

Development of Animated Videos and Media Learning on Local Education-Based Subjects In Class III SD

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Abstract : His research aims to develop animated video learning media on weather material based on local wisdom in class III elementary school that is valid and practical. This research uses research and development with validation carried out by media experts who got a score of 88%, material experts got a score of 86% and language experts got a score of 83.3%. Next, the practitioner stage was carried out at the one to one stage, small group, the population taken was 5 people (one to one) and obtained a score of 88%. And 15 people (small group) got a score of 90.8%. Data obtained through documentation, questionnaire sheets distributed, data analysis techniques tested were the validity and practicality of animated video media. The research results show that animated video media based on local wisdom on weather material has met the valid and practical criteria for use in the learning process.

Keywords : Animation Video, Weather, Local Wisdom

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INTRODUCTION

Education is a conscious and planned endeavour to create an atmosphere of learning and learning processes so that the student actively develops his or her potential to possess spiritual powers of religion, self-control, personality, noble moral intelligence, as well as the skills necessary for him or her, the community of the nation and the State. (Inkriwing, Singal, & Roeroe, 2020). National education is aimed at enlightening the life of the nation and developing Indonesian humanity as a whole, that is, a man who believes and fears the One God and is aristocratic, has knowledge and skills, physical and spiritual health, a stable and self-reliant personality and a sense of responsibility to society and nation. One of their educational ambitions is that the learning process in the classroom can form a human resource that has the capacity and quality that matches the development of the times. These developments will have an impact on the education system in Indonesia. The negative impact of this development can be overcome with the establishment of a proper education system. It is in agreement with (Songkares, Kua, & Aryani, 2021) mention that the only effort that can be made to help the smooth life of a nation in keeping with the development of knowledge, technology and culture is by implementing a good education system.

Education has become one of the priorities in Indonesia. This has been affirmed in article 5, paragraph 1, of the RI Act, No. 20, 2003 that "Every citizen of the State has the same right to quality education". Various developments in the education system in Indonesia continue to be done so that the results obtained are in line with the national educational objectives in Indonesia. Curriculum is a set of plans and instructions concerning the purpose, content, and materials of the lesson as well as the methods used as guidelines for the maintenance of learning activities to a particular educational objective. Based on the 2013 curriculum implemented in Indonesia, teachers must be biased to create effective and meaningful learning. In another sense, learning means associating the knowledge the student learns with the things the student already knows. Seeing the importance of learning in the classroom of course the learning process in classroom must have a quality that is above average. The determinant of a quality learning process lies in the hands of the teacher. (Mahardhika, 2019). According to Hasbullah (Dwisari, Lubis, & Novianti, 2021) education is a process of guidance, direction, or leadership that contains elements such as educators, pupils, goals, and so on. So the most commonly used aids are visual aids, such as images, models, certain objects, and other visual instruments. (Susanto, Zulkarnain, & Lubis, 2018).

In the planning of learning there is the most important element is the learning media. Learning media is a tool or device that can channel information in an activity to a learning goal. Abstract to concrete so that it can clarify the teaching material aimed at facilitating the understanding of the material concerned in a more attractive way to the student (Hikmah, Kuswidyanarko, & Lubis, 2022). Learning media serves as a medium for teachers to enhance their understanding of the kinds of learning media that can be used to facilitate the learning process, including live media, printed media, visual media, audio-visual media, and computer-based media. The learning process is one of the stages in determining student learning success. Therefore, many efforts by teachers to improve student success. One of the efforts to improve students' learning success by improving the quality of learning that originally focused on the teacher switched to the student-centric. In the learning process, the media plays an important role in achieving a learning goal. The communication between the teacher and the student will be better and more efficient if the media is used. The media in the teaching learning process has two important roles, namely as a tool and a source of learning. (Rudy Susanto, Agus Zulkarnain, Patricia Lubis, 2018).

As for the benefits of learning media according to Kemp and Dayton (Firmadani, 2020) among them: 1. Material delivery can be uniformized.

2. Learning process becomes clearer and more interesting. 3. Learning processes become more interactive. 4. Efficiency in time and effort. 5. Improve the quality of student learning outcomes.

One of the most suitable learning media for elementary school students is the use of visual audio or video animation media. Creating animated video media requires a software tool to support the process of video creation. Learning by using video or animation is more successful because it is able to enter through two sensory sensors namely eyes and ears (Apriansyah, Sambowo, & Maulana, 2020). In using animated videos there are advantages in its use, the advantages of video describing a real event of a process, phenomenon or event, as part integrated with other media such as picture text, suitable for working material in behavioral or psychomotoric barriers, audio video combinations are more effective and faster in delivering messages than text media. (Apriansyah, Sambowo, & Maulana, 2020).

As for the advantages and disadvantages of using learning video media according to Ronald Anderson (Yuanta, 2020)

Advantages of using video learning 1. Using a learning video, we predispose to show back or repeat certain movements that we want 2. Using certain effects in the video can add the entertainment value of the presentation. 3. Using the video, the information to be presented predisposed to be done simultaneously at the same time, in different locations (classes), as well as with more audience (people or participants). 4. With the learning video can also make students learn independently.

Lack of use of video learning 1. When making a video, the cost is very high and few people can make it or work on it. 2. When the video is to be used, the equipment for displaying the video should be available.

3. The nature of communication is one-way and must be balanced with the search for conversation to be a form of feedback.

Natural Science (IPA) or now better known as "Science" is one of the compulsory subjects in school that relates to how to discover about nature systematically and not just a collection of knowledge that is facts and concepts but also a process of discovery. The findings of the IPA are very closely related to everyday life. IPA can train students to think logically, rationally, critically, and creatively or think scientifically. IPA learning is not only to master a number of knowledge, but should also provide sufficient space for growing scientific attitudes, practicing the process of problem-solving, and its application in real life. (Mahardhika, 2019, p. 7). One of the materials in the IPA study is to discuss the weather in a theme book on the Theme 5 of Class III. Weather is the state of the weather at a certain time and in a particular region that is relatively narrow and in the short period of time. (Yulianto & Putri, 2020). The weather in Indonesia is very varied including hot weather, cold weather, bright weather, rain weather, windy weather, and rainy weather.

The phenomenon that is happening is learning that is applied in SD State 7 Mendo West that is still using simple learning media such as image media, printed books and security tools. The methods used are still using both conventional and variative methods such as lectures, questions, discussions, and cooperatives. From the results of the interviews that the researcher did with the teacher of the third grade explained that the teacher still uses conventional methods because the material must be explained to the student first so that the student understands about the concept of learning, especially the subject of IPA. Besides, the teacher has never applied the learning media in the form of video animation, teachers only apply the media that exists to the theme book and package book. Furthermore, the teacher also stated that the achievement of learning results on

weather material values was not satisfactory. This is proved by the results of the 28 students of only 8 people under the KKM and 20 under KKM, with KKM 70 in the IPA subjects. To overcome this problem, one way that teachers can do is to prepare an interesting learning media of animated video media on local weather based material.

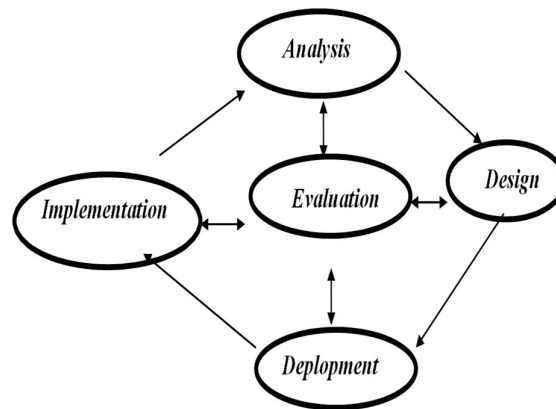
Based on observations carried out with third-class teachers of SD State 07 Mendo West in January 2023, teachers used LKS book media, a security tool in supporting the learning process. From the results of an interview with a third-grade teacher, the teacher has created a learning medium to support the learning process, but has never created an animated video learning medium based on local wisdom. By associating learning based on local wisdom in the midst of the development of the times will make it easier for students to get to know the culture of their region as the next generation. The learning media that associates with local Wisdom is also one of the options that can be used to get meaningful learning in accordance with the purposes of the curriculum 2013.

Besides, in a study conducted by (Awuni & Isni, 2022) stated that there is no animated video based on local intelligence around them. This is in line with the problems that occurred in SD State 07 Mendo West. By developing local wisdom-based animated video learning media will associate learning with the daily life of students that fits their characteristics. Daily life is a student who holds closely to social values. Local wisdom is a form of condition that is closest to the student. The local wisdom applied to learning is not in the form of values, but through the historical buildings, the local culture, and the potential that exists in a region. (Nurafni, Pujiastuti, & Mutaqin, 2020).

The local wisdom that will be performed by the researchers is based on the weather conditions in Bangka Belitung at the moment, i.e. hot, rainy, cloudy and bright weather. Weather conditions influence community activities in Bangka Belitung. When the weather is hot, the people take advantage of it by sunburning the meadows, the salty fish, the peas, and the shrimp. (lada). Weather also influences food and drink, if the weather is hot people prefer food or cold drinks like ice cream (es mixed), ice pontong, jongkong typical of Bangka Belitung. Thus, the people in the Bangka region also prioritize the social values, culture, culinary in everyday life that can be seen from the various customs that are still being pursued to this day. Based on local wisdom in Bangka especially Mendo West it can be raised to the learning media of one of the materials IPA especially weather in the animated video developed so that the research was carried out with the title "Development of video animation as a learning media on the subject based on local education in Class III SD".

METHOD

The next stage is the collection of information or data used as a source of material in designing products to solve problems. According to (Marnita, Lubis, & Novianti, 2021, p. 104) In this study the researchers used the ADDIE development model consisting of Analysis, Design, Devloment, Implementation, and Evaluation. Below is a graph of the steps of the ADDIE model procedure as follows:



Gambar 1. ADDIE Development Model Steps

RESULTS

This research has produced a product in the form of an animated video learning medium based on local wisdom in class III, which has been validated by validators and has been tested in class.

The storyboard is a part of the story board in the development of an animated video that consists of the front and rear cover, the content of the material, the conclusion and the closing.

Gambar Desain	Deskripsi
Gambar 4.1 Desain Awal	Desain awal pada video animasi terdapat logo, animasi, dan salam pembuka serta judul pembelajaran
Gambar 4.2 Tampilan isi materi	Slide ini berisi logo, animasi serta materi.
Gambar 4.3 Halaman Materi	Pada tampilan ini berisi, animasi, materi tentang cuaca berbasis kearifan lokal.
Gambar 4.4 Halaman Materi	Pada slide ini berisi animasi beserta pengaruh cuaca bagi kehidupan manusia.

Gambar 2. Animated Video Design Storyboard

After the storyboarding process, the next stage is media creation with video based on the already created storyboard. As for the initial design, it was as follows:

Prototype Design Table

Visual video	Deskripsi
	Pembukaan awal video animasi berbasis kearifan lokal ± 10 detik
	Pembahasan materi jenis-jenis cuaca, ± 49 detik.
	Pembahasan materi pemanfaatan cuaca panas ± 21 detik.
	Pembahasan materi tentang pengaruh cuaca bagi kehidupan manusia ± 15 detik.
	Pembahasan tentang pengaruh cuaca bagi kehidupan ± 10 detik
	Pembahasan tentang pemanfaatan cuaca panas ± 15 detik.

Tabel 1. Hasil Revisi Terhadap Prototype

Sebelum Revisi	Setelah Revisi
	
Sebelum penambahan simbol cuaca	Setelah ditambahkan symbol-simbol cuaca yang menarik sesuai saran dan arahan.
	
Sebelum ditambah karakter animasi.	Setelah ditambahkan karakter animasi yang menarik sesuai arahan dan saran.

Tabel 4.8 Hasil Angket Validasi

Validator	Komentar/Saran
Dian Mutiara., M.Si	Produk layak digunakan sesuai revisi
Moh. Reza Ifnuari., M.Pd	Produk layak digunakan tanpa revisi
Samsiah, S.Pd	Produk layak digunakan

DISCUSSION

After the student used the animated video, the student was given an elevation response to evaluate the animation video developed by the researcher. Based on the results of the product test conducted in a limited manner to assess the validity and practicality of the learning media video animation weather material based on local intelligence based on the response of the student as the user of the developed media. The test was conducted in two stages, namely one to one Angket was distributed to 5 students in Class III SDN 07 Mendo West after the test phase was carried out in order to obtain the results of the students' responses. Based on the result of the elevation of the responses of students in Phase One to One obtained an average percentage of 88% which is included in the criteria "very qualified/practical" to use.

Based on the results of the research and discussion, it can be that the research conducted by the researchers on the Development of Local Animation Video based on Intelligence relates to several previous studies, among them the research carried out by (Fatmawati, 2021) the development of animation video conducted small group trials and large groups, small groups conducted trials of 12 pupils obtained an average score of 4.78 with criteria (very good), and continued the trial of large groups with a number of 38 pupils achieved an average rating of 4.79 with the criteria (sangat baik). The results of the lift filled students stated that the animated video improved learning motivation as well as facilitated the distance learning process also eliminated the saturation of students in the learning process. Thus, the results of the animated video validation test are declared valid and in line with the planned purpose.

Furthermore, research carried out by (Lukman, Hayati, & Hakim, 2019) stated that the animated video based on local intelligence developed belongs to the category of highly valid with obtained average efficiency rating of 4.65 and a level of practicality of 4.60 with product descriptions worthy to be tested without revision. The animated video displays presented make students interested in studying the learning material and help students more easily understand the learning materials. The media used was interesting and the students were happy to use the animated video. Thus, the development of an animated video based on local wisdom on the IPA lesson of grade V in elementary school was declared very interesting and practical.

CONCLUSION

Based on the results of research carried out in Class III SDN 7 Mendo West, on the Development of Video Animation as a Learning Media on Local Weather Materials Based Intelligence In Class III SD. Conducted in accordance with the validation sheet by experts with obtained the percentage value of media expert validator worth 88% with the criterion "very valid" material validator valued 86% with criterions "highly valid" and linguist validator value 83.3% with criteria "huge validation" then from that video animation media is highly worthy developed. Next Animation Video As A Learning Media On Weather Materials Based on Local Wisdom In Class III SD has met the criteria "very practical" stage one to one performed 5 pupils acquired 88% small group 15 pupils

obtained a percentage of 90,8% It can be concluded that the results of the one-to-one stage and small group, fulfils the criterion “highly practical”.

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