Development of Animated Video-Based Learning Media on the Material of Various Types of Jobs for Grade IV Students of SDN 101765 Bandar Setia

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Article Info	ABSTRACT
Keywords: Video, learning media, science learning.	This research aiming to produce a product in the form of learning media, namely animated video- based learning media. Then a media validation test was carried out to determine the feasibility and quality of animated video- based learning media in grade IV elementary school science learning. This type of research is development research or Research and Development (R&D) with the ADDIE model which consists of five steps or stages, namely analysis, design, development, implementation and evaluation. Data collection techniques are by means of interviews, observations, and questionnaires. The results of the validation test by two validators, namely the media expert validator obtained an average of 9 scores interpreted into the very appropriate category, and the material expert validator obtained scores of 9, 2, and 3 in the very appropriate categories. The students ' response to the media obtained 92% results in the very appropriate category. And the teacher's response to learning media obtained a percentage score of 96% in the very appropriate category. Based on the data that has been obtained, it can be concluded that animated video- based learning media in grade IV elementary school science learning is suitable for use in learning activities.
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INTRODUCTION

Education is effort prepare generation young For accept and face developments in the global era. Therefore that, for create quality and improving education quality source Power human, then need held education as much as possible maybe. Development technology impact on the sector education. Learning process No off from media, methods, and results learning. Media can used as means delivery material education from teacher to students. Currently there is method organizing learning and teaching strategies structure material education.

Frequent problems faced by the world of education is weakness in the learning process. In the process of activities Study teach student more Lots Study in a way theory. Classroom learning focus on ability child in understand material lessons. On the other hand, the theories studied student Not yet Can applied in life everyday. This is result in student not enough

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understand material lesson in a way more in depth. In activities Study teaching, the teacher's presence is expected can increase potential and creativity students. Students No only to obtain knowledge theoretical only, but also able to apply it For its development in the future. Learning can implemented with Good if the teacher can plan or to design learning with systematic and careful.

There are many types of learning media that can be used used in accordance with learning process needs. For ensure modern environment, learning media must Keep going develop along with development knowledge knowledge and technology. (Murrita, 2018)Along with developments of the times, learning media video based increasingly develop like brochures, animated videos.

In context social studies learning, in fact No Far different with draft learning in the eyes lesson other eye lessons in social studies are of course also arranged in elementary school in a way symmetrical and sufficient integrated in the learning process going to maturity and order in life in society with approach certain. Related with a number of influence by factors the between between methods that have been expected some parents naturally as well as can to obtain sufficient knowledge as well attitudes, skills, and personality as well as social status both in the world and the afterlife too. (Elsa Manora Nasution, 2022)

Learning outcomes that must also be developed in IPS learning is attitude scientific students. In training basic social studies process skills and attitudes scientific, required a learning that is not only student play a role as recipient However student must experience Alone his experience in understand knowledge that, so in the end can applied in life daily students, besides That IPS learning is also directed For develop ability think Shiva through existing problems in life student.

System learning class traditionally carried out by teachers must changed become based learning Technology Information and Communication. With current developments this, then learning Already must switch to digital media. (Ida Fitryah, 2021)In research This researcher do observation at SDN 101765 Bandar Setia. From the description above researcher interested For discuss more carry on about influence use of learning media video- based and teacher creativity towards performance Study students at SDN 101765 Bandar Setia, because during This student tend become listener only, with utilizing learning media and having creative teachers expected capable make student more active Again in the learning process. Instructional Media as one of the source Study follow help teachers enrich outlook participant educate. According to Oemar Hamalik educational media is tools, methods and techniques used in frame more make effective communication and interaction between teachers and students in the education and teaching process at school. (Umar, 2017)

Based on background the back that has been outlined previously, then researcher mean to For develop learning media animated video based with Addie's model on the eyes social studies lessons at SDN 101765 Bandar Setia. Because the use of learning media at SDN 101765 Bandar Setia is still tend A little. And the use of learning media only used on the eyes lesson Mathematics only. Availability tool help like infocus also tends to Still little, so that teachers are more often using a personal cell phone For displaying media based technology such as videos and so on. So that in the research This researcher focus on learning media

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modern technology according to with development of the times. As for the learning media that can be used that is such as animated videos, e- modules or, quizzi. The purpose of study This is For develop learning media based on technology namely animated videos on the material Various Types of Work in class IV SDN 101765 Bandar Setia.

RESEARCH METHODS

The research method used in this study is the Addie Model Development. In this study, the R&D paradigm used is the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. This study uses the ADDIE model to produce the product and test the validity of user convenience, as well as the effectiveness of the product.

The data in this study were obtained in the form of qualitative data and quantitative data. Qualitative data were obtained through the results of needs analysis, interviews, criticism (input) and suggestions from media experts and material experts on the media developed. While quantitative data were obtained through the validation results provided by media experts, material experts, teacher response questionnaire results, and trials conducted on students as research objects on the media developed. Data collection instruments were validation sheet questionnaires for experts, teacher response questionnaires and student responses.

The reason researchers use this development model is because Addie has a work procedure that refers to the Research and Development (R&D) stages but is more systematic and simple so that it can produce more effective products. This research was conducted on students and teachers in grade IV of SDN 101765 Bandar Setia.

RESULTS AND DISCUSSION

Development results learning media products based on animated videos in social studies learning class IV obtained through steps development of the ADDIE model consisting of of 5 stages as following : Stage Analyze (*Analyze*). At stage beginning in study development this, researcher to do collection information through studies literature, observation or observation to activity learning and analysis teacher needs and characteristics and participant educate. In the stage This found that difficulty participant educate when learning that is the lack of learning media used by teachers. When learning in class delivery material Which Still nature textbook with help slide powerpoint simple so that learning impressed monotonous and not interactive that can cause saturation participant educate in learning. Use of learning media only used on the eyes lesson certain just like mathematics. Next, do analysis material appropriate with competence base and indicators appropriate with curriculum. Then do analysis tools and media creation for video animation made through application canva.

Stage Design (*Design*). Second stage that is design or planning product. In stage This researcher start designing the media and materials that will be used developed to in animated video media. Start from making design with determine draft background, make picture animation For make it easier the concept that will made in the media, layout concept, content materials and support other. (Imania, 2019)

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Stage Development (Development). In stage third This, design Which has designed furthermore will processed and loaded to in animated video media. In developing animated video media researcher do a number of steps, namely as following :

1. Study develop learning media video animation with notice aspect design and content.
2. Consult with media experts and experts material related development of animated video learning media.
3. Changing animated video learning media become more Good based on suggestions and input from media experts and experts material so that there is comparison between the initial media and the subsequent media revision.

After product finished developed, furthermore on stage This done test validation by two validator namely media experts and experts material.

1. Validators Expert Media

   Ita Mahrani, S.Pd is validator expert media Which do validation animated video media this. Results evaluation expert design to quality product consists of from three elements (media design, learning, and media use), with 17 indicator evaluation.

   Based on results analysis media obtained For valid result around 8 score, for Animation Video with very valid category, by 9 scores. According to Akbar (2015), quote Which quoted confirm that product which has experience validation originate from in terms of media and design, it meets criteria validity or adequacy (81%), and in a way specific fulfil criteria very valid. Based on comment Which given by team validation design about sheet product worker animated video based possibility will done with A little revision small Which seen from data quantitative according to media commentator.

2. Validators Expert Material

   Ita Mahrani, S.Pd., is a expert validation material that does validation on sheet Work student PGMI on base creativity. Assessment results expert material to quality product sheet Work student based on animated video is 3 aspect (material, use Language, And presentation) with amount indicator as many as 20 grain assessment. Results and recapitulation validation product work student PGMI by validator.

   Based on results analysis material Which done researcher, percentage material Animation Video with category very valid, eligibility presentation material with very category valid, And material Language with category very valid However need A little revision is 9 scores, 2 and 3, each. According to Akbar (2015), quote This confirm that product Which has undergo validation originate from various sources, among others standard material lessons, language, and linguistics, as well as has fulfil all over criteria relevant (81%), including very valid. Based on comment Which made by examiner validity material about leniency product For work creative students, things This can done with a number of revision short Which taken from comment data quantitative. (Andina Halimsyah Rambe, 2023)

   Besides That, data qualitative Which used in analysis And reporting data in the form of crossing out or comment Which placed on grid validation by validator and Respondent that is design validator, interpretation, And practice field. On Table 1, there are a number of instructions and comments about animated video based media for for professional media And student learning in Elementary/Primary School.

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Table 1. Comments And Suggestion by Validator

No.	Component	Comment And Suggestion expert design and expert Contents	Results Revision
1	Media	a. Add picture animation like Fisherman along with his work, etc. b. Add animation like results from work in video types work. c. The font is enlarged so that it doesn't difficult moment read.	a. Images have been added to make it clearer interesting Again. b. Picture of a job that makes money so There is difference between work that has been done make money and what not make money. c. The font has been enlarged so that viewer No difficult moment read
2	Material	n't any	n't any

Stage Implementation At *this* stage This conducted a trial product namely to participant class IV students and teachers. At stage This will given questionnaire to respondents (participants) students and teachers) for know response about products and know quality products that have been developed with animated video. The results are evaluation from teacher and participant responses educate presented in table 2 and table 3, as following :

Table 2. Questionnaire Results Evaluation Teacher Response

Aspect	Percentage	Category
Material	95%	Very Worth It
Media View	94%	Very Worth It
Benefit	100%	Very Worth It
Average	96%	Very Worth It

Based on results teacher response to learning media animated video based this, that in this aspect material get score percentage by 95%, aspects media display landing score percentage 94%, and aspects usefulness results media products for teachers get score percentage 100%. So in a way overall obtained response from teachers average percentage by 96%, based on criteria including to in very worthy category.

Table 3. Questionnaire Results Evaluation Response Learners

Aspect	Percentage	Category
Material	92%	Very Worth It
Media View	91%	Very Worth It
Benefit	92%	Very Worth It
Average	92%	Very Worth It

Based on results response participant educate towards learning media animated video based This state that in the media aspect it gets score percentage 92%, aspect media display landing percentage score 91%, and aspects usefulness results media products for participant educate get score percentage 92%. So in a way overall response participant educate obtained average percentage of 962, based on criteria including to in very worthy category. So it can it

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is said that learning media based on animated video This stated worthy and able used as a medium in learning.

Stage Evaluation is stages final from study development of the ADDIE model. At this stage This done improvements final For to perfect shortcomings to avoid existence constraint For in the future when the media is based on animated video This will used in the learning process teach.

Animated video based media this is very helpful learning because expand knowledge knowledge as well as outlook participant learn. Participants educate will get experience new with Study using animated videos Because student No only just see or No only just listening. With the existence of animated video media can listen and see in a way direct reading text as well as movements animation in the form of picture according to the material to be delivered by the teacher. Then the animated video media give very attractive display when Study so that make student impressive. (Alifa, 2021)

Memorable learning No only using words only, but need existence a action or need existence something that will interesting attention students. Delivery material through learning video media in learning No only just convey material in accordance with curriculum but There is other things to note that can influence interest participant educate in Study in the form of experience or situation environment around. Learning with animated video capable give experience for student when Study because student see at a time listen when learning so that bring up Lots questions that make child the more interested For Study. (Nurwahidah, 2021)

In animated video based media there is excess as well as lack. The advantages of animated videos is help subject teachers in explain the material to be delivered to participant learn, participant educate more Spirit learn material Because interesting attention they, help participant educate For more easy understand material provided by the teacher. the advantages of animated videos in learning that is attractive appearance capable increase enthusiasm participant educate, make easier in to plant draft the material studied, as alternative tool help the teacher when teaching, and being efficient. In animated video- based media Of course existence excess or benefits provided for those who use it. Excess or benefits of animated videos it is 1) an interesting animated video media participant educate, 2) use easy language understood by participants educate, 3) packaged animated videos For make it easier participant educate understand material learning. (Delila Khoiriyah Masuri, 2020)

Besides that there is a number of Weaknesses of animated video- based media, namely A little constraint in time animated video creation Because use application limited, the need skill special in the manufacturing process, to participant educate Alone need sufficient quota For download. lack of animated video animation video making process with use canva still very limited, it is needed tool special For create learning media in animated video form, requires sufficient storage and memory big, needed skill special For create animated videos. In animated video media Of course existence lack Good in aspect the making of it or its use, such as 1) limitations tool during the manufacturing process, 2) lack of knowledge For make animated videos, 3) no all material learning that will delivered can entered all to in the animated videos that are made, for sure only a number of material or bullet points in material

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learning that can packed into an interesting animated video attention as well as Spirit participant educate. (Delila Khoiriyah Masuri, 2020)

CONCLUSION

Based on results research and discussion above, development learning media products based on animated videos in social studies learning for grade IV schools base succeed developed with results product a learning media in the form of animated video. Validation test results eligibility by the first validator namely media experts obtain result 9 score, then based on specified criteria including to in very worthy category. While results validation by experts material to obtain average results 9, 2, and 3 scores in Very worthy category. So that can withdrawn conclusion that learning media based on animated video worthy For can used in activity learning.

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