International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Development of Animated Video Media About Students' Learning Interests at MTsT Daarut Tahfizh Al-Ikhlas

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Abstract

This study aims to develop animated video media that can increase students' interest in learning at MTsT Daarut Tahfizh Al-Ikhlas and to determine the effectiveness of its use in improving students' understanding of learning materials. Based on the formulation of the problem proposed, this study focuses on two main aspects, namely the development of animated video media and its effectiveness in increasing students' interest and understanding. This study uses a research and development approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data were collected through observation, questionnaires, and tests to measure students' interest in learning and understanding before and after using video media. The results of the study indicate that the developed animated video media can attract students' attention and increase their interest in learning. In addition, the use of animated video media has proven effective in helping students understand learning materials better. Based on these findings, it is suggested that animated video media can be implemented more widely in the learning process to improve the quality of education and student learning outcomes.

Keywords:Media Developer, Animation Video, Learning Interest, Group Guidance, Student Understanding.

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INTRODUCTION

Learning is the interaction between students and educators in a learning environment. (Al-Mahiroh & Suyadi, 2020). Learning is a transactional communication process between educators and students to achieve predetermined goals. Learning requires educators to pay attention to students so that students can learn the material presented.

Learning in 21st century schools will continue to experience changes and transformations such as strategies, methods, models, approaches and learning media used in the classroom. These changes aim to improve the quality and quality of education. Learning media is a component that must follow the development of science and technology because learning media is useful as a channel for material in the affective, cognitive, and psychomotor domains.(Wibawanto, 2017).

In the world of education, students' enthusiasm in participating in learning is highly dependent on their motivation and interest in learning. Without high interest and motivation, learning objectives will be difficult to achieve. In reality, teachers cannot force students to understand the material being taught, but they can influence students' mindsets to be more interested and motivated to learn.(Astuti, Panjaitan, & Titin, 2021). One effective way to achieve this is by fostering students' interest and motivation to learn, both through internal and external factors. In addition, interesting teaching strategies and the use of varied learning media can help increase students' enthusiasm in learning.(Yanto, 2019). One of the media that can be used is technology-based media, such as animated videos, which allow students to interact directly with learning materials. Based on the results of a pre-research survey at MTsT Daarut Tahfizh Al-Ikhlas, it was found that the use of less varied learning media was one of the factors that caused students' lack of focus and interest in learning.

The use of appropriate learning media is very important in creating a more interesting and effective learning atmosphere. Video-based learning media, especially animated videos, can help students understand abstract concepts more easily through interesting visualizations. Animated videos combine images, sound, and text, which can convey messages in a way that is easier for students to understand.(Prawiyogi, Sadiah, Purwanugraha, & Elisa, 2021). In addition, this media can also accommodate various learning styles of students, making it more interactive and fun. Rapid technological developments also open up opportunities for technology-based teaching to be more effective, especially in creating a learning atmosphere that not only delivers material, but also increases student learning motivation. However, not all teachers can utilize technology-based learning media optimally, so that the desired learning objectives are still difficult to achieve.(Rasam & Sari, 2018).

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One of the promising learning media is animated videos. Animated videos can convey learning materials in an interesting and easy-to-understand way for students, especially in explaining difficult concepts.(Tullah, Widiada, & Tahir Prize, 2022). Animated videos provide an opportunity for students to not only listen to the teacher's explanation, but also see visualizations of the material that can help clarify their understanding. The use of animated videos in learning can also reduce dependence on traditional lecture methods that often make students feel bored.(Saputra, Hidayat, & Nulhakim, 2023). Learning with animated videos allows students to be more active in participating and involved in the learning process. Thus, this media is not only effective in improving understanding of the material, but also in increasing students' interest and motivation to learn.(Safitri & Kabiba, 2020).

Based on the background, the formulation of the problem to be discussed in this study is: (1) How can the development of animated video media increase students' interest in learning at MTsT Daarut Tahfizh Al-Ikhlas? (2) Is the use of animated video media effective in increasing students' understanding of learning materials? The purpose of this study is to examine the extent to which the use of animated video media can influence students' interest in learning and to test the effectiveness of this media in increasing students' understanding of learning materials. This study is expected to contribute to the development of technology-based learning media, especially animated videos, which can improve the quality of education and help students understand the material in a more enjoyable and effective way.

If students follow learning activities that are not interesting and boring, it will divert the interest in learning and the attraction of a learning that is followed by students. When researchers conducted observations in the classroom, it appeared that the conditions and interests of students in learning were very low. Then, only a few students followed the learning while many other students played, chatted, daydreamed and did activities outside the existing learning.

This is because teachers only use lecture methods and the use of conventional media such as whiteboards, markers, erasers, pictures and others.

Therefore, educators must make changes in the teaching system carried out in the classroom. Educators must be more creative and innovative in order to create quality and quality learning activities for students. Gaol (2020: 84) states that the context in the world of education is always viewed from the process, impact, input and output. The quality of learning in the classroom will be created if educators utilize the resources available in the school so that they can arouse and increase a student's interest in learning.

Learning activities that are memorable and meaningful for students and educators, in

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this case educators need to pay attention to the methods and media that will be used in a learning process. Educators can apply a learning media as a channel for material in a coherent and systematic manner so that learning objectives in the classroom can be achieved.(Kalsum, Suryana, & Nopitasari, 2020)states that learning media can be useful as a means of conveying information from teachers to students effectively.(Yudianto, 2017)argues that learning media plays an important role in learning, where media acts as an intermediary or liaison to deliver material in an interesting and innovative form so that it can eliminate boredom and saturation and arouse students' interest in the learning process. It is hoped that the existence of learning media can arouse the interest and attraction of a student.

METHOD

The research model used is development research.(Sa'adah & Wahyu, 2022). The development used in developing animated video media that can improve understanding of students' learning interests at MTsT Daarut Tahfizh Al-ikhlas is the ADDIE product development model (analyze, design, development, implementation, evaluation).

This study involved all students of class VIII MTsT Daarut Tahfizht Al-Ikhlas, totaling 108 students. The choice of research subjects was based on the suggestion of the Guidance and Counseling teacher, who stated that students were less interested in learning because of the use of ineffective learning media.

To solve this problem, this study developed animated video-based learning media to increase students' interest in learning. The research sample consisted of five students of class VIII-B who were selected based on characteristics that showed low learning motivation. It is expected that by using this animated media, students' interest and creativity will increase in understanding the subject matter.

At the needs analysis stage, observation activities are carried out through interviews to determine the needs of learners, the learning environment and learning materials. The design stage is carried out by transferring information obtained at the analysis stage into a document in the form of a video script. The development stage is carried out by producing learning animation videos and assessments by experts. The next stage is the implementation stage of applying learning animation videos to students for individual testing, small group trials and field trials. The evaluation stage includes media assessment activities based on formative evaluations carried out to measure or assess learning products.

In the analysis stage, the needs of MTsT Daarut Tahfizh Al-iklhas students are analyzed. The purpose of this analysis is to find out how much data and student needs are collected at this

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stage through observation. Furthermore, BK teachers are interviewed to understand students' learning difficulties and interests.

The data in this study were collected using interview, questionnaire, and test methods. The description of each method is as follows. The interview method is a method of collecting data by collecting documents and recording systematically. The method that can be used to collect the data is to conduct systematic Q&A. This method is used to determine the needs analysis. The questionnaire method is a method used to determine product quality by testing the validity of the product in the development of interactive learning multimedia.

RESULTS AND DISCUSSION

The results of the study on the development of animated video media about students' learning interests at MTsT Daarut Tahfizh Al-Ikhlas using the ADDIE model. In the development stage, several processes were carried out starting from needs analysis to the validation development process. Then data collection will be carried out by the researcher and the following results were obtained.

1. Analysis Stage (Analyze).From the results of interviews with guidance and counseling teachers at MTsT Daarut Tahfizh Al-ikhlas, it was found that students need a fun, interactive, and creative learning experience to increase motivation and interest in learning and students' interest in using fun and easy-to-understand animated video media.
2. Design Stage.Animated video media about students' learning interests are designed with several features combining images, sound, and text, which can convey messages in a way that is easier to understand and tailored to students' needs. Animated video media about students' learning interests can provide opportunities for students to not only listen to the teacher's explanation, but also see visualizations of the material that can help clarify their understanding.
3. Development Stage.At this stage, the developer carries out the video creation process. This is done by using the Canva application and several supporting applications to combine several animated pieces into one video. There are several things to consider when creating animated video media, one of which is that the presentation of the media must be in accordance with the learning process being carried out. The assessment of the feasibility of animated videos with material about student learning interests is carried out by media experts and material experts. The research data in the form of scores are then converted into five categories, namely very feasible (SL), feasible (L), quite feasible (CL), less feasible (KL), very less feasible (SKL). The scores obtained are then processed into percentages in the

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product feasibility level criteria.

a. Media expert validation

The results of the delivery of validation data for animated video media about learning interest were obtained from the results of the evaluation conducted by two expert media validators. The results of this evaluation show how feasible and appropriate the animated video media created by the author is to be tested by students. Table 1. shows clearer validation results.

Table 1. validation results

No	Validators	Score obtained	Max score	Mark	Information
1.	Media expert 1	88	110	80%	Worthy
2.	Media expert 2	108	110	98.18%	Very worthy
Average				89.09%	Very worthy

From the table value above, it can be seen that the results show expert media validation data. The animated video media about students' learning interests developed by researchers overall received a score percentage of 89.09% with very feasible assessment criteria. Based on the percentage of achievement in the score range of 81% to 100%, the interpretation of media feasibility can be said to be very feasible.

b. Subject matter expert validation

The results of the two validators The material experts provide for the feasibility of the content, the feasibility of the presentation, language and communication. The experts also provide input for the animated video media about students' learning interests can be accessed anywhere. The results of the material validator of the animated video media about students' learning interests Table 2 shows.

Table 2. the material validator

No	Validators	Score obtained	Max score	Mark	Information
1.	Subject Matter Expert 1	103	115	88.56%	Very worthy
2.	Subject Matter Expert 2	105	115	91.30%	Very worthy
Average				90.43%	Very worthy

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Based on the table values above, it can be concluded that all aspects assessed in the animated video media material about students' learning interests received an average value of 90.43%, which is categorized as very appropriate.

4. Implementation Stage

This implementation stage conducts a user test of media using animated video media about students' learning interests. After the media was developed, a field trial was conducted with a small group involving 5 (five) students of class VIII-B MTsT Daarut Tahfizh Al-ikhlas. The results of this trial are as follows:

Table 3. Implementation Stage

No	Validators	Score obtained	Max score	Mark	Information
1.	User 1	65	75	89.33%	Very worthy
2.	User 2	71	75	94.66%	Very worthy
3.	User 3	45	75	60%	worthy
4.	User 4	64	75	85.33%	Very worthy
5.	User 5	64	75	85.33%	Very worthy

The results of the user validator data in table 1.3 above. show a total score of 311 or if expressed as a percentage, it gets a value of 82.93% with very feasible criteria. Animated video media about students' learning interests were validated and tested in small groups. All aspects of the test results show very feasible criteria.

From the table above, it can be concluded that students better understand the importance of learning interest after using the media and the level of user satisfaction. Most students are satisfied with the design, ease of use, and ease of understanding, which makes interaction with guidance and counseling teachers easier.

5. Evaluation Stage

At this stage is the last stage of the ADDIE development model. The results of this stage are obtained from data analysis conducted by researchers who obtained the results of the analysis of the validity of the media and materials in the animated video media about students' learning interests from validators (experts) by lecturers. Then the practicality is seen from the response questionnaire obtained from class VIII-B students. For the results of the analysis of the effectiveness data on the learning outcome test obtained by students, it is

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used to see the achievements and effectiveness of the animated video media about students' learning interests implemented at MTsT MTsT Daarut Tahfizh Al-ikhlas

CONCLUSION

Based on the results of the study on the Development of Animated Video Media on Student Learning Interests at MTsT Daarut Tahfizh Al-Ikhlas, it can be concluded that the development of animated video media has proven effective in increasing student learning interests. This media has succeeded in attracting students' attention and creating a more interesting and interactive learning atmosphere, so that students are more motivated to follow the learning process. In addition, the use of animated video media has also proven effective in increasing students' understanding of the material being taught. Students find it easier to understand learning concepts conveyed through animation, because the visualization is interesting and clear. Based on the trial which showed the assessment of media experts that this media is very feasible to use with a score percentage of 89.09%. And material experts gave an assessment of the animated video media material on student learning interests getting a score with an average of 90.43% very feasible and a level of user satisfaction. Most students were satisfied with the design, ease of use, and ease of understanding, which made interaction with guidance and counseling teachers easier. Thus, the development of animated video media can not only increase students' interest in learning, but also have a positive impact on their understanding of the subject matter. Therefore, it is suggested that this animated video media can be implemented more widely in learning activities at MTsT Daarut Tahfizh Al-Ikhlas and other educational institutions to improve the quality of education and student learning outcomes.

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