



Influence of using animated video media in online learning at junior high school

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ABSTRACT

Learning is an activity that combines various things, namely humans, facilities, and procedures so that all parties are related to one another to achieve a goal. The facilities include learning media, including animated video media used in online learning during the COVID-19 pandemic. This research aims to see the influence and effectiveness of animated video media in online learning. This research uses a quantitative approach with descriptive methods. The study results show that animated videos can improve the quality of the learning process; the material presented using animated media becomes more straightforward and more accurate, so students understand the material more easily. The obstacle is online access to watch or download animated videos. Therefore, it can be concluded that animated video media is effectively used as a learning medium for distance or online learning.

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ABSTRAK

Pembelajaran merupakan suatu kegiatan yang dikombinasikan dari berbagai hal yaitu manusia, sarana, dan prosedur yang semua pihak saling berkaitan satu sama lain untuk mencapai suatu tujuan. Aspek sarana yang di dalamnya berupa penggunaan media pembelajaran, salah satunya adalah penggunaan media video animasi yang digunakan pada pembelajaran daring pada masa pandemi COVID-19. Tujuan dari penelitian ini ialah untuk melihat pengaruh dan efektivitas media video animasi dapat dalam pembelajaran yang dilakukan secara daring. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Hasil penelitian menunjukkan bahwa video animasi dapat meningkatkan kualitas proses belajar, materi yang disajikan menggunakan media animasi menjadi lebih jelas dan nyata sehingga siswa lebih mudah memahami materi. Adapun kendala yang dihadapi adalah perlunya akses secara online untuk menonton, ataupun mengunduh video animasi. Oleh karena itu, dapat disimpulkan bahwa media video animasi efektif digunakan sebagai salah satu media pembelajaran yang digunakan dalam pembelajaran jarak jauh atau daring.

Kata Kunci: Animasi; implementasi kurikulum; media pembelajaran; pembelajaran daring

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INTRODUCTION

Junior High School (SMP) is one level of formal education that plays a role in the progress of a nation's life. Education and learning at the junior high school level emphasizes strengthening the foundations in preparing the younger generation to become human beings who can face an increasingly challenging era (Ferreira et al., 2020; Laurie et al., 2016; Weinberg & Flinders, 2018). RI Law no. 20 of 2003 has also explained that the definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, and noble character and the skills needed himself, the people of the nation and the state.

Regarding this matter, technology development at this time should not be ignored, especially in the world of education. Current technological advances have potential in many industries, especially education. Therefore, it is essential to respond positively and adapt to face the complex issues of the 21st century. The existence of technology in the world of education is a means that can be used as a medium for delivering learning programs both in one direction and interactively (Dwaik et al., 2016; Fung, 2020; Purnamasari et al., 2020), The use of technology in education has become a crucial issue. It is often discussed in various activities, including the learning process, which is no longer limited by specific classrooms. Technology has enabled the emergence of distance learning and driven more significant innovation in creating teaching methods inside and outside the classroom (Almeida & Simoes, 2019; Carrillo & Flores, 2020; Oliveira et al., 2021).

The existence of online learning makes an educational innovation that involves elements of information technology in learning. According to Sepita & Suryanti (2020), online learning is a distance education system with teaching methods in which teaching activities are carried out separately from learning activities. Online learning is carried out through the internet and web 2.0 networks (Anshari et al., 2016; Vandeyar, 2020), meaning that the use of online learning involves elements of technology as a means and internet network as a system so that it is possible to develop a virtual learning environment (Laeq & Memon, 2018). Online learning provides benefits in helping to provide access to learning for everyone, thus eliminating physical barriers as a factor for learning within the classroom scope (Dangwal, 2017; Leontyeva, 2018), Even the above is seen as a practical thing to implement, especially at the junior high school level, but it is undeniable that not all learning can be transferred to an online learning environment. (Heng & Sol, 2021; Herrador-Alcaide et al., 2019). Coupled with this, at this time, the COVID-19 pandemic has become a multidimensional problem facing the world; this has also impacted the education sector, which has caused a decrease in the quality of learning for students; this pandemic emergency requires the learning system to be replaced with online learning so that the learning process continues (Alchamdani et al., 2020; Fauzi & Khusuma, 2020). This changes the learning pattern, which requires educators and educational developers to provide learning materials and teach students directly through remote digital tools.

Online learning allows students to have the flexibility to study anywhere and anytime. In addition, students can interact with educators using applications such as e-classrooms, video conferencing, telephone or live chat, Zoom, or Whatsapp groups (Dhawan, 2020;

Jain et al., 2021; Maddumapatabandi & Gamage, 2020). This learning activity becomes an educational innovation to answer the challenges of the availability of varied learning resources. Therefore, online learning activities need to be supported by adequate media.

Meanwhile, video media is a medium that is very effective in helping the learning process, both for mass, individual and group learning. This video can be used in the learning process because it can provide unexpected experiences to students. Video's ability to visualize material is very effective in helping convey dynamic material, because of that ability, video technology is widely used as a learning tool (Agustin & Ayu, 2021; Kathirvel & Hashim, 2020; Pratama et al., 2020). From the statement above, it can be concluded that animated video media itself is a media that provides a display of a collection of moving images and sound in the learning process, which can later attract the attention of students in the learning process, where in their use these students will be assisted by educators.

The advantage of using audio-visual media is that it can clarify the presentation of messages so that they are not too verbalistic (in the form of words, written or spoken), can overcome the limitations of space, time, and senses, such as objects that are too large are replaced with reality, pictures, films frames, films or models, as well as audio-visual media can play a role in tutorial learning. The use of this media is not dull, the results are easier to understand, and the information received is more transparent and easier to understand (Munir, 2016; Winarto et al., 2020). By applying this animated video media, it is hoped that students will be able to learn quickly and feel happy participating in learning. So that students will more easily digest the lessons delivered by educators. Thus, the learning objectives will be achieved effectively and efficiently.

Based on the explanations described above, this study aimed to examine the use of animated video media in online learning in junior high schools. Researchers describe the effectiveness of using animated video media in implementing online learning.

LITERATURE REVIEW

Learning media need to grow and develop in line with technological developments so that the world of education is not left behind by the times. Audio-visual media is one of the media choices that can be used in online learning for junior high school students, one of which is animated videos. In this study, the researcher is interested in discussing animated video media, where animated video media combines audio and visual as well as in one process or activity. The word animation video media consists of video media and animated visuals.

Visual animation-based media (images or parables) play a crucial role in learning. Animated visual media can make students more quickly understand the material presented and can also strengthen students' memories. Animated visual media can also foster students' interest. They can provide a relationship between lesson content and actual events by creating the effect of motion or changing the shape of an image (Munandar et al., 2018; Pujilestari & Susila, 2020). So, animation media can also be interpreted as a collection of images that have a motion effect. However, when viewed in terms of effectiveness, the use of learning media is not determined by how sophisticated and modern the tools used in the learning process are but rather the suitability of the media

with the subject matter being taught. So, with technology, learning media is a complex and integrated process that involves people, procedures, ideas, equipment, and organizations to analyze problems and find ways to solve, implement, evaluate, and manage problems in situations where learning activities are purposeful and controlled (Lawrence & Tar, 2018). From the statements above, a conclusion can be drawn that learning media is an intermediary for communication between educators and students that is used to streamline the delivery of material in the learning process.

METHODS

The research method is a scientific way to obtain data with the aim of its use. The focus of the research conducted by the author is to examine the effect of using animated video media in online learning in junior high schools (SMP). The use of animated video media itself has begun to be implemented recently to assist educators in carrying out the learning process online. This research uses a quantitative approach with descriptive methods.

RESULT AND DISCUSSION

Bahan Ajar dan Media Pembelajaran

This research data collection was carried out through Formapp. The aspects tested on respondents can be seen as follows (see **Table 1**):

Table 1. Aspects Tested on Respondents

Number	Research Aspects	Indicator	Item Number
1	Media Aspect	Media supports online learning	1
2	Media Aspect	Fun animated video media	2
3	Media Aspect	Media can foster motivation	3
4	Media Aspect	The effectiveness of animated video media	6
5	Media Aspect	Ease of Understanding Material	4
6	Media Aspect	Ease in Concluding Material	5

Source: Research 2021

The final result of filling out the form was obtained from thirty respondents. Below are responses from junior high school (SMP) students regarding the effectiveness of using animated video media in online learning (see **Figure 1**):

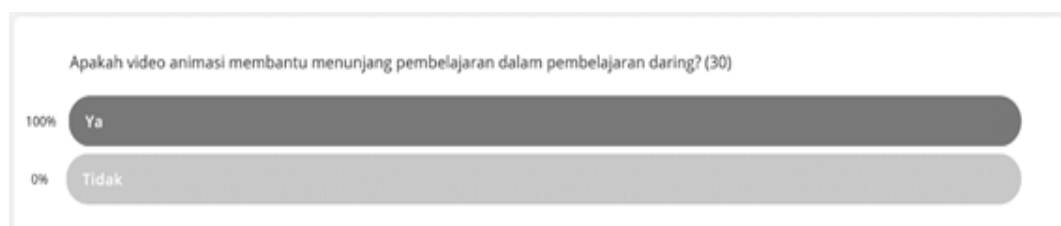


Figure 1. Percentage of Responses related to Video Animation Media can Support Online Learning

Source: Research 2021

This study showed that all respondents, reaching 100%, responded positively by selecting the "Yes" option. This indicates that out of a total of 30 respondents involved, all agreed that the use of animated videos played a significant role in supporting online learning during the COVID-19 pandemic period (see **Figure 2**):

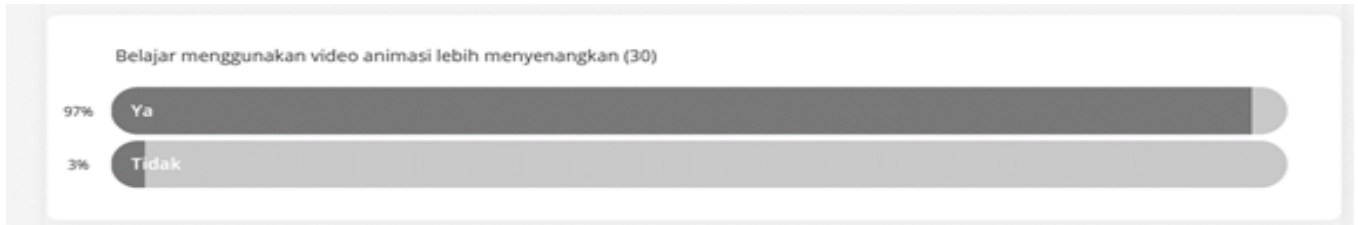


Figure 2. Percentage of Responses to Fun Animated Video Media
Source: Research 2021

In the data analysis, it can be seen that 97% of the respondents chose the "Yes" option as their answer. In contrast, only 3% of the respondents chose the "No" option (see **Figure 3**):

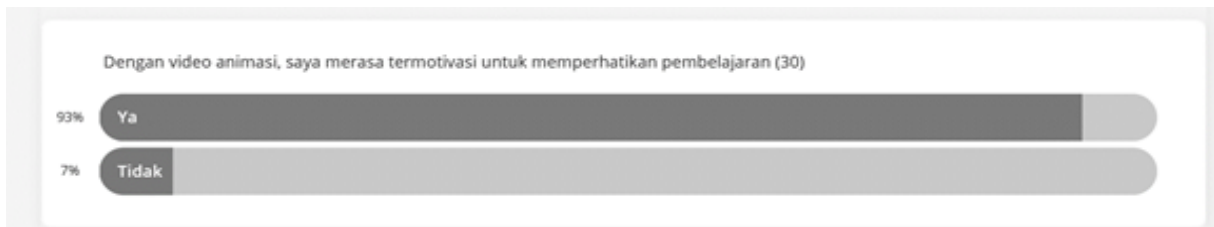


Figure 3. Percentage of Responses related to Video Animation Media can Motivate Learners
Source: Research 2021

From the results of data analysis, it was revealed that around 93% of the total respondents gave a positive response by selecting the "Yes" option. However, about 7% of the respondents chose the "No" option (see **Figure 4**):

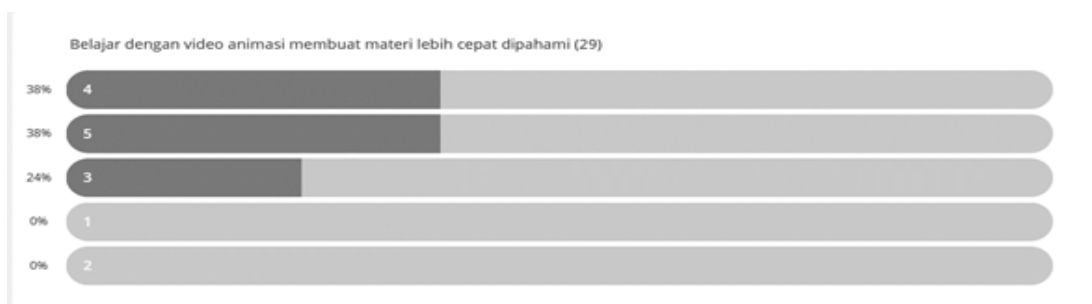


Figure 4. Percentage of Responses related to Animation Video Media can be understood more quickly
Source: Research 2021

The results of the data analysis show the distribution of respondent's responses to the rating scale, where about 38% of the respondents chose a scale of 5, the same number, namely 38%, also chose a scale of 4, and around 24% of respondents chose a scale of 3 (see **Figure 5**):

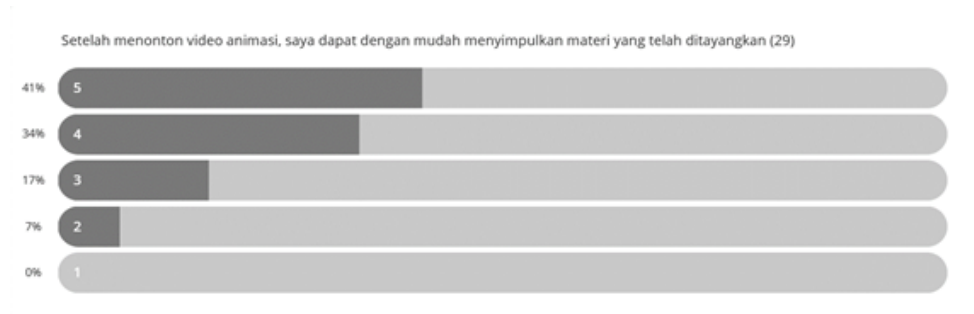


Figure 5. The Percentage of Responses related to Animation Video Media can Facilitate Drawing Conclusions
Source: Research 2021

In data analysis, it can be seen that about 41% of the respondents chose a scale of 5 as their assessment, followed by 34% of the respondents who chose a scale of 4. Furthermore, around 17% of the respondents chose a scale of 3, and a percentage of 7% of respondents chose a scale of 2. There are also questions that are self-responsive as follows (see **Table 2**):

Table 2. Questions For Respondents

Number	Research Aspects	Questions	Item Number
1	Media Aspect	Do you think learning using animated video media is more effective? The reason?	6

Source: Research 2021

In **Table 2**, it can be seen that the percentage of respondents who answered "Agree" as much as 90% of respondents because animated video media is more fun, easy to understand, can provide an overview of the material presented, and can motivate students to focus more on learning. The percentage that answered "Disagree" was 10% of respondents because students focused more on pictures than the material presented. The long duration of the video made some students feel bored. This means that not all respondents agree that animated videos are effective for online learning.

Discussion

The instructional media developed in this study is animated video media, which is utilized by considering the criteria when selecting the media to be used in the learning process. Media is anything that carries information between sources and recipients of information.

The animated video media itself can also be interpreted as media that displays learning material in the form of videos made with several still images with slight changes from one to the next, which are displayed in a short time and are projected to produce an illusion of motion accompanied by the appearance of audio.

In the research that the authors conducted, the effectiveness of animated media was assessed from the results of a questionnaire filled with students. In terms of media and material, animated video media is considered to be able to present material clearly and easily understood so that educators can utilize this animated video media as a tool to support the ongoing learning process. By using animated video media, the online learning process becomes more accurate because the visuals displayed are text and exciting pictures related to the material presented. Combining text, images, and other elements keeps students interested and motivated to focus on paying attention to the delivery of material during the online learning process.

Then, animated video media can be flexible so that students can view animated videos without being constrained by space and time restrictions. The flexible nature of this animated video media is one of the factors in increasing the quality of the learning process carried out online. In addition, learning with animated video media can involve students' emotional experiences. It is hoped that they will be internalized in students' affective and psychomotor aspects, which are part of the student's personality. Thus, besides motivating students indirectly, learning video media is expected to shape students' character for the better (Le-Roux & Nagel, 2018). Learning responsibility has the power to shape one's character and behavior. With learning responsibility, students will be motivated to become active learners in online learning as it is today.

The application of animated video media to students is inseparable from the technical constraints that occur. The problem in implementing online animated video media is that students need online access to watch or download existing animated videos (Achmad et al., 2021). This online access is inseparable from technological facilities such as the Internet, so students must pay more to provide Internet packages or subscribe to Wi-Fi.

From an educator's point of view, the duration of animated videos is one of the obstacles. The duration of the animated video, which is only 10 minutes, makes educators feel ineffective in delivering material because educators have to explain complex material. In addition, not all educators are aware and skilled in technology. Therefore, guidance is needed for teaching staff regarding technological media that can be used as teaching materials during this online learning.

CONCLUSION

Animated video is a learning media with audio (sound) and visual (moving images) elements. As a learning medium, animated videos act as an introduction to information from educators to students. The ease of repeating videos (replay) and how information is presented structured makes video one of the media that can improve students' ability to understand a concept or subject matter. In addition, animated videos are also considered fun and do not make students feel bored in learning. This makes video media an effective medium to use in the classroom, especially for junior high school (SMP) students who need

much external motivational support. Animated videos influence distance learning, which is an alternative learning medium. The effectiveness of animated videos can be seen in teaching materials that can help visualize learning concepts that are still abstract with the help of animation. In addition, animated video media can help increase students' learning interest in the form of motivation to take part in learning, increase students' attention to the subject matter, and reduce boredom when participating in online learning.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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