



IMPROVING INDONESIAN LANGUAGE LEARNING OUTCOMES BY USING ANIMATION VIDEOS FOR CLASS II STUDENTS AT SD IT NUSA INDAH

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Abstract

This research aims to determine the application of learning media using animated videos in Indonesian language subjects. This research uses classroom action research (PTK). This research has 4 stages, namely planning, implementation, observation and reflection. This research was conducted at SD IT Nusa Indah. The design in this research uses the design model Arikunto (2016: 42) says that there are 4 stages, namely planning, implementation, observation, and reflection. This research was conducted at SD IT Nusa Indah. The subjects of this research were class II students at SD IT Nusa Indah, totaling 27 students consisting of 10 boys and 17 girls. The data collection techniques used are tests and observations, using qualitative and quantitative data analysis. Based on the research results, it is known that there is an increase in learning outcomes for class II students, namely in the first cycle, student learning outcomes are completed with a percentage of 59%, and in the second cycle, namely with a percentage of 77%. So it can be concluded that using animated videos in Indonesian language learning for class II students at SD IT Nusa Indah can improve student learning outcomes.

Keywords : Animation Videos, Indonesia language learning

Introduction

Education comes from the Greek word "*paedagogie*" which is formed from the words "*pais*" which means child and "*again*" which means to guide. So it can be concluded that the definition of the word above education means guidance or help given to children by adults intentionally so that children have skills and can face the dynamics of challenges in their future lives. Education is seen as a self-development process that can continuously develop one's potential (Huseynov et al, 2020). In developing a person's potential, especially a student, it can be seen from the results of their learning while at school. Learning outcomes are a final assessment that a person obtains from a process and introduction that is carried out repeatedly (Lestari et al, 2021). According to Slameto (2010:54), the factors that influence learning outcomes can be described in three parts, namely: (1) internal actors, namely physical actors and psychological actors; (2) external actors, namely family factors and school factors; (3) community factors. According to Gagne (in Sudjana, 2016: 22), learning outcomes are divided into five categories, namely: (1) Verbal information, namely the capability to express knowledge in the form of language, both verbal and written. The ability to respond specifically to specific stimuli. This ability does not require symbol manipulation, problem solving or rule application; (2) Intellectual skills, namely the ability to present concepts and symbols. Intellectual skills consist of the ability to categorize, analytical skills, synthesis of facts, concepts and developing scientific principles. Intellectual skills are the ability to carry out distinctive cognitive activities. Intellectual skills consist of learning discrimination, learning concepts and learning rules; (3) Cognitive strategy, namely the ability to channel and direct one's own cognitive activities. This ability includes the use of concepts and rules in solving problems; (4) Motor skills, namely the ability to carry out a series of physical movements in terms of coordination, so that physical movement automatism is realized; and (5) Attitude is the ability to accept or reject

an object based on an assessment of the object. Attitudes are the ability to internalize and externalize values. Attitude is the ability to make values a standard of behavior.

Based on observations and interviews conducted by researchers with class II teachers at SD IT Nusa Indah, it is known that student learning outcomes in Indonesian language subjects are still low, This is due to the use of less interesting learning media and the use of less supportive methods so that students only listen to explanations from the teacher and the teacher only continues to explain by lecturing in front of the class and pays less attention to class conditions. As a result, students do not understand Indonesian language subjects and cause students to have difficulty learning to master the material presented by the teacher. Finally, students' difficulties in understanding Indonesian language subject matter have an impact on student learning outcomes, because there are 60% of students who are still below the KKM, namely out of 16 students there are students whose learning outcomes are low. Given these problems, of course there must be a solution so that students do not experience difficulties in learning Indonesian. One solution provided is by using learning media. Using learning media can make students interested in participating in learning in the classroom. This is in line with Lubis & Rambe (2021) who say that the use of learning media causes students to be happier and more enthusiastic about participating in learning in the classroom. Learning in the 21st century requires teachers to be creative and innovative in the use of learning media during the learning process in the classroom (Lubis et al, 2023). One of the learning media in the 21st century that teachers can use to support Indonesian language learning is by using animated videos. This is in line with Apriansyah et al (2020) who said that the use of animated video learning media in the learning process can increase motivation, interest and learning outcomes. Animated video is a computer program used to deliver material with a combination of text, images, colors, animation and audio that has a complete unity (Antika et al., 2019; Awalia et al., 2019; Sukarini & Manuaba, 2021). The important role of using animated videos as a learning medium is the ability to visualize material that students cannot see or imagine (Mashuri & Budiyo, 2020). According to Munir (2015:295), there are several advantages to using animated videos, namely (a) the level of effectiveness and speed in delivering material is higher, (b) repetition of certain discussions can be done, (c) video can describe a process and event in detail and in real terms, (d) the ability to make abstract objects or materials concrete, (e) durable and low level of damage so it can be applied repeatedly, (f) teacher's ability to operate technology is required, (g) improving basic abilities and adding new experiences for students, (h) this animation media is relevant to learning objectives and a curriculum that focuses learning activities on students. Based on the background above, researchers are interested in conducting research entitled improving Indonesian language learning outcomes using animated videos for class II students at SD IT Nusa Indah.

Research Methodology

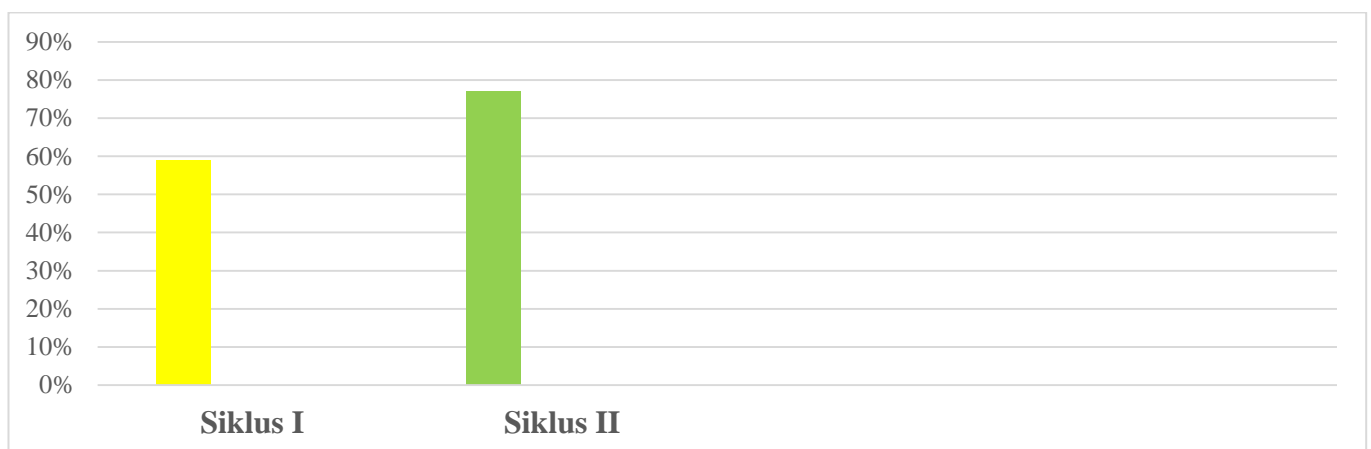
This research is classroom action research (PTK). Classroom action research is action research carried out in a class while learning is taking place (Firdaus et al, 2023). The design in this research uses the design model Arikunto (2016: 42) says that there are 4 stages, namely planning, implementation, observation, and reflection. This research was conducted at SD IT Nusa Indah. The subjects of this research were class II students at SD IT Nusa Indah, totaling 27 students consisting of 10 boys and 17 girls. The data collection techniques used are tests and observations, using qualitative and quantitative data analysis.

Result & Discussion

The research was carried out for class II students at SD IT Nusa Indah. The research used in this research is classroom action research (PTK). This research has four stages, namely planning, implementation, observation and reflection. From the results of initial observations made by researchers, it was found that many students still did not understand the Indonesian language subject matter taught by the teacher in front of the class because the learning method was too monotonous which only used the lecture method without using other learning media to support learning. Based on the problems that exist at SD IT Nusa Indah, the researcher will provide a solution to resolve these problems, namely by using animated videos as an effort to improve Indonesian language learning outcomes for class II students. After implementing the use of animated videos in Indonesian language lessons carried out in the first and second cycles, it was seen that there was an increase in learning outcomes for class II students at SD IT Nusa Indah. Researchers conducted an initial test before implementing the animated video and a final test after implementing the animated video. The following is a description of student learning outcomes which can be seen from the table below:

Table 1. Learning Results of Cycle I and Cycle II

No	Student's name	Initial Test Scores	Cycle I		Cycle II		Final Test Score
			Meeting 1	Meeting 2	Meeting 1	Meeting 2	
1	Abbas	45	48	56	64	72	75
2	Adibah	45	48	53	60	67	75
3	Agent	55	59	65	68	73	80
4	Ainaya	40	45	53	65	70	75
5	Aqila	50	59	65	70	75	78
6	Arkha	45	47	54	63	72	76
7	Arshaka	45	49	54	65	74	78
8	Aura Cinta	55	60	65	70	75	80
9	Azka Al Fitra	50	56	65	70	75	78
10	Beryl	50	55	56	64	72	75
11	Beautiful	55	60	65	70	75	78
12	Denaya	45	49	56	65	72	75
13	Firda	45	48	53	60	67	75
14	Indra	40	45	56	64	72	75
15	Keysa	40	45	53	60	67	75
16	M. Daffa	50	55	56	64	72	75
17	Milvan	55	58	65	70	75	78
18	Najelita	40	45	56	64	72	75
19	Nayya	50	55	53	60	67	75
20	Niken	40	45	56	64	72	75
21	Raisa	50	55	53	62	67	75
22	Rifqah	55	59	65	71	75	78
23	Salsabila	55	60	65	73	77	79
24	Please	55	58	65	70	75	78
25	Wibisana	50	56	64	70	76	79
26	Zahra	55	59	65	70	75	78
27	Zulaikha Meisya	45	50	56	64	72	75
Average value		48.33	52.89	58.81	65.93	72.33	76.59
Mastery learning (%)		48	53	59	66	72	77

**Picture 1. Improvement in Student Learning Outcomes in Cycle I and Cycle II**

Conclusion

Based on the research results and discussion in this study to determine the increase in student learning outcomes in learning Indonesian with animated videos for class II students at SD IT Nusa Indah, it was concluded that there was an increase in learning outcomes in cycle I and cycle II in this research. As for the increase in learning outcomes for class II students, namely in cycle I, student learning outcomes were completed with a percentage of 59%, and in cycle II, namely with a percentage of 77%. So it can be concluded that using animated videos in Indonesian language learning for class II students at SD IT Nusa Indah can improve student learning outcomes.

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