their group assignments . CIRC is a fairly complex learning model summarized easily and practically to improve students' reading comprehension skills (Ainur et al., 2023; Latifa & Haryadi, 2022).

Adjusting to the current 21st Century learning, of course, only using learning models cannot be considered innovative learning, because the speed of technological development accompanies the 21st century, a teacher must implement innovative technology-based learning using creative and innovative learning media. Learning media itself is defined as an intermediary tool to convey information on learning activities (Cholilah et al., 2023; Putra & Nisa, 2021). Viewed from an educational point of view, learning media is a tool that is strategic enough to determine the success of a course of learning (Isma et al., 2023). There are various types of learning media, which are commonly used in learning as print media, such as Teaching Materials, Student Books, or LKPD (Isma et al., 2023; Noorhidayati et al., 2021). While learning media that have never been used are non-print media such as animated videos, video-based Augmented Reality (AR), video-based Virtual Reality (VR), and many other non-print media. , one of which is animated video media (Ramadhani & Russanti, 2023; Utomo et al., 2021; Yusa et al., 2023).

Animated video is a movement from one frame to another frame within a predetermined duration of time so that there will be an impression of moving and there is a sound that supports the movement of the image in it. In addition, animated video media has the benefit of facilitating the presentation of material effectively and efficiently (Awalia et al., 2019; Galuh et al., 2023). The purpose of this animated video media

is to clarify the material that is originally abstracted into concrete. In addition, animated videos consist of video, audio, and writing, this can attract students' attention and can present difficult objects and can make students understand difficult subject matter. Based on statements about animated videos, it can be said that this animated video is an image that seems to be alive because the images alternately change regularly. In addition, these animated videos are used to attract students' interest in learning. Current technological developments can be used to develop animated video media with strategies, methods, or learning models that are tailored to learning materials. One of them is animated video media can be developed based on learning gamification (Fatharani et al., 2022; Mahmudi et al., 2023; Sukarini & Manuaba, 2021).

The use of gamification in education is an innovation to develop a more pleasant learning atmosphere. This is in line with today's generation of elementary school students who tend to prefer playing games. Gamification in learning is certainly expected to increase student motivation to actively participate in learning. Understanding gamification in education is a strategy applied in the learning process using elements in games, to create interesting and fun learning, with the presence of gamification this learning students have the opportunity to experience creative, innovative, and fun learning in the classroom (Ariani, 2020; Miftach Fakhri et al., 2024; Zahira et al., 2023). The development carried out by researchers today has also been widely applied to previous research. Other researchers found that animated videos in learning activities can increase student interest in learning. In addition, research shows that animated videos based on the Doratoon application can improve student learning outcomes (Lia et al., 2023; Rabiah & Tri Widodo, 2023). Based on the study of other researchers who used the ADDIE research method, with a review from material expert validators and media experts, it was found that the media had a good level of validity and was suitable for use in learning. Furthermore, other studies have shown that using learning media in the Cooperative Integrated Reading and Composition (CIRC) model for elementary school students can improve students' reading skills (Lubis et al., 2023; Muna & Wardhana, 2021; Safitri et al., 2023; Sahriza Daan Nur et al., 2023; Yuliantina et al., 2024)

This study introduces novelty in several important aspects compared to previous studies. One aspect of the novelty is the use of gamified animated video media based on the Cooperative Integrated Reading and Composition (CIRC) model. While many studies have shown that animated videos can improve student interest and learning outcomes, this study combines gamification elements with the CIRC learning model, which has yet to be widely explored. This approach is designed to improve student's reading comprehension and make learning more engaging and interactive. Researchers chose Animated Video Media because Animated Video is easily accessible anywhere and anytime, so that with this development, students can more easily understand the material and enjoy learning because it is equipped with pictures and quizzes on the selected material, namely reading comprehension of narrative discourse. Furthermore, this study provides empirical evidence on the effectiveness of gamified animated video media in improving the reading comprehension ability of narrative discourse in grade II elementary school students. With a data-driven approach and validation from media and material experts, this research ensures that the developed.

Overall, the novelty of this research lies in the unique combination of animated video technology, gamification elements, and the CIRC model, as well as an approach that takes into account the flexibility of using the media in various technology access conditions. This opens up new opportunities for developing more interactive, engaging, and effective learning media that can be widely applied in multiple educational contexts. Media is innovative but also feasible and effective for use in learning. The pilot test results showed significant improvement in students' reading comprehension, strengthening the argument that gamification and CIRC integration can be effective methods in primary education. Therefore, this research aims to create a gamification animation video with a CIRC model to improve the reading comprehension skills of grade II elementary school students. This research makes a significant contribution to the field of education, especially in the development of technology-based learning media and gamification. Therefore, this research is expected to help teachers improve the quality of learning and help students develop more creative and critical thinking potential.

2. METHOD

This study uses Research and Development (RnD) research methods. Borg and Gall state that this method aims to develop or validate a particular product used in learning. To produce specific products, research is used, which is a needs analysis, and to test the effectiveness of these products in functioning in the broader community. Research steps According to Borg and Gall in the book there are 10 stages to carrying out this research, including analyzing potential and problems, collecting data, designing products, validating designs, revisions or improvements to designs, early-stage trials, improving designs, usage trials, revising products, and mass production. However, in this study, researchers only carried out 9 stages

because the last stage was mass production; in that case, researchers were constrained by cost and time. The subjects of this study were grade II students of SDN Kalisegoro, Gunungpati District, Semarang City. The number of students in one class used as a subject is 25.

The data collection methods used in this research are observation, interview, and questionnaire. Observations were made with grade II teachers and grade II students, to see how learning activities took place and research procedures for developing animated video media based on the Cooperative Integrated Reading and Composition (CIRC) learning model with the concept of learning gamification, where the main series of assessment of this development is based on expert validation, teacher and student responses which are the benchmark for the success of learning media development. While the instrument used is a questionnaire sheet with a Likert scale model. The data obtained was then analyzed using quantitative and qualitative descriptive data analysis methods as follows. The initial data analysis step is to analyze the validity of gamification animation video media and the value of material expert validators and media experts through validation sheets, then analyze accordingly using relevant formulas.

The second step is to test the effectiveness of gamification animated video media by analyzing teacher and student response questionnaire data, for the student response questionnaire to the media developed using the Guttman Scale with 2 answer options, namely score 1 for agreeing answers and score 0 for disagreeing answers with the criteria. The teacher response questionnaire uses a Likert Scale with a value range of 1 - 5 with student response criteria. After all the initial data analysis, the data indicated normal. The next step was to conduct a gain analysis to test the students' pretest and post-test scores. This study used the normalized gain test (N-gain). Data (N-gain) is obtained from the comparison between the difference in pretest and post-test scores utilizing the difference in Ideal Maximum Score (SMI) on Narrative Text Reading material after using gamified animated video media with the Cooperative Integrated Reading and Composition (CIRC) learning model. This assessment is calculated based on the normalized n-gain average (N-gain).

3. RESULT AND DISCUSSION

Result

This research is development research that uses the Research and Development (RnD) method with the type of development research according to Brog and Gall. This type of research goes through 10 stages of product development, starting from exploring the potential and problems at the location based on the possibilities and obstacles faced in learning in class II SDN Kalisegoro Semarang City. With the stages of interviews and observations conducted to collect existing data, researchers get data that students are less interested in participating in learning and learning material because the delivery of material is considered uninteresting and tends to be monotonous, so students feel bored. The media teachers use during Indonesian language learning activities are less diverse and not innovative, so they are less effective in helping students understand the material presented. Some students cannot understand the meaning of reading, and some even cannot read. Therefore, the researcher developed a learning media to solve the existing problems.

The next stage of development research, according to Borg and Gall, is to design learning media; the following are the steps for making learning media designs carried out by researchers. The design of this Gamification Animation Video media development is based on the student and teacher needs questionnaire results, developed by the learning objectives listed in the independent curriculum and adapted to students. The steps for making this Gamification Animation Video media are divided into several stages, namely, 1) Determining the theme in the Animation Video, 2) Determining the learning outcomes and learning objectives that grade II students will achieve, 3) Developing the concept of Gamification-based Animated Video learning, 5) Creating Animated Video designs by adapting from adventure online games found on gadgets, animated video designs resemble online game designs, 6) Combining the selected material with the Gamification Animated Video design, 7) Combining several image elements and group game quiz forms tailored to the material Reading comprehension of narrative text. Gamification Animation Video media design is made using the website https://www.canva.com/ and the Capcut video editing application from the beginning of compiling designs for adventure game templates and group game quiz design concepts. The addition of images - images of supporting characters to describe the atmosphere in the narrative text, used as a design in gamification videos. This Gamification Animation Video Media is a video that can be played offline or without using the internet. So that practical media can be accessed at any time. The results of gamification animated video media products are presented in Figure 1.

Figure 1. Gamification Animated Video Media Products

The researcher produced a gamification animation video product based on the CIRC learning model. The results of this development research can improve students' reading comprehension skills. Media feasibility can be measured through several stages: the validity test stage, media expert evaluation, material expert evaluation, teacher responses, and student responses. The percentage results of the assessment can be seen in Table 5.

Tabel 5. Product Validity Test

Validator	Score percentage	Criterion	Qualification
Media	88%	Very Feasible	No Revision
Material	90%	Very Feasible	No Revision

Based on calculations using the validity formula shown in Table 5, a percentage value of 88% is obtained from the assessment of media experts and a value of 90% from material experts so that according to the learning media criteria table, it is classified as very feasible criteria so that in the range of 86% - 100% the product to be used is very feasible with a description without revision can be used in research. Furthermore, the feasibility data of gamification animation video media on Indonesian language content of narrative text material is calculated through teacher and student response questionnaire data obtained qualitatively. The following data on teacher and student responses based on questionnaire responses to gamification animated video media can be seen in Table 6.

Tabel 6. Results of Teacher and Student Response Questionnaire

Test Subjects	Score percentage	Qualification
Small Scale Students	91%	Very interesting
Large-Scale Students	89%	Very interesting
Teacher	100%	Totally Agree

The results of student responses to gamification-based animated video media with the Cooperative Integrated Reading and Composition (CIRC) model are shown in Table 6. After carrying out the learning media trial, we continued with the calculation to find the average of the questionnaire results. The results obtained in the previous limited-scale trial were 91%. After that, the student response questionnaire was given on a wide-scale trial and decreased to 89%. From the results of the two questionnaire responses, it was classified into exciting criteria. In comparison, the results of the teacher response questionnaire received a score of 100%. Based on the reactions of students and teachers, it can also be concluded that the learning media based on the gamification animation video model can increase students' interest in learning and understanding material about forces in everyday life.

Researchers must know the difference between before and after the action; researchers should test the average increase. The N-gain analysis technique calculates the average score increase before and after the action. N-gain is the normalized gain obtained by comparing the difference in scores before and after treatment using SMI and before treatment. Gain is the average increase in student learning outcomes on the material of understanding Narrative Text and Application in Life using gamification-based animated video learning media with the CIRC model. The following are the results of the average calculation obtained through N-gain calculation using the SPSS 29 application, which can be seen in Table 7 and Table 8.

Tabel 7. Small Scale N-gain Average Test

Component	Grade II Elementary School		N-gain	Category
	Pretest	Posttest		
Number of Small-Scale Students	6	6	0.72	High
highest score	73	96		
lowest score	42	73		

Based on Table 7. The results of calculating the average value analysis (N-gain) on small-scale trials found that the average value of 0.72 is included in the high or effective criteria.

Tabel 8. Large Scale N-gain Average Test

Component	Grade II Elementary School		N-gain	Category
	Pretest	Postetes		
Number of Large Scale Students	19	19	0.71	High
Highest score	73	96		
Lowest score	27	73		

Based on Table 8. The results of calculating the average value analysis (N-gain) on small-scale trials found that the average value of 0.71 is included in the high or effective criteria. The results of the average calculation on this large scale are lower than the average calculation of the small-scale test.

Discussion

The development of the Gamification Animation Video is based on the results of problem identification obtained through pre-research activities that researchers have carried out. Data collection at this stage was carried out using observation, interview, questionnaire, and documentation methods. Problem identification activities were conducted offline at the research location, namely at SDN Kalisegoro, Gunungpati District, Semarang City. Through this activity, the author was able to find out the location of learning obstacles experienced by teachers and students. The development of UNO Aksara refers to the Borg and Gall development model (R. Septianingsih, D. Safitri, 2023; Sugiyono, 2016). The steps in this development consist of 10 research stages, but the author will only use 9 research stages, which are as follows: (1) potential and problems; at this stage, the researcher collects data using various methods until supporting data is obtained that refers to the potential and existing problems. The data is then reviewed and processed to become a problem identification draft. (2) data collection: this research uses several techniques, including observation, interviews, and questionnaires. Initial data collection was done through a teacher and student needs questionnaire, based on the results obtained regarding the design of learning media to be developed by adjusting the level of child development and current technological developments. Based on the questionnaire needs of students and teachers, the selection of colors on the media needs to be considered, then the importance of using appropriate illustrations in the content of learning media. Using illustrations and relevant images is very important in designing a learning media. In addition to obtaining information on the importance of learning today to involve technological developments, (3) Product design, researchers develop products through the Canva application https://www.canva.com/ and the Capcut video editing application https://www.capcut.com/id-id/ resulting in Gamification-based Animated Video products, this media modifies animated videos with a Gamification-based video. Game-based elements such as a level menu on the video and quizzes designed like playing a game are added. The purpose of developing this media is to follow the era of modern development where today's generation of children love to play online games; (4) design validation, after the researcher designs the design according to the results of the teacher and student needs questionnaire, then the author submits the validation of the learning media that has been made to media experts and material experts.

Based on the data analysis, the results are satisfactory where they are included in the criteria and are feasible, meaning that the media is suitable for learning. However, some things need to be revised regarding media and material. For this reason, it is necessary to make improvements at the design revision stage; (5) improving the design; at this stage the researcher improves the design according to the suggestions and comments given by the validator, after which the learning media goes through the testing stage; (6) Early stage testing: the researcher tested the media on 25 grade II students of SDN Kalisegoro to experience learning using gamification-based animated video media. Furthermore, students gave feedback on learning media; the results of the initial stage test can be seen in the initial stage data analysis, showing

the average results of student responses of 90% with exciting criteria and teacher responses with a score of 100% with very agreeing criteria. Although getting a positive reaction certainly gets suggestions from teachers and students to be adjusted to the level of thinking of low-grade students; (7) after the initial stage of testing and having obtained the results of responses from teachers and students, then the researcher goes through the design revision stage adjusted to the classroom situation and adjusts the level of thinking of low-grade students; (8) the next stage is the trial of use by conducting small-scale trial activities and large-scale trials. In the small-scale trial activity in this study, the subjects were second-grade students of SD Negeri Kalisegoro Semarang who took 6 children from the total number of students. In the large-scale trial stage, the subject of this research is the second-grade students of SD Negeri Kalisegoro Semarang City, which amounted to 19 children. The Cooperative Integrated Reading and Composition learning model uses a scientific approach and TPACK. Learning activities begin with showing learning orientation by explaining the material through an animated video, then dividing groups to play the game. Then, the material through animated video media is explained by the teacher to students; then, each group plays a group quiz game through animated video media packaged in the form of a digital game adventure looking for treasure with a competitive system between groups to collect stars. Students run the game to find treasure in an animated video to be able to answer questions in the group worksheet; then, after completing the game, students continue learning activities by working on evaluation questions or formative assessments. (9) The last stage is the final product; at this stage, the researcher submits the learning media product to the school to be used as additional learning media for SDN Kalisegoro Gunungpati, Semarang City grade II students.

The effectiveness of a product is seen from its research objectives; in the development and research carried out, this aims to improve reading comprehension skills in student narrative discourse. A stimulus in this study was added to gamification animated video media. Based on the analysis of the average N-gain value, which is classified as a high category, the application of gamification animated video media has an effect on increasing reading comprehension skills on the material of understanding narrative discourse when used in Indonesian language learning. The reason is that in learning to apply gamification animated videos, there is a display that can train reading comprehension skills by carefully paying attention to word distinguishing marks so that it is easy to understand the sentence's meaning. This statement is supported by other research stating that every student has good reading skills, but they will always think reading is boring. It is helped by using learning media in the form of gamification-based animated video media to change students' views that boring reading will be replaced with fun reading. This is in line with the opinion of other researchers who state that using font size and typeface that students can see is essential, besides using varied coloring on each animated video display so that students are not bored with the animated video display. This shows increased students' concept understanding skills from poor to moderate after applying blended learning-based animated video media (Dinda Suzianti, 2023; Fitria, 2024; Sofnidar et al., 2023).

The results of the average value of the N-gain test show that each indicator of reading comprehension skills has increased. This means that after applying gamification animated video media, students' ability to understand narrative text reading increases because by reading the text carefully and finding the meaning of a word when completing student activities correctly, students practice thinking to understand the meaning of reading. These results are relevant to related research, which explains that the research results on interpretation indicators have the highest value in learning because, in these indicators, students only interpret the meaning and meaning of a concept. This statement is in line with the opinion of (Sofnidar et al., 2023; Suryadi, 2024). The increase is caused by the treatment using suitable media, and the material presented is interesting. Gamification animation video media is also declared effective based on analyzing responses to language learning. Indonesia has reached an outstanding and positive category by applying animated gamification video media based on the Cooperative Integrated Reading and Composition (CIRC) learning model.

This research aligns with previous research that found animated video media very effective in practicing reading comprehension skills because media validation and practicality display valid, engaging, and effective results (Gae et al., 2021; Sae & Radia, 2023). Animated video media can be an alternative teaching medium during learning because it is feasible to improve students' reading comprehension skills. Learning activities using gamification-based animated videos after being compared to using other teaching media have significant advantages in learning Indonesian, especially reading comprehension material on narrative discourse. The benefits of this gamification animated video are that the media in the form of videos can be accessed quickly, efficiently, effectively, and innovatively because it has a digital form with features that can facilitate students' learning styles more fun. This media does not require an internet network so that it can be opened in any situation. This learning media certainly has limitations, namely gamification animation video media, which has a concept like playing games; students can only watch and not play directly like a game. The use of this media must follow the direction of the teacher. Students who want to learn independently can watch videos and fill out available quizzes.

This research implies that it is expected to help teachers improve learning quality and help students have more creative and critical thinking potential. The novelty of the results of this study is that the existence of gamified animated video media in the Indonesian language learning process can improve the reading comprehension skills that students have through reading narrative texts that are read in animated videos with the concept of playing games. A limited trial also showed promising results that there is an increase in reading comprehension skills on narrative discourse after using gamification animated video media with the CIRC model in learning activities. This study was conducted in one school with a limited sample size, so the results may need to be more generalizable to a broader population. To overcome this limitation, further research needs to be conducted with a larger sample and in various locations to test the effectiveness of this media in different contexts.

4. CONCLUSION

Researchers wrote down the results of observations in this research that has developed gamification animated video learning media based on the CIRC learning model on reading comprehension material in Indonesian language content. Based on the results of the research and development of gamification animated video media based on the CIRC model, media development is only limited to one material, namely material about reading comprehension of narrative text; it is recommended that further research can be developed with a more comprehensive and unlimited scope of material so that it can provide future insights into additional knowledge to improve student learning outcomes in Indonesian language subjects.

5. REFERENCE

Ainur, R., Fadhilaturrahmi, F., Pebriana, P. H., Kusuma, Y. Y., & Mufarizuddin, M. (2023). Penerapan Model Pembelajaran Cooperatif Integrated Reading and Composition (CIRC) untuk Meningkatkan Kemampuan Membaca Pemahaman Di Sekolah Dasar. *JPDI (Jurnal Pendidikan Dasar Indonesia*, *8*(1), 1. https://doi.org/10.26737/jpdi.v8i1.3630.

Ariani, D. (2020). Gamifikasi untuk Pembelajaran. *Jurnal Pembelajaran Inovatif*, *3*(2), 144–149. https://doi.org/10.21009/JPI.032.09.

Awalia, I., Pamungkas, A. S., & Alamsyah, T. P. (2019). Pengembangan Media Pembelajaran Animasi Powtoon pada Mata Pelajaran Matematika di Kelas IV SD. *Kreano, Jurnal Matematika Kreatif-Inovatif*, *10*(1), 49–56. https://doi.org/10.15294/kreano.v10i1.18534.

Ayuningtyas, D., & Nugraheni, N. (2024). Membangun Kualitas Pendidikan Melalui Kemampuan Literasi Dalam Implementasi Kurikulum Merdeka. *Jurnal Penelitian Pendidikan Indonesia (JPPI*, *1*(3), 232–239. https://doi.org/10.62017/jppi.v1i3.1041.

Cholilah, M., Tatuwo, A. G. P., Komariah, & Rosdiana, S. P. (2023). Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21. *Sanskara Pendidikan Dan Pengajaran*, *1*(02), 56–67. https://doi.org/10.58812/spp.v1i02.110.

Dinda Suzianti, F. D. (2023). Video Animasi Berbasis Kearifan Lokal Riau untuk Membaca Pemahaman Siswa Sekolah Dasar. *Aulad : Journal on Early Childhood*, *6*(3), 392–401. https://doi.org/10.31004/aulad.v6i3.559.

Fatharani, W., Ariani, D., & Utomo, E. (2022). Pengembangan Media Pembelajaran Gamifikasi Materi Tata Surya Kelas VI Sekolah Dasar. Jurnal Pembelajaran Inovatif, 5(2), 25–34. https://doi.org/10.21009/JPI.052.05.

Fitria, A. (2024). Penerapan metode pembelajaran cooperative integrated reading composition (CIRC) berbasis media flipbook dalam meningkatkan membaca pemahaman Siswa. *Academy of Education Journal*, *15*(1), 240–249. https://doi.org/10.47200/aoej.v15i1.2161.

Gae, N. A., Ganing, N. N., & Kristiantari, M. G. (2021). Pengembangan Media Video Animasi Berorientasi Membaca Pemahaman dengan Strategi Directed Reading Thinking Activity (DRTA) pada Muatan Bahasa Indonesia. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *5*(1), 100–108. https://doi.org/10.23887/jppp.v5i1.32453.

Galuh, B. P., Elisa, D., & Riana, R. (2023). Pengaruh Video Pembelajaran Berbasis Animasi Terhadap Minat Belajar Anak Usia Dini. *E-Jurnal Pendidikan Mutiara*, *7*(2). https://ejurnal.stkipmutiarabanten.ac.id.

Hidayati, A., Sholeh, M., Fitriani, D., Isratulhasanah, P., Marwiyah, S., Rizkia, N. P., Fitria, D., & Sembiring, A. (2024). Analisis Faktor Penyebab Rendahnya Kemampuan Literasi Siswa Sekolah Dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP*, *4*(1), 75–80. https://doi.org/10.54371/jiepp.v4i1.381.

Ilham, I., Munirah, M., & Akhir, M. (2023). Perbandingan Metode SQ3R Metode CIRC terhadap Kemampuan

Membaca Pemahaman Siswa. *Jurnal Basicedu*, *7*(2), 1332–1338. https://doi.org/10.31004/basicedu.

Isma, A., Fadhilatunisa, D., Azzahra, A. S., & Faruq, A. (2023). Pengaruh Media E-Learning Berbasis Gamification Terhadap Minat Belajar Mahasiswa. *Jurnal Media TIK*, *6*(2), 1–7. https://journal.unm.ac.id/index.php/MediaTIK/article/view/1389.

Kamaluddin, S., F., & Stiyadi, M. W. (2024). Literatur Review : Peran Guru Penggerak dalam Menghadapi Kurikulum Merdeka Belajar. *Empiricisim Journal*, *5*(1). https://doi.org/10.36312/ej.v5i1.1598.

Kementerian Pendidikan, K. R. da. T. (2024). *Telah Terbit Peraturan Mendikbudristek No. 12 Tahun 2024 tentang Kurikulum PAUD, Jenjang Pendidikan Dasar, dan Menengah*. https://kurikulum.kemdikbud.go.id/berita/detail.

Latifa, H. L., & Haryadi, H. (2022). Penerapan Metode Pembelajaran CIRC Pada Kemampuan Membaca Pemahaman Siswa Sekolah Dasar. *Journal of Elementary School (JOES*, *5*(2), 301–307. https://doi.org/10.31539/joes.v5i2.4283.

Lia, L. K. A., Atikah, C., & Nulhakim, L. (2023). Pengembangan Media Pembelajaran Video Animasi Berbasis Animaker Untuk Meningkatkan Hasil Belajar Siswa SD. *Jurnal Ilmiah Pendidikan Citra Bakti*, *10*(2), 386–400. https://doi.org/10.38048/jipcb.v10i2.1634.

Lubis, R. R., Dwiningrum, S. I., & Zubaiddah, E. (2023). Development Powtoon Animation Video in Indonesian Language Learning to Improve Student Learning Outcomes Elementary Schools. *Journal of Computer Science, Information Technology and Telecommunication Engineering*, *4*(2). https://doi.org/10.30596/jcositte.v4i2.15990.

Mahmudi, M. R., Amril, A., & Alena, S. (2023). Pengembangan Media Pembelajaran Berbantu Video Animasi Mata Pelajaran IPA Kelas V SDN 53/VI Pasar Masurai II Kabupaten Merangin. *Innovative: Journal Of Social Science Research*, *3*(2), 14632–14646. https://doi.org/10.31004/innovative.v3i2.1566.

Mashuri, D. B., & Budiyono. (2020). Pengembangan Media Pembelajaran Video Animasi Materi Volume Bangun Ruang untuk SD Kelas V. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, *08*, 893–903. https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/48832.

Miftach Fakhri, M., Nanda Sari, P., & Fadhilatunisa, D. (2024). Persepsi Mahasiswa terhadap Pembelajaran Hybrid dengan Pendekatan Gamifikasi. *Jurnal Media TIK*, *7*(1). https://forms.gle/EbG7g48miQtnEgWq7.

Muna, K. N., & Wardhana, S. (2021). Pengembangan Media Pembelajaran Video Animasi Dengan Model ADDIE Pada Pembelajaran Bahasa Indonesia Materi Perkenalan Diri dan Keluarga Untuk Kelas 1 SD. *Jurnal Pendidikan Dasar*, *5*(2). https://doi.org/10.26740/eds.v5n2.p175-183.

Nataya, N. A. M. (2024). Masa Perkembangan Generasi Alpha : Ditinjau Dari Perspektif Psikologi Perkembangan. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K*, *5*(1). https://doi.org/10.51849/j-p3k.v5i1.302.

Noorhidayati, N., Apriliana, I., & Hardiansyah, H. (2021). The Development of Student Worksheets on Inquiry-Based Plant Growth and Development Sub-Concept. *BIO-INOVED : Jurnal Biologi-Inovasi Pendidikan*, *3*(2), 119. https://doi.org/10.20527/bino.v3i2.10376.

Putra, M. J. A., & Nisa, M. (2021). The Development of Monopoly Game as Media for Science Learning at Elementary School. *AL-ISHLAH: Jurnal Pendidikan*, *13*(3), 1786–1798. https://doi.org/10.35445/alishlah.v13i3.482.

R. Septianingsih, D. Safitri, S. S. (2023). Pengembangan Media Pengukuran Hasil Belajar Menggunakan Game Petualangan Fisika Untuk Meningkatkan Efektivitas Penilaian Pada Materi Hukum Newton. *Cendekia Pendidikan*, *1*(1), 1–13. https://doi.org/10.9644/scp.v1i1.332.

Rabiah, & Tri Widodo, S. (2023). Pengembangan Video Animasi Doratoon Materi Keberagaman Sosial Budaya Di Indonesia Untuk Meningkatkan Hasil Belajar Siswa Kelas V. *Joyful Learning Journal*, *12*(2). https://journal.unnes.ac.id/sju/index.php/jlj.

Ramadhani, R., & Russanti, I. (2023). Pengembangan Media Video Tutorial Bordir Manual Motif Kerancang Pada Sarung Bantal Melalui Youtube. *Innovative: Journal Of Social Science Research*, *3*(2), 5133–5142. https://doi.org/10.31004/innovative.v3i2.940.

Sae, H., & Radia, E. H. (2023). Media Video Animasi Dalam Pembelajaran IPA Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa SD. *Indonesian Journal of Education and Social Sciences*, *2*(2), 65–73. https://doi.org/10.56916/ijess.v2i2.474.

Safitri, R. A., Pratiwi, C., & KartikaSari, A. (2023). *Penerapan model pembelajaran tipe CIRC (cooperative integrated reading composition) berbantuan media ajar animasi untuk meningkatkan keterampilan membaca siswa kelas* (pp. 1389–1398). https://prosiding.unipma.ac.id/index.php/KID.

Sahriza Daan Nur, M. A., Purba, H. S., Saputra, N. A. B., Wiranda, N., & Adini, M. H. (2023). Pengembangan Media Pembelajaran Interaktif Berbasis Web Dengan Pendekatan Gamifikasi Pada Materi CSS Dasar. *Computing and Education Technology Journal*, *3*(2), 48.

https://doi.org/10.20527/cetj.v3i2.10700.

Sofnidar, S., Anggraini, V., & Anwar, K. (2023). Pengembangan Video Animasi Pada Blended Learning Dengan Model Discovery Untuk Meningkatkan Kemampuan Pemahaman Konsep Siswa. Aksioma. *Jurnal Program Studi Pendidikan Matematika*, *12*(4), 3670. https://doi.org/10.24127/ajpm.v12i4.7715.

Sugiyono. (2016). *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Alfabeta.

Sukarini, K., & Manuaba, I. B. S. (2021). Pengembangan Video Animasi Pembelajaran Daring Pada Mata Pelajaran IPA Kelas VI Sekolah Dasar. *Jurnal Edutech Undiksha*, *9*(1). https://doi.org/10.23887/jeu.v9i1.32347.

Suryadi. (2024). Pengembangan Media Pembelajaran Video Animasi untuk Meningkatkan Minat Belajar Siswa. *Attractive : Innovative Education Journal*, *6*(1). https://doi.org/10.51278/aj.v6i1.910.

Utomo, G. M., Setiawan, B., Rachmadtullah, R., & Iasha, V. (2021). What Kind of Learning Media do You Want? Need Analysis On Elementary School Online Learning. *Jurnal Basicedu*, *5*(5), 4299–4310. https://doi.org/10.31004/basicedu.v5i5.1468.

Wulandari, E., Rochmiyati, S., & Marzuki. (2024). Peningkatan Keterampilan Membaca Pemahaman Dengan Model Cooperative Integrated Reading Compotition (CIRC) di SDN Brosot. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *9*(1), 2002–2012. journal.unpas.ac.id.

Yuliantina, M., L., & Faipri Selegi, S. (2024). *Pengembangan Media Video Animasi Pada Pembelajaran Tema 6 Cita-Citaku Di Kelas IV SD*. Wahana Didaktika.

Yusa, I. W., Wulandari, A. Y. R., Tamam, B., Rosidi, I., Yasir, M., & Setiawan, A. Y. B. (2023). Development of Augmented Reality (AR) Learning Media to Increase Student Motivation and Learning Outcomes in Science. *Jurnal Inovasi Pendidikan IPA*, *9*(2), 127–145. https://doi.org/10.21831/jipi.v9i2.52208.

Zahira, M. S., Mardiana, A., Mutmainah, R., Apriliya, S., & Saputra, E. R. (2023). Learning Media For Counting Operations Based On Pictoblox Gamification: Development Research In Class 1 Elementary School. *Journal of Islamic Primary Education*, *6*(2), 144–154. http://journal.uinsgd.ac.id/index.php.