

Development OF “Kenalada” Animation Media as A Learning Media During The Covid-19

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ABSTRACT

This study aims to develop animation media in improving student learning outcomes in learning the characteristics and competencies of Elementary School Children Materials for Elementary School Children's Needs (KENALADA) for Guidance and Counseling Study Program students, FKIP UNTAN Pontianak. Animation media is one example of the use of technology in supporting the learning process. This media can increase the enthusiasm and attention of students to learn, especially during the pandemic when all learning is required online. This study uses the Research and Development (R&D) method using five stages, namely the ADDIE Model: Analysis, Design, Development, Implementation, and Evaluation. The form of experiment in this research is posttest only design. This study used the entire population as a sample, namely the Guidance and Counseling Study Program class A as the experimental class and the Guidance and Counseling Study Program in class B as the control class. The experimental class in its learning uses animation media and the control class in its learning does not use animation media. The test results in the experimental class showed a higher score than the class that did not use animation media, so that animated video media was effective in learning.

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Introduction

The use of animated media is expected to further increase student interest in attending lectures and be effective in improving their learning outcomes, namely more who get eight points and no one gets a low score (four) again. This is in line with several studies that have been carried out before, including Purnami's research (2017) the use of animation learning media in environmental materials and its handling is more effective than conventional learning (not using learning media) in Social Studies Subjects Class VIII Junior High School. Surakarta. Another study conducted in China by Hwang I, et al (2012:376) found that “experience tends to

show that animations are good supplementary learning materials for students particularly for learning of complicated concepts. Our effort in Stage 2, however, seems to indicate that animations, with close integration with extended readings, can be good in facilitating learning (e.g. better understanding, sparking students' interest of learning) of the subject matter as well."

The benefits of this animation media according to Bisri (2019: 35) states that "animation is a moving visual form that can be used to explain subject matter that is difficult to convey conventionally. Hamzah (2012:55) also states that "animation makes students remember the material longer, the existing images can clarify material that has not been understood." The opinion of the two experts is supported by Shabrina, (2012: 20) who explains that, "the learning process can be more fun, animation can also make students remember the material and pictures longer so that it can clarify students in understanding the material given."

This research is focused on the development of animation media in the Characteristics and Competencies of Elementary School Children, namely the material for Elementary School Children's Needs. The reason for making this media is that the pre-survey results from interviews with lecturers who teach the characteristics and competencies of elementary school children stated that when lecturers evaluate each end of learning to students, the results are still relatively low. The average value only revolves around the number six, in fact there are five students out of 17 students who can't answer (the answer is wrong). In addition, disturbances in other classes can make students not concentrate in studying, not eager to follow, even sleepy. In the current COVID-19 pandemic, where learning is done online, lecturers find it more difficult to control learning because they cannot teach directly, learning media in the form of animated videos are expected to be able to attract students' attention and make it easier for them to understand the material.

The formulation of the problem in this study is how effective media is to help lectures. The final result of the learning media in the form of animated videos is in the form of audio-visual media. According to Audie (2019), learning media has several types, namely, audio, visual, and audio-visual. Of the three types of learning media, audio-visual tends to be more effective in increasing student motivation because it does not make students feel bored. From the above background the development of animated media is expected to be able to provide effective and fun learning for students so that the results of the test scores given also increase.

Method

The research method used is Research and Development (R&D). According to Sugiyono (2016) Research and Development (R&D) research methods are research methods used to produce certain products, and test the effectiveness of these products. These products are not always in the form of objects or hardware, such as books, stationery, and other learning tools. However, it can also be in the form of software.

The development model that is the reference in developing this learning animation video media is the ADDIE model. The choice of using this development model is because it has advantages in terms of systematic work procedures, namely at every step that will be passed it always refers to the previous step that has been improved so that an effective product is obtained. The ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation. ADDIE emerged in the 1990s and was developed by Reiser and Mollenda. One of the functions of ADDIE is to be a guide in building training program tools and infrastructure that is effective, dynamic and supports the performance of the training itself.

Based on the chart above, the results of the analysis stage are in the form of a description of the learning that must be studied. Furthermore, the instructional objectives are presented as input at the design stage, where the description and objectives are changed to be more specific/specialized for learning. Furthermore, the specific design is presented as an input stage in the development stage, and will be used to guide the selection or creation of learning materials and activities. At the implementation stage, validation was carried out on experts, namely media experts, and media trials were carried out. Implementation of students using a questionnaire to respond to the animation media and a test to measure the effectiveness of the learning animation video media developed.

1. Analysis

Materials and sub materials made on learning media in the form of animated videos refer to the book (Purwanti, 2020) Characteristics and Competencies of Elementary School Children. Mrs. Purwanti is a Lecturer who teaches the Characteristics and Competencies of Elementary School Children and helps in supervising the making of animation as well as implementing it for students at FKIP UNTAN, Pontianak Counseling Guidance Study Program.

2. Design

This stage is to make a design in the form of storyboards / storylines of animated media in detail. Every sentence in the animation video is written in full as material for media development, dubber (voice), to designers in preparing moving images to be put together in animated videos.

3. Development

The process of making learning animation videos using Powtoon software and voice recording using Audacity software. The images that have been prepared are made in Powtoon software and made interesting animations with a timeline that matches the voice actors. This stage is the production stage in animation work. Animation development is based on several aspects, such as criteria for good animation media, and the adjustment of animation media to the target user and learning materials.

4. Implementation

At this stage the animation media was tested to determine its effectiveness in achieving learning outcomes in the Counseling Guidance Study Program at FKIP UNTAN Pontianak Class A. For the feasibility of animation media, their opinions were also asked for media experts who are lecturers at Pontianak State Polytechnic and Pontianak Muhammadiyah University.

5. Evaluation

At this stage, a test of learning outcomes for Elementary School Children's Needs for Class B FKIP UNTAN BK Study Program students and media feasibility questionnaires were also given to students. Data analysis will be carried out using the percentage technique to see the achievement of learning outcomes between the control group and the experimental group. And to see the effectiveness of the use of media, it will be seen from the average test results of the experimental group and the average test results of the control group.

Findings and Discussion

1. Analysis

Materials and sub-materials made on learning media in the form of animated videos are as follows:

a. Elementary School Children Needs: Physiological Needs, Psychological Needs (The need for affection, the need for belonging and social needs and self-actualization)

b. Meeting the Needs of Elementary School Children: Fulfillment of Physiological Needs, Fulfillment of Psychological Needs (The need for affection, the need for belonging and social needs and self-actualization)

2. Design

Make a design in the form of storyboards / storylines of animated media in detail. The following is an illustration of the storyline of the animated video flow.

3. Development

The process of making learning animation videos using Powtoon software and voice recording using Audacity software.

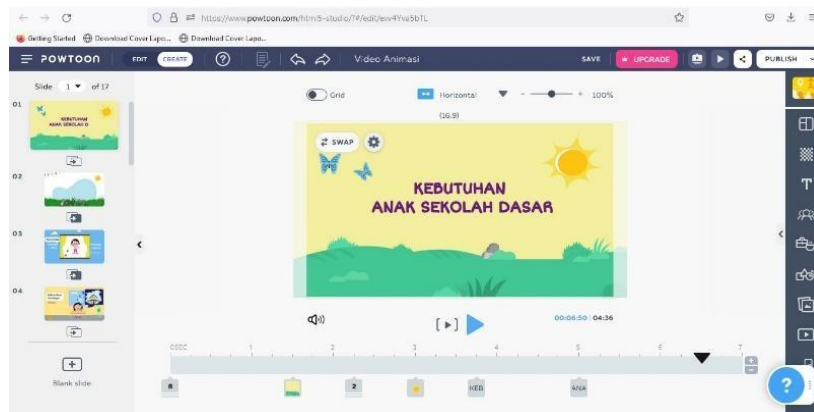


Figure 1. Title Creation Process

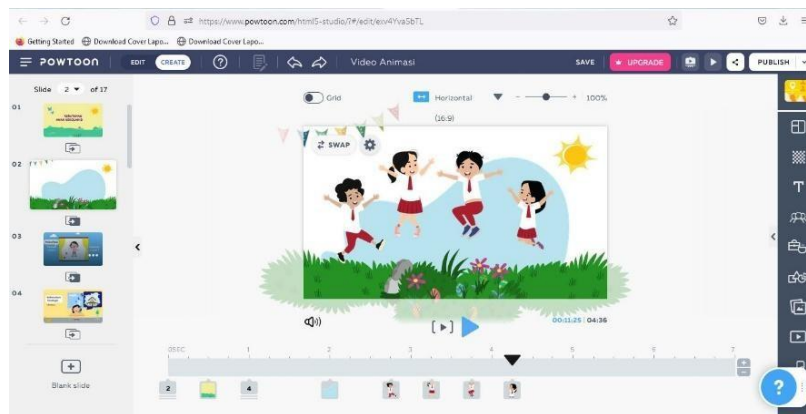


Figure 2. Video Intro Making Process

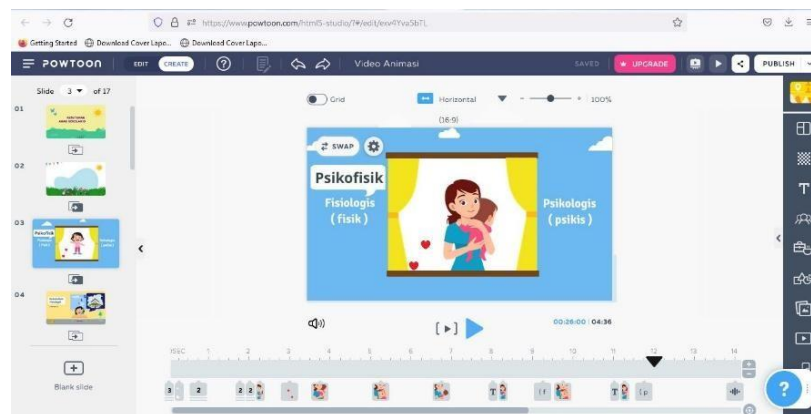


Figure 3. The Process of Making Psychophysical Materials

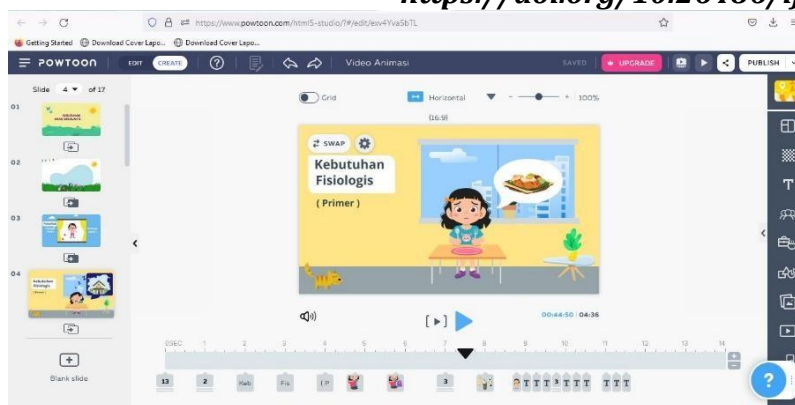


Figure 4. The Process of Making Physiological Needs Materials

The end result of the video is an MP4 with a video resolution of 1920x1080 which can be played in various video applications such as Windows media player.

4. Implementation

At this stage the animation media was tested on the Counseling Guidance Study Program FKIP UNTAN Pontianak by providing a feasibility questionnaire and material tests for Elementary School Children's Needs. The result of the feasibility of animation in the initial trial class was 87% in the "very good" category and the test result was "8" in the "good" category. The advice given in making animation is that the material is reproduced with a longer duration. Lecturers are better off using learning media such as this animation because it creates enthusiasm in learning, and students really want to learn how to make it because it is needed when they have become teachers. The results of the feasibility questionnaire by Media Experts are 83% in the very good category. The advice given is to improve the voice of the dubber / presenter so that it sounds clearer, the rest of the animation media is very interesting to use in learning.

5. Evaluation

At this stage the evaluation is carried out in the Class A BK Study Program or the experimental class. The result of the feasibility of the animation media is 82%. In the very good category. The average test result is "8.5". The advice given is that they want to continue learning using this media, and more material using animation media.

The control class was carried out in the Class B BK Study Program. The result of the test carried out was "7.5" in the good category. From the test results, it turned out that the experimental group had a better score of "8.5" while the test result of the control group was "7.5". This shows that learning using animation media is more effective in obtaining learning outcomes. This calculation proves that the increase in student learning outcomes for the experimental class after being treated with animated video learning media obtained better

results when compared to student learning outcomes in the control class who only used powerpoint presentations. Students' comments on the media are the material being studied becomes easier to understand, because of the interest in animation media. Animated media used in the learning process will cause attention and increase student learning motivation.

Various kinds of disturbances that usually appear during learning, for example boredom and boredom, can be further reduced by the presence of animated moving media displays and interesting and very unique characters. This is in accordance with what was stated by Rusman (2013:164), namely: The benefits of learning media in the learning process are (1) Learning motivation can be developed because it attracts the attention of students. (2) The learning materials are easier to understand and the intent of the material is clearer so that the learning objectives that have been set will work well. (3) The variety of learning methods used. (4) Student activities are better because they not only listen but also observe, demonstrate and carry out activities. Benny A. (2017:13) also argues, "To make learning activities more interesting and learning motivation to increase, teachers generally use learning media." From the analysis and explanation above, it can be concluded that animation media has a significant influence, and can be used as an effective learning media. This can be proven by the results different student learning after learning using animation media.

In order to increase the effectiveness and efficiency of learning, it is necessary to develop various creative and innovative learning models. This needs to be done so that the process learning does not seem less interesting, monotonous and boring so that it will hinder the transfer of knowledge. Therefore, the role of the media in the process learning is important because it will make the learning process more varied and less boring. In essence, the learning process is a communication process or delivery of the message from the sender to the recipient. Messages in the form of subject matter are poured into communication symbols, both verbal (words and writing) and verbal communication nonverbally. This message will be captured by students as knowledge, skills and values that can be used in everyday life. So that If the message is conveyed effectively, of course it requires appropriate means or media adequate

Conclusion

During the COVID-19 pandemic, learning media in the form of animated videos in the Characteristics and Development course of Elementary School Children Materials for Elementary School Children became one of the effective media in learning. Animated videos make it easier for students to learn the material provided, even if they have to study individually. The use of animation media increases learning outcomes in the class being tested

compared to classes that do not use animation. Students are more interested, enthusiastic and interested in learning so that they can achieve higher grades.

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