

Animated Media Battle of Surabaya as Innovation in History Learning

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Abstrak

Penelitian ini membahas tentang media animasi "Battle of Surabaya" sebagai inovasi dalam pembelajaran sejarah yang berfokus pada tantangan yang dihadapi pendidik dalam mengajarkan sejarah, terutama bagi generasi muda yang lebih akrab dengan teknologi digital. Tujuan dari penelitian ini adalah untuk mengeksplorasi efektivitas media animasi dalam meningkatkan pemahaman dan minat siswa terhadap peristiwa sejarah penting, seperti Pertempuran Surabaya. Metode penelitian yang digunakan adalah studi literatur, di mana penulis menganalisis berbagai sumber yang relevan, termasuk artikel, buku, dan penelitian sebelumnya mengenai penggunaan media animasi dalam pendidikan. Hasil penelitian menunjukkan bahwa media animasi tidak hanya mampu menarik perhatian siswa, tetapi juga meningkatkan retensi informasi dan pemahaman konteks sejarah. Selain itu, penggunaan media ini dapat menciptakan pengalaman belajar yang lebih interaktif dan menyenangkan. Penelitian ini menegaskan bahwa integrasi media animasi dalam pembelajaran sejarah, khususnya tentang Pertempuran Surabaya, dapat menjadi strategi yang efektif untuk meningkatkan keterlibatan siswa dan memperdalam pemahaman mereka terhadap sejarah bangsa. Oleh karena itu, disarankan agar pendidik mempertimbangkan penggunaan media animasi dalam kurikulum pembelajaran sejarah.

Kata kunci: battle of surabaya, media animasi, pembelajaran sejarah.

Abstract

This study discusses the animated media "Battle of Surabaya" as an innovation in history education that focuses on the challenges faced by educators in teaching history, especially to younger generations who are more familiar with digital technology. The purpose of this study is to explore the effectiveness of animated media in increasing students' understanding and interest in important historical events, such as the Battle of Surabaya. The research method used is a literature study, in which the author analyses various relevant sources, including articles, books, and previous studies on the use of animated media in education. The results show that animated media not only attracts students' attention but also improves information retention and understanding of historical context. In addition, the use of this media can create a more interactive and enjoyable learning experience. This research confirms that the integration of animated media in history learning, particularly about the Battle of Surabaya, can be an effective strategy to increase student engagement and deepen their understanding of the nation's history. Therefore, it is recommended that educators consider the use of animated media in the history learning curriculum.

Keywords: battle of surabaya, animation media, history learning.

INTRODUCTION

Learning is essentially a systematic process that aims to create a conducive learning environment for students. This process involves managing and coordinating various aspects surrounding students in order to foster enthusiasm and

encourage active participation in the learning process. In this context, learning can also be understood as a form of guidance or assistance provided by educators to help students achieve their learning objectives. The role of the teacher as a guide is very important,

especially given the diversity in students' abilities, where some students are able to understand the material quickly, while others need more time. These differences require teachers to design learning strategies that are adaptive to the characteristics of each student. Therefore, if learning is a process of behavioural or comprehension change, then learning can be interpreted as a process of regulation to support this change (Rohmah, 2017).

An effective learning process is characterised by educational interaction between educators and students, namely interaction that is purposeful and takes place in a pedagogical atmosphere. This interaction is not instantaneous, but rather occurs through systematically designed stages, including planning, implementation, and evaluation. In this process, teachers act as facilitators who create a learning space that allows students to develop their abilities optimally. When the interaction between teachers and students is effective, the learning process will achieve the desired effectiveness (Hanafy, 2017).

However, teaching history often presents its own challenges. One of the obstacles that frequently arises is that historical material is abstract and far removed from the everyday experiences of students. This makes it difficult for teachers to convey the material and for students to understand the historical

context being presented. Historical material related to past events, such as ancient civilisations or important figures in national history, is easier to understand when presented through visual media such as photographs, documentaries, or animations. For example, the use of images of ancient animals or visualisations of the interior of Egyptian pyramids can help to concretise such abstract material (Suryani, 2016).

In line with these challenges, this study discusses strategies that teachers can apply in developing history learning, one of which is through the use of audio-visual media. One of the media used is the Battle of Surabaya animation, which has been proven to increase students' interest and motivation to learn. The use of this animation not only helps students understand historical events more concretely, but also accelerates their understanding of the historical context being taught. In addition, this media also contributes to the development of students' cognitive abilities and influences their attitudes and emotions towards history learning. Thus, the use of animations such as Battle of Surabaya can be an effective alternative in overcoming difficulties in understanding historical material and creating a more meaningful learning experience (Angela & Triadi, 2022).

METHODS

This study uses a descriptive qualitative approach with data collection techniques in the form of literature studies. Literature study is a method conducted through the examination of various written sources, such as reference books, scientific articles, national journals, theses, and relevant previous research results, with the aim of obtaining a theoretical basis that supports the research focus. This method is often referred to as library research, because all data is sourced from written documents without involving field data collection (Sugiyono, 2019; Rosidi et al., 2023). Despite its limitations in terms of not conducting direct observation, literature studies still contribute significantly to the development of conceptual frameworks and theoretical analysis. Based on the results of the literature review, it can be concluded that the use of animation as a medium for learning history shows great potential in increasing learning motivation, active student engagement, creativity development, and supporting personal and contextual learning processes.

RESULTS AND DISCUSSION

Technology Based History Learning Media

Learning media is an important component in the educational process, as it serves as a tool that bridges the delivery of

messages from educators to students. With the help of media, the meaning of learning materials can be conveyed more clearly, so that learning objectives can be achieved effectively and efficiently. In addition, the learning outcomes achieved by students, in terms of knowledge, attitude, and skills, are greatly influenced by how optimally the learning process takes place. Media acts as a means of conveying information that enables behavioral change as an indicator of learning success (Nurrita, 2018; Rosidi, et al., 2023).

Learning media is used as a means of conveying information from teachers to see improvements in student learning. Thus, the function of learning media becomes even more prominent when faced with the reality that each subject has a different level of difficulty. In this case, complex subject matter is often difficult to understand when conveyed only through conventional methods. Students tend to get bored quickly and have difficulty digesting information when the teacher's explanations lack context or are one-sided. Therefore, teachers are required to provide appropriate learning media as a tool to assist in the delivery of material. Media not only functions as a visual, auditory, or audiovisual aid, but also as a primary learning resource that allows students to explore information independently. Current technological advances provide a wide selection of

learning media that can be used to support the achievement of educational goals (Djamarah, 2015).

Advances in technology today serve to advance education. The use of learning media is no longer limited to teaching aids, but has developed into an integral part of the learning process itself. The use of varied learning media has become a relevant strategy, especially in history learning, which has tended to rely on conventional methods such as lectures, discussions, and sociodrama. Although these approaches have educational value, they often fail to attract students' interest in reading or create active learning engagement. As a result, learning outcomes in history tend to be low because students are less motivated to understand the material in depth (Suwarni & Superman, 2021).

In this context, the use of animation-based media technology is one alternative solution that can increase students' interest in learning. This medium is considered capable of providing a new and more interesting learning experience compared to traditional methods. Historical animation not only presents a concrete visualization of events, but also stimulates students' curiosity and emotional involvement. Thus, the application of technology as a learning medium not only increases the effectiveness of material delivery, but also supports the achievement of more

optimal learning outcomes, especially in history learning (Eriya & Muhammad, 2019).

The Battle of Surabaya Animation as an Innovation in History Education

The use of animation as a learning medium has become an effective approach in delivering complex and abstract historical material. Animation has visual and audio power that can attract students' attention and stimulate their imagination and creativity. *Battle of Surabaya Animation as an Innovation in History Learning* (Yuliansah, 2018). With the right presentation, difficult subject matter can be conveyed in a more concrete and easily understandable way to students (Cahyani, 2020). In addition, animation is capable of presenting information interactively, allowing students to actively engage in the learning process. Previous studies have also shown that animated media can increase student motivation to learn because it creates an enjoyable learning experience, which ultimately contributes to increased interest and engagement in understanding the subject matter (Sirait, 2023).

The advantages of animation in learning lie not only in its visual aspects, but also in its ability to provide an imaginative and lively learning experience. Etymologically, animation comes from the word "to animate," which means to bring to life, and from the Latin

word “anima,” which means soul or spirit. In the context of media, animation is defined as a series of images arranged in such a way as to create the illusion of movement, allowing narratives and concepts to be conveyed dynamically. This characteristic makes animation very effective in conveying historical material that requires the visual and narrative depiction of past events, figures, or conditions (Holida et al., 2016).

In history education, animation is used for two main functions. First, as a tool to attract attention and increase student motivation, usually through interesting, funny, or unusual visual elements. Although sometimes not directly related to the material, this type of animation is still useful in creating a fun learning atmosphere. Second, animation is used directly to convey learning content, enabling students to gain a deeper understanding of the material presented by the teacher. These two functions complement each other and contribute to students' emotional and cognitive engagement in the history learning process (Anggraeni et al., 2023). Table 1 below summarizes several previous research results related to the use of the animated film Battle of Surabaya.

Table 1. Research Results on the Animated Film Battle of Surabaya

No	Title of the Research	Findings of the Research
1	A Study of	The meaning of heroism

	Visual Communication of Heroism in the 2D Animated Film The Battle of Surabaya	is in line with the five principles of heroism related to sensitivity and concern for the homeland, honesty in helping others, sacrifice, patience, and unity. This is visually demonstrated by the unity of the people of Surabaya in expelling the Dutch.
2	Moral Values in the Animated Film Battle of Surabaya by Aryanto Yuniawan	There are three types of moral values in the animated film Battle of Surabaya, namely religious moral values, which include being obedient in worship, praying for others, and always being grateful; moral values of character, which include helping one another, responsibility, perseverance, and keeping promises; and moral values of humanity, which include tolerance, caring for others, and upholding mutual cooperation.
3	Representation of Pancasila Values in the Animated Film “Battle of Surabaya”	The animated film Battle of Surabaya represents the values of Pancasila, including the first principle appearing nine times, the second principle twenty-three times, the third principle thirty-five times, the fourth principle thirteen times, and the fifth principle six times.
4	Moral Learning Through Movie Learning “Battle of Surabaya” for Elementary	The moral values taught in the movie learning “Battle of Surabaya” include responsibility, caring, honesty, and patience. The moral values taught in the movie learning are also relevant to the moral

	School Students	values taught in school life, namely responsible behavior in completing assigned tasks, caring for friends who are experiencing difficulties, honesty in speaking, and patience in facing tests and problems.
5	Analysis of Character Values in the Film “Battle of Surabaya” as a Learning Medium for Civic Education in Grade 6 Elementary School	The film “Battle of Surabaya” can be used as a medium for teaching civics in elementary schools. The character education reflected in the film's scenes represents religious character, responsibility, honesty, social awareness, love of country, hard work, tolerance, friendship, and communication skills.

Sources: (Setiyawan et al., 2023; Dewi & Fathoni, 2023; Marwan et al., 2024; Anggraeni et al., 2023; Putri et al., 2024).

Previous studies examining the animated film *Battle of Surabaya* generally focus on its values and representations, such as the visual communication of heroism, moral values and character, the representation of Pancasila values, and the use of film as a medium for civic education in elementary schools. The main focus of these studies is on content analysis of the film as a cultural text and educational medium that instills certain values in students. Meanwhile, this study, entitled “The Battle of Surabaya Animated Media as an Innovation in History Learning,” focuses on the aspect of innovation in history learning, namely how the animated film *Battle of Surabaya* was

developed and implemented as a contextual and interesting medium for history learning. This research not only examines the values contained in the film, but also explores the role of animated media in improving students' understanding of historical events, their learning activity, and the effectiveness of history learning in the classroom, thereby providing new innovations in history learning.

CONCLUSION

The animated media “*Battle of Surabaya*” can be an effective alternative in the development of history learning, especially for important historical events such as the *Battle of Surabaya*. Animated media offers an interesting and interactive way of conveying historical information, making learning more lively and easier for students to understand. This can increase student motivation, strengthen understanding, and accelerate the process of delivering historical material that is often considered complex and boring. In the context of history learning, this animation not only provides a clearer visual representation of important events, but also enriches the learning experience by presenting a deep and emotional narrative. Further research could focus on the perceptions or experiences of teachers and students regarding the use of animation as a learning medium, to

determine the level of acceptance and obstacles encountered.

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