Jurnal Ilmiah Mandala Education (JIME)
Vol 11 No. 4 Oktober 2025
p-ISSN : 2442-9511, e-2656-5862
DOI: *10.58258/jime.v11i4.9447/http://ejournal.mandalanursa.org/index.php/JIME*

Implementation Of Naruto Shippuden Anime-Based Learning Media To Improve Students' Understanding Of Informatics At SMPN 3 Bolo

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Article Info

Article history:
Accepted: 06 October 2025
Publish: 17 October 2025

Keywords:
learning media,
Naruto Shippuden anime,
informatics,
student comprehension,
learning motivation,
Independent Curriculum of Indonesia.

Abstrak

This study aims to analyze the effectiveness of Naruto Shippuden anime-based learning media in improving students' understanding and learning motivation in Informatics at SMPN 3 Bolo. The background of this research lies in students' difficulties in comprehending abstract informatics concepts and the lack of engaging learning media, which leads to low participation. This study employed a descriptive qualitative approach with 20 students as subjects. Data were collected through interviews, observations, questionnaires, and documentation of pre-test and post-test results.
The findings show that the implementation of this media was significantly successful. Quantitative results demonstrated a substantial improvement in post-test scores compared to pre-test scores. Qualitatively, students showed positive responses, with increased enthusiasm, active participation, and concentration. They perceived the material as easier to understand because it was linked to the storyline and characters of the anime, such as the analogy of "Jutsu" for data processing. The majority of students (93.3%) also recommended the use of this media for future learning.
In conclusion, Naruto Shippuden anime-based learning media proved effective in enhancing students' understanding and motivation. This approach represents an innovative pedagogical strategy that aligns with students' interests and the principles of the Merdeka Curriculum, offering a solution for more contextual, adaptive, and student-centered learning.

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1. INTRODUCTION

Amidst the rapid flow of globalization and the development of digital technology, mastery of informatics competencies has become a fundamental requirement for students, including those at the junior high school (SMP) level. Informatics subjects are no longer merely supplementary but serve as a crucial foundation in preparing the younger generation to face the challenges of the future information technology era. Skills such as computational thinking, understanding information systems, and software skills are becoming essential in everyday life and the future workplace (Pebriyanti et al., 2021). Furthermore, digital literacy, a component of informatics, plays a crucial role in fostering critical and ethical thinking in accessing and producing information. Therefore, a comprehensive understanding of basic informatics concepts needs to be instilled from an early age so that students become not only users of technology but also capable of creating and utilizing it productively and responsibly (Sinambela & Sinaga, 2024).

The practice of informatics learning in schools still faces various obstacles. One major issue is students' difficulty understanding abstract and technical material, such as algorithms, programming logic, and information systems. This obstacle is exacerbated by the lack of contextual and engaging learning media, especially for adolescents who tend to prefer visual and

narrative approaches. Furthermore, conventional teaching methods, such as lectures and practice exercises alone, often fail to stimulate students' critical and creative thinking in absorbing informatics material. This leads to low student participation and learning motivation, and hinders the achievement of expected competencies (Yusri, 2020).

The need for innovative learning media is urgent to bridge the complexity of informatics concepts with students' daily lives (Arsyad A, 2011). Within the framework of 21st-century education, adaptive and interest-based approaches have proven more effective in encouraging learning motivation and in-depth conceptual understanding. Learning media that can provide enjoyable and meaningful learning experiences are believed to increase student active engagement (I Made Windu Antara Kesiman et al, 2014). Therefore, developing media that integrates visual, narrative, and contextual elements is a strategic solution to address the challenges of informatics learning in secondary schools (Muslimin & Ramdhani, 2023).

One of the alternative media that has great potential is anime, in particular. Naruto Shippuden, which is popular among teenagers. Besides being entertaining, this anime contains various educational values such as cooperation, problem-solving strategies, perseverance, and logical thinking. Several scenes and storylines inNaruto Shippudencan can be relevant to informatics concepts such as algorithms, logical flows, and information systems. Based on previous research showing that animation and popular culture-based media can improve learning effectiveness, they noted that the use of animation in science learning significantly increased student participation and engagement. Furthermore, they found that popular culture-based media can strengthen students' understanding of concepts in social studies. These findings reinforce the assumption that similar strategies can be adapted in informatics learning (Melati et al., 2023).

Field facts show that the use of animated media is still rarely implemented optimally in many schools (Muh. Faisal et al., 2024). Therefore, the literature review shows that there is still a lack of research specifically exploring the use of anime. Naruto Shippuden as a learning medium in the context of informatics at junior high school level. This gap indicates that the integration of anime content with informatics teaching materials is an area that has not been studied in depth, thus opening up opportunities for new scientific contributions in the field of educational technology (I Made Gede Sunarya et al., 2024). Analysis of this research gap shows that most existing studies still focus on generic animation media or digital learning applications, without exploring the potential of popular entertainment media that are close to students' daily lives. In fact, combining entertainment media with teaching materials can create more contextual, personal, and meaningful learning (Arifin, 2011).

This study aims to expand on previous findings by examining the effectiveness of visual and narrative media in supporting student understanding. Many studies related to the use of animation-based learning media have been conducted to evaluate their effectiveness in improving student learning outcomes. These include: 1) Research by Lestari & Nugroho (2020) with the journal title: "The Use of Interactive Animation Media in Informatics Learning in Junior High School", 2). Research by Maulana. With the title of his journal; "The Effectiveness of Using Anime Media in Japanese Language Learning for High School Students".3). Research by Hikmah and Putra with the journal title: "Utilizing Popular Culture as a Digital Educational Medium". This research is designed to fill the gaps or deficiencies in previous research, and what differentiates this research from previous research is the systematic integration of anime content of Naruto Shippuden with informatics material based on the Independent Curriculum (Margareth, 2017). This integration process not only utilizes anime visual elements but also designs learning scenarios based on specific episodes and relevant to informatics concepts (Andika Prabowo et al., 2024). The characters and storylines in the anime are selectively chosen to represent informatics principles, such as algorithmic logic, information processing, and data-driven problem-solving. This approach is considered a new strategy that has not been widely implemented directly in the classroom, particularly in the context of Indonesian education. This demonstrates the great

potential of popular media as a means of connecting the world of entertainment and formal learning (Naldo & Basri, 2021).

In addition to bridging the gap between entertainment and formal learning, this research also presents innovations in media aspects and offers a pedagogical approach that emphasizes contextual and reflective learning. Through anime shows linked to learning activities, students not only understand informatics concepts theoretically but also internalize character values that support mastery of the material, such as critical thinking, perseverance, and logical problem-solving skills. Learning becomes more meaningful because students can relate learning experiences to situations they recognize and are interested in. This approach also aligns with the principles of differentiated learning in the Independent Curriculum, which emphasizes the importance of considering students' interests and learning needs (Polii & Polii, 2022).

This research was conducted at SMPN 3 Bolo, a public school that represents the characteristics of educational institutions in areas with limited infrastructure and resources. The implementation of anime-based learning media at this school is expected to provide a concrete illustration of the strategy's effectiveness in improving students' understanding of informatics materials. Furthermore, this study also opens up opportunities for the development of similar learning models that can be applied in other regions, as an alternative solution for providing adaptive, enjoyable, and relevant learning to today's students (Hawa, 2023).

Based on this background, this study aims to implement anime-based learning media of Naruto Shippuden in the informatics learning process and analyze its influence on improving students' understanding of informatics at SMPN 3 Bolo. Furthermore, this study aims to determine the effectiveness of the learning model, evaluate student responses to the media used, and develop recommendations for developing innovative learning that is relevant to the needs of today's students. This approach is expected to create a more engaging and enjoyable learning environment that can increase active student participation. This study also aims to contribute to more contextual and interest-based educational practices, particularly in the implementation of the Independent Curriculum, which emphasizes learning freedom and teacher creativity in designing meaningful learning. The findings of this study are expected to form the basis for developing other popular media-based learning strategies that suit the characteristics of 21st-century students (Muh. Nasir & Rahmawati, 2022).

2. METHOD

This study employed a descriptive qualitative approach. This approach was chosen to comprehensively and in-depth describe how the anime-based learning media, Naruto Shippuden, improves students' understanding of Informatics. This approach is relevant because it aims to describe real-world phenomena in the classroom, focusing on student activities, responses, and learning outcomes without conducting hypothesis testing (Fadli, 2021).

This research was conducted at SMPN 3 Bolo, Bima Regency, in the odd semester of the 2025/2026 academic year. This study involved eighth-grade students studying word processing (Microsoft Word) as the main subjects, with Informatics teachers as additional informants. There are four aspects that we focused on: (1) the media implementation process, (2) student activities, (3) student responses, and (4) the level of student understanding after learning (Budiyanto et al., 2019).

The research subjects consisted of 20 students from a class VIII class, selected purposely based on initial observations and coordination with the ICT teacher. The researcher was actively present during the learning process to conduct participatory observations and explore the dynamics of anime use Naruto Shippuden. In addition to students as the primary subjects, supporting informants in this study included informatics teachers and school principals who provided contextual information and input regarding the implementation of learning media (Sari, 2021).

The data collection procedure uses three main techniques, namely: observation (to observe student activities), interviews (to explore experiences from teachers and students), and documentation (to collect notes, work results, and photos) (Yusri, 2020).

The instruments used included observation sheets, interview guidelines, and documentation notes. Data analysis was conducted using the Miles and Huberman interactive model, comprising data reduction, data presentation, and conclusion drawing. Data validity was ensured through source triangulation (comparing data from teachers and students) and method triangulation (comparing data from observations, interviews, and documentation), resulting in valid and objective findings (Naldo & Basri, 2021).

3. RESULTS

This research was conducted on 20 students in grades 7-3 of SMPN 3 Bolo. The implementation of the learning media took place over two meetings, focusing on basic Microsoft Word word processing material. Assessment was conducted in two stages: a pre-test (before the media implementation) and a post-test (after all material was presented using anime media). The learning media used was anime broadcasts of *Naruto Shippuden contextualized* with Informatics material, specifically Microsoft Word operations. Data collection was conducted through interviews, image documentation, and file documentation to analyze the effectiveness of Naruto Shippuden anime-based learning media.

Based on data analysis, interviews, image documentation, and file documentation to analyze the effectiveness of Naruto Shippuden anime-based learning media, a significant increase in students' understanding of Informatics material was found, particularly the basic features of Microsoft Word. The following are the results of the interviews, observations, questionnaires, and image and file documentation.

1. Interview

Based on the results of in-depth interviews conducted with several students, in grades 7-4 and 7-2 to gain a qualitative perspective. On average, students stated that learning became more enjoyable and less boring. They felt that complex concepts, such as how the Microsoft Word processing application works, were easier to understand because they were illustrated with scenes from the Naruto anime, such as "Jutsu" which is likened to the process of data transfer. They also felt more motivated because the anime media was closer to their interests. They said it was easier to understand the menu functions in Microsoft Word when they were related to the character's strategy or jutsu of *Naruto Shippuden*.

2. Observation

Based on direct observations, it was found that students demonstrated significantly higher levels of enthusiasm and participation. They appeared more active in asking questions, discussing topics, and experimenting with the features taught, compared to previous conventional learning methods. Here are some key points that demonstrate this **very positive response regarding** the use of anime-based learning media.

- **Increased Enthusiasm:** Students appeared more enthusiastic and engaged during the lesson. They frequently asked questions and discussed how computer science concepts could be connected to scenes in Naruto.
- **Focus and Concentration:** Students' focus and concentration levels increased significantly. They rarely appeared bored or sleepy.

The following table shows student activities during learning.

Table 1. Results of Student Activity Observations

Meeting	Very Good Activity	Good Activities	Sufficient Activity	Lack of Activity
I	28,6%	39,3%	25%	7,1%
II	39,3%	46,4%	14,3%	0%
III	53,6%	39,3%	7,1%	0%

3. questionnaire

A questionnaire sheet of questions that shows the level of students' understanding and interest in the application/implementation of learning media based on the anime Naruto Shippuden. The following is the questionnaire.

Table 2. Questionnaire results

No.	statement	Number of agrees	Number of respondents	Number of disagrees	Percentage of agreement
1.	Anime makes learning more interesting	17	20	3	90.0%
2.	Helps understand the material faster	14	20	6	80.0%
3.	Learning feels fun.	16	20	4	86.67%
4.	Need to be used at the next meeting.	18	20	2	93.33%

4. image and file documentation

Documentation in the form of images and files demonstrates student activity during the learning process. The images show students enthusiastic and focused while watching modified videos and presentation slides. Pre-test and post-test results also provide quantitative evidence of improved student understanding. The following are the results of the image documentation.

- The teacher explains the material in class

Figure 1. Teacher explains the material in class

- Photo of students watching a clip*Naruto Shippuden*.
- **Figure 2. Photo of students watching a clip*Naruto Shippuden*.**

- Photo of students filling out a questionnaire
- **Figure 3. Photo of students filling out a questionnaire**

- Group photo of students
- **Figure 4. Group photo of students**

The findings above indicate that the implementation of Naruto Shippuden anime-based learning media has a positive and effective correlation in improving students' understanding and motivation to learn. Furthermore, there are statistical data that illustrate the difference

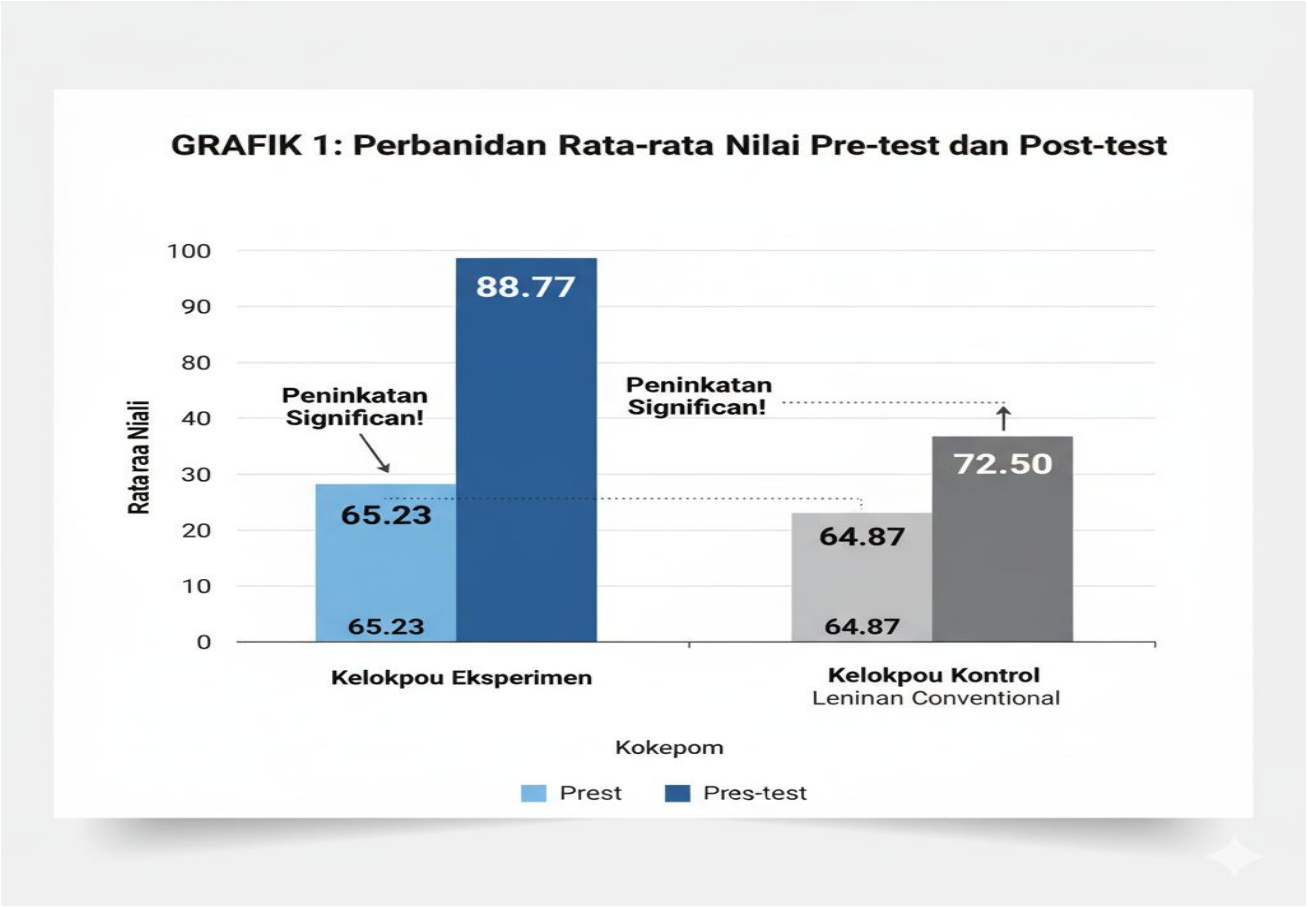
between students' learning levels before using conventional Naruto Shippuden anime learning media and after using Naruto Shippuden anime learning media. The following statistical data is available.

Table 3. Comparison of Pre-test and Post-test Values

No	Student Name	Pre-test value	Post-test Score	Difference (Post-Pre)
1	A-D	66,4	83,6	17,2
2	A-F	62,4	87,6	25,2
3	R-A	67,4	95,6	28,2
4	D-P	73,4	98,6	25,2
5	D-N	61,4	81,6	20,2
6	M-F	61,4	86,6	25,2
7	M-G	73,4	99,6	26,2
8	M-P	68,4	89,6	21,2
9	M-M	60,4	88,6	28,2
10	M-A	67,4	83,6	16,2
11	M	60,4	87,6	27,2
12	M-F	60,4	74,6	14,2
13	N-A	65,4	82,6	17,2
14	N-S	51,4	70,5	19,1
15	R-M	52,4	73,5	21,1
16	S	59,4	76,5	17,1
17	S	56,4	71,5	15,1
18	T-N-K	65,4	92,5	27,1
19	W-S	57,4	76,5	19,1
20	ALREADY	54,4	73,5	19,1

This is also supported by a graph showing the difference between the pre-test and post-test scores. The graph is as follows:

Figure 7. Comparison graph of the average Pre-test and Post-test scores.



Based on the data in Table 3 and Figure 1, there is a significant increase in students' average scores between the pre-test and post-test. This increase in scores proves that the use of Naruto Shippuden anime-based learning media can help students understand Microsoft Word material better than conventional methods. In addition, the significant difference in scores for most students indicates that this media not only improves conceptual understanding but also provides a high learning motivation. These results are supported by the findings of interviews, observations, questionnaires, and documentation that consistently show positive student responses. Thus, it can be concluded that the implementation of anime-based learning media has a significant contribution to improving the quality of Informatics learning at SMPN 3 Bolo.

4. DISCUSSION

The results of the study show that the implementation of anime-based learning media of *Naruto Shippuden*. The use of Microsoft Word in word processing materials at SMPN 3 Bolo has a positive impact on students' understanding and learning motivation. The increase in average scores from pre-test to post-test demonstrates that this media is able to bridge students' difficulties in understanding abstract informatics concepts through a visual and narrative approach that is close to their interests. The significant difference in scores for most students indicates that anime-based media not only facilitates understanding of the material but also encourages active student engagement in the learning process (Oktavia & Jupri, 2022).

Findings from interviews, observations, and questionnaires reinforce this quantitative evidence. Students found the learning more enjoyable, easier to understand, and relevant to their lives. This aligns with contextual learning theory (Arsyad, 2011; Kesiman et al., 2014), which emphasizes the importance of adaptive and interest-based media to increase motivation and learning engagement. The use of anime scenes combined with Microsoft Word concepts—for example, the analogy of jutsu with the command process in the application—demonstrates an effective pedagogical strategy in making abstract material concrete.

Observation data showed an increase in student learning activity from the first to the third meeting, with the percentage of very good activity increasing from 28.6% to 53.6%. This confirms that anime-based learning encourages students to be more active in asking questions, discussing, and experimenting with Word features independently. Positive responses from the questionnaire also showed that 90% of students considered anime to make learning more engaging, and 93.3% of students wanted this medium to be used again in the next meeting.

When compared with previous research (Lestari & Nugroho, 2020; Maulana, 2021; Hikmah & Putra, 2022), this research has updates in the form of systematic integration between content of Naruto Shippuden with informatics materials based on the Independent Curriculum. This strategy not only provides entertainment in learning but also internalizes positive values such as perseverance, cooperation, and critical thinking skills. This makes learning more meaningful and aligns with the principles of differentiated learning in the Independent Curriculum (Polii & Polii, 2022).

Practically, the results of this study provide evidence that popular media such as anime can be adapted into effective learning tools, particularly in increasing the engagement of junior high school students in areas with limited educational facilities. This approach is relevant to the demands of 21st-century education, which emphasizes creativity, critical thinking, and digital literacy (Pebriyanti et al., 2021; Sinambela & Sinaga, 2024).

However, this study also has limitations, namely that it was conducted in only one class with a limited number of students (20) and over two sessions. Therefore, further research with a broader scale, varied materials, and longer learning duration is needed to strengthen the generalizability of these findings.

Overall, the implementation of learning media based on Naruto Shippuden proven to be able to increase understanding of informatics, improve student participation, and provide a learning experience that is more contextual, enjoyable, and relevant to the interests of junior high school students.

5. CONCLUSION

Based on the implementation and analysis that has been carried out, this study concludes that the use of Naruto Shippuden anime-based learning media is effectively able to increase the understanding and learning motivation of class 7-3 students of SMPN 3 Bolo on the basic material of Microsoft Word processing.

The main findings of this study indicate a strong positive correlation between the use of contextual and interest-based media and improved learning outcomes. This is supported by supporting qualitative and quantitative data:

1. **Increasing Student Motivation and Participation:** Interviews and observations revealed a very positive student response. Students found learning more engaging, enjoyable, and less boring. The use of anime analogies, such as the concept of "Jutsu" to explain work processes, successfully made abstract material more understandable and relevant to students. Increased enthusiasm, active participation in discussions, and higher levels of focus were also consistently observed.
2. **Enhanced Cognitive Understanding:** Quantitative data, especially comparative values of **pre-test** and **post-test**, demonstrating a significant increase in understanding. The average post-test score for students was significantly higher than the pre-test, with substantial differences for each individual. This finding was also supported by the questionnaire, in which the majority of students (80% to 93.33%) stated that anime media helped them understand the material more quickly and should be used in future meetings.

   Overall, this study successfully addresses a gap in previous research by systematically integrating popular media into the curriculum. This approach serves not only as a teaching aid but also as an effective pedagogical strategy in creating an adaptive, student-centered learning environment, aligned with the principles of differentiated learning in the Independent Curriculum.

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