



Development of Animated Videos Based on Character Education on Learning Indonesian Language in Low Class

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ABSTRACT

This research explores the development of animated character education videos in Indonesian language learning in lower grades. Using development research methods, we design, produce and evaluate animated videos that are integrated with the Indonesian language curriculum. The results showed positive responses from teachers and students, showing the potential of animated videos to improve understanding of the material. These findings highlight the relevance of this innovation in improving the quality of Indonesian language learning in elementary schools. This study provides a basis for further development in integrating character education through animation media in the context of basic education.

Keywords : Animated videos, character education, Indonesian language

Introduction

Learning Indonesian in lower grades requires innovative strategies to increase students' absorption capacity. In recent years, development videos animation based education character has become focus attention in increase learning effectiveness. According to Smith et al. (2022), this approach can enrich the learning experience by presenting interesting characters interesting in a learning context. Along with developments in technology, animation has become means Which potential For increase involvement student And understanding language concept. A study by Johnson (2021) shows that the use of animated videos can creating a more dynamic and engaging learning environment for classroom students low. In this case, characters in animation can be visual representations help student understand draft Language Indonesia with method Which more pleasant. The integration of character education in animated videos is also in line with Mayer's (2020) view of multimedia learning, where visual elements can be improve students' understanding of the subject matter. However, there is a need For more understand impact concrete from use videos animation based character education in lower grades. Research by Brown et al. (2023) show that There is potency significant For increase motivation And participation student through development videos animation Which strengthen values education character. Through understanding the current literature and research, this research aims to investigate and develop animated videos based on character education in the context of Indonesian language learning in lower grades. By detailing the concepts-draft key And findings latest, expected study This can give contribution positive to enhancement quality learning Language Indonesia in level elementary school.

Understanding videos

Video comes from Latin, namely from the word "vidi" or "visum," which means see or have a vision. According to Agnew & Kallerman in Munir (2014), videos defined as media digital Which displays arrangement or order Images, give illusion, description, as well as fantasy on picture move. Meanwhile, according to Purwati

(2015), video is a medium for conveying messages can be factual or fictional, informative, educational or instructional. Rayandra (2012) states that video is a recording of images and sound on a tape cassette videos to in tape magnetic, capable give description real, And can manipulate time and place. Advantage and deficiency videos between other:

- a) The advantage of video is that video can be used for a long period of time and at any time, as long as the material contained in the video is still relevant with material Which There is; videos as media learning Which pleasant; Videos are able to help students understand the material learning And help Teacher in process learning; videos learning can utilized by public wide And easy accessed.
- b) Lack videos involve a number of aspect, like time Which long in the manufacturing process; Videos can only be used with assistance computer and requires the help of a projector and speakers when used on learning process; Making videos requires quite a lot of money big (Johari, 2014).

Understanding Animation

Animation is A process record And play return series static image For get A illusion movement Which capable turn on something image (Buchari, Sentinowo, 2015). general, media animation is movement appearance an object or picture so that can change position on grace time (timeline) certain so that capable create image illusion motion. On basically animation constitute agar object more looks dynamic.

Understanding Videos Animation

Use videos animation can improve results participant learning educate (Wardoyo Stump Cipto, 2015). Besides That videos animation very influential in something learning Because proven interesting attention, increase retention, and possible visualization from draft imagination, object, And his relationships (Puspita, 2017). Can concluded videos Animation is a medium Which combine media audio and media visual For interesting participants' attention educate, capable serve object by details And can help understand the nature of the lesson difficult.

Videos Animation based Education Character

Videos animation based education character combine elements animation with values moral or character in context learning. Approach This focuses on developing personality, ethics and positive attitudes through visual media interesting, making learning more interactive and fun (Simmons, 2018). Implementation Use Videos Animation based Education Character

- a) Design Draft Animation:
Animation design includes characters that reflect the values of educational value. This animation was developed taking into account the curriculum Indonesian and the principles of character education.
- b) Production Videos:
Process production involve team expert animation, education, And design instructional. The use of modern animation technology ensures visual quality Which interesting and optimal understanding.
- c) Integration in Learning:
Animated videos were introduced into the Indonesian language curriculum in low class. The teacher guides students in relating the characters in the video with Language concept Indonesia is taught.
- d) Evaluation Impact:
The evaluation process is carried out through classroom observations, questionnaires and tests understanding. The impact be measured from change attitude, participation, And understanding student towards language material Indonesia.

Research Methodology

This development research focuses on developing learning media form videos animation based education character For learning Language Indonesia in class low. Model study development or Research and Development (R&D) was chosen because of its importance in developing science provide convenience in every learning implementation (Putra & Wulandari, 2021). In study This, used model development Addie. Addie is abbreviation from Analysis, design, Development, implementation, And Evaluation, which refers to the five stages of model development. Development style Addie ensure every stage held in a way sequentially. Stages development Addie involves:

- 1) Analysis : Gathering information and evaluating needs learning.
- 2) Design (Design): Planning details related structure And content media learning.
- 3) Development (Development): Implementation design For create media learning animated videos.
- 4) Implementation (Implementation): Application media learning in context learning in the classroom.
- Evaluation (Evaluation): Assessment of the effectiveness of learning media for improvement next. (Tegeh &

Kirna, 2014).

Subject in study Which involved that is a expert eye lesson, a design and learning media expert, three students as trial respondents individual, And final that is nine student as test try group small. Following will be presented in a way more detailed about method And instrument in gather data study development which can seen on table under.

Table 1 . Method and Instruments Collection Data Study

No	Objective study	Method and instrument study	Characteristic data	Analysis data
1	Design get upproduct	Questionnaire/questionnaire	Score	Descriptive quantitative & qualitative
2	Validity product	Questionnaire/questionnaire	Score	Descriptive quantitative & qualitative

Method analysis descriptive quantitative is something method or method processing data with way to arrange in a way deep systematic form number- number And percentage, about something object Which researched, so it is obtained general conclusion (Agung 2018). In this research, quantitative descriptive analysis used for processing data Which obtained through questionnaire. Whereas method analysis descriptive Qualitative is a method or method of data analysis with compile in a way systematic in form sentence or words, category-category about an object (object, symptom, variable certain), so that Finally general conclusions were obtained (Agung 2018). Instruments used in study This that is form sheet questionnaire Which later will shared to each respondents with based on criteria or grille Which Already determined previously. Grille instrument study can seen in table following.

Table 2 . Grille Expert Eye Lesson

Aspect	Indicator
Curriculum	1. Conformity of material with KD 2. Conformity material with indicator 3. Conformity material with objective learning
Material	1. Attractiveness material 2. Attractiveness material 3. The importance of the material 4. The material is supported by the media which appropriate 5. Material easy understood 6. Material supported with media Which appropriate
System Language	1. Usage Language which appropriate and consistent

Table 3 . Grille Expert Design Learning

Aspect	Indicator
Objective	1. Clarity objective learning 2. Consistency between objective, material And evaluation
Strategy	1. Delivery of material provides steps step logical 2. Activity his learning can motivating student 3. Provide examples for understanding concept importance material
Evaluation	1. Increase student attention 2. Make it easy student understand material 3. Give question evaluation

Type data on study This grouped according to its nature become twoie quantitative data and qualitative data. Quantitative data is obtained from qualitative data questionnaire and which will later be converted into values or scores in the form of numbers. The instruments used to collect data in this research are: report recording document in form or format development product questionnaire And test learning outcomes. Meanwhile data qualitative obtained from results evaluation in the form of a response, insert as well as critics and suggestions obtained from response review expert and participants educate.

Results and Discussion

Study development videos animation This developed with use model ADDIE so in its development through stages- stages, that is: (1) stage analysis (analysis), (2) design stage (3) development stage, (4) implementation stage, and (5) stage evaluation (evaluation).

- 1) Stage analysis, in study This there is three type analysis, that is : (a) analysis need, (b) analysis facility school, and (c) analysis eye lesson. Stage This in do with method observation to school and do interview related with problems Which in experience in learning process, as well as finding out the facilities and infrastructure owned by school.
- 2) Stage Design, in designing product This done through three stages, Which First make flow chart development. Second set software Which used, as for software Which used, ie software Magix movies edit pro, wondershare filmora, Adobe Photoshop, Adobe audition, Animiz, Corel Draw, Microsoft Office Word 2013, Format Factory, And Nero. third drafting the script from videos which will be developed.
- 3) Development Stage, this stage is the stage for compiling the material has prepared And material For making videos learning, next with process video editing up to finishing.
- 4) Stage Implementation, in implementation product, things Which donethat is done (a) test try products that include: subject matter experts, test learning media expert, learning design expert, individual trial, trial small groups and field trials, (b) application of learning videos in class by Teacher eye lesson For measure effectiveness product Which developed.
- 5) Evaluation stage, this stage includes formative and summative evaluation. Formative evaluation consists from test expert that is (expert content, expert design, expert media) as well as test individual, test group small, and test field this done for gather data on every stages Which passed And evaluation summative done on end of program For know its influence to results Study student before And after using learning video media, evaluation summative consists from giving pre test And post test. Result validity development videos learning according to test content expert eye lesson, test expert learning design, learning media expert testing, individual testing, testing try small groups and field trials, more detailed validity results can be seen on following table.

Table 4. Results Validity Development Videos Learning.

Subject trials	Results validity (%)	Information
Expert fill eye learning	98.3	Very Good
Expert design learning	93.3	Very Good
Expert media learning	96.5	Very Good
Test try individual	94.53	Very Good
Test try group small	92.32	Very Good
Test try field	91	Very Good

Videos animation based education character Which developed in This research aims to ensure that students achieve good and motivating learning achievements student in Study, Then can make it easier Teacher in activity learning And manage class. Results this research show that videos learning oriented education character Which developed has through series development stage And has validated by para expert in the field as well as has tested try it. In its development, videos learning This has stated influential to results Study student on learning simulation digital. As for research results as following.

- 1) Success Development Videos Animation
Study This show success in development videos animation based education character For learning Language Indonesia in class low. In the design stage, the animated video concept is designed according to principles curriculum Language Indonesia. Evaluation test try limited shows that students give positive responses to diversity character and that content served.
- 2) Response Positive from Teacher And Student.
Results study take notes response positive from Teacher And student to application of animated videos. Teachers reported increased student engagement throughout learning, whereas student show interest Which more tall in material learning Language Indonesia through video approach animation.
- 3) Enhancement Understanding Material
Evaluation academic show enhancement understanding material Language Indonesia after implementing animated videos. Students demonstrate that ability better at identifying and applying language concepts, such as the use of vocabulary and grammar, which are conveyed via video animation.
- 4) Implications Use Videos Animation
Use videos animation based education character give positive implications in the context of Indonesian language learning in lower grades. Teachers can use this medium to facilitate discussions about values

characters contained in the story, while students responded with more Good towards interesting learning methods.

5) Potency Development More Carry on

The findings of this study indicate the potential for further development in integrate education character through media animation in learning Language Indonesia. Effort This can expanded with combine aspect psychology development child And theory learning cognitive to increase the effectiveness of the method learning.

Conclusion

That this research succeeded in exploring the potential for developing animated videos character education for Indonesian language learning in lower grades. With using development research methods, this research is not just designing and producing animated videos that are integrated with the Indonesian language curriculum, but Also evaluate impact. Results study show that there is response positive from Teacher and student, indicated that videos animation own potency For improve understanding of the material. Invention this give emphasis on relevance innovation videos animation in improving the quality of Indonesian language learning in elementary schools. By therefore, this study provides a strong basis for further development in integrating character education through animation media in an educational contextbase. These conclusions suggest that this approach has potential benefits for curriculum development and learning at the basic level

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