

ARTICLE

(Development of Animation Video Media Using the Animaker on the Topic of Fractions Worth In Grade IV Elementary School)

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ABSTRACT

Understanding a concept in mathematics requires a more in-depth analysis compared to other sciences, so that students will often encounter difficulties or problems. Therefore, a teacher can use learning media to overcome these problems. One of the media that can be used in learning mathematics and can increase the enthusiasm of students is animated video media. This research is a type of R&D development research with the ADDIE model which has the goal of developing valid, practical and effective animated video media. This study uses the Animaker application on the topic of equivalent fractions in Grade IV SD. The subjects of this study were SDN 16 Puncak Lawang and SDN 06 Cubadak Lilin. The resulting animated video media has very valid criteria with a percentage of 92.85% which includes material, language and media aspects. The practicality of the media has a very practical category with a percentage of 93.75% of teacher responses and 92.85% of student responses. Animated video media is effectively used to improve student learning outcomes

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1. Introduction

Mathematics is a tool can be used in developing ability to think logically, critically, systematic, objective, rational as well principled (Nurulaeni & Rahma, 2022). Understanding of a deep concept mathematics requires analysis more profound than other sciences, so students often times will encounter difficulties or problem. Therefore, the teacher holds important role in stimulating and increase student interest in terms Study.

Teachers need to develop teaching skills, for example in learning mathematics in order students are more interested and not anymore find math difficult (Permatasari, 2021). Teachers can improve students' ability to interact, think logically, and creativity systematic in learning mathematics by utilizing the media learning (Zainil, Helsa & Yanti, 2018). Learning will be more meaningful and easily understood by students by utilizing the media learning. and indicators, learning objectives, learning materials, learning methods, tools and source.

Important aspects used to improve the quality of learning namely learning media (Reinita, et al., 2020). Use of learning media can help students more easily in understand and further clarify the materia learning delivered by the teacher and expedite the learning process teach in class. Instructional Media can also make it easier for teachers in convey the subject matter and can increase students' understanding of what is being studied (Wawanda & Zainil, 2020).

Another benefit of using learning media is can increase interest and motivation to learn students, especially in learning mathematics. Another function of the media is as carrier of information from the source (teacher) towards the recipient (student) in the process learning.

Media innovation by teachers can take advantage of existing technology, for example amated videos. Animated videos can be applied to mathematics subject ndue to the animation contained in the video has a view that has interesting elements (Febriana & Lena, 2021). Process animation video creation take advantage of existing technology one by using the application animakers.

Animaker is a applications that can be used in making learning media, which where the media created with the application it contains complete movements with voices and equipped with transitions that matter can create learning delivered is more interesting (Muhajir, Tjahjono & Muanawar, 2022).

2. Experimental

Researchers conduct research with the type of development research Which Research and Development in this study resulted in a new product. This development research contains ways and stages in develop a product or perfecting a product existed. This method is a method research used for develop or validate the products used in education and learning (Septianty, et al., 2018). Study development has a goal that is to produce that product obtained from field test findings which is then revised and so on (Rayanto & Sugianti, 2020).

The model that researchers use in this development research is the ADDIE model. In this ADDIE model There are five stages of development, namely: analyze, design , development, implementation, and evaluation (Hakim, 2018).

3. Results and discussion

Research on the development of animated video media aims to find trial data, by means of product validation and product implementation. Product validation was carried out by three experts, namely material experts, linguists and media experts. Product implementation was carried out on January 4 and 5 2023 in 2 schools, namely SDN 16 Puncak Lawang and SDN 06 Cubadak Lilin with 2 teachers and 31 students.

Animated video media assessment use Animaker on the topic equivalent fractions in grade IV Elementary School can be used. A medium learning can be said to be feasible to use if the media is meet valid criteria. media that valid according to Akbar (2013) is the media which reached a percentage rate of 70.1% up to 85% and 85.1% up to 100 % with very valid category. Based on Result of validation that has been done namely material validation, language validation and media validation, learning media produced is like used on this research.

Animated video media assessment use Animaker on the topic equivalent fractions have been very well seen from the results of the media validity test consisting from the validity test of material experts, linguists and media expert. Test the validity of the material aspect get a percentage score of 95% on very valid category. Test the validity of aspects language gets a percentage score 93.75% in the very valid category. Test the validity of the media aspect obtained a score 89.8% with very valid category. So it can be concluded that The media has been developed.

Media practicality test results shards worth using the Animaker practically stated as a whole for use by students as well Teacher. This is proven from this research who have reached the practical category with the achievement of values in the range 81.26 - 100.00 %. It is supported by Purwanto (2012) argues teaching materials which reaches the level of measurement and is in the range of percentage scores rating 81.26 - 100.00% said the media Practically used animated videos, where This score is obtained from the analysis of questionnaire data practical use of teaching materials. Results video media practicality test by the teacher obtained a value of 93.75% in test schools try and research and by students obtained 94.61% for test schools try and 92.85% in research schools very practical category.

The results obtained from the research This is an animated video medium use Animaker on the topic equivalent fractions in grade IV Elementary School developed have complied very valid criteria, very practical as well effective. This research shows that use of learning media using Animaker gives positive impact on learning equivalent fractions in grade IV Elementary School. Can be seen in the learning process by using animated video media using Animaker can provide many benefits , example students look active and happy learning by using video media animation, students can also easily understand the material being taught because in the animated video is equipped with stories that match the material as well the colors contained in the video attract students' attention to video contents.

Some research that been done before too argued that the use of media Animated videos using Animaker invalid and practical, among research This is Anggun's research Mardhina Nintyas, et al (2021) regarding development of Video-Based Animation Animaker On Place Area Themes Leave me. The results of media validity were obtained the learning used is valid and feasible to use, validation results the media obtain percentage validation material by 86.9% from two media experts and material expert validation of 82.5% of two material experts, thus, development of learning media using Animaker is proven valid and practical to use.

4. Conclusion

Based on the results video media development research animation using Animaker on topic of equivalent fractions in grade IV Elementary School. Animated video media developed meet the criteria very valid which includes material aspects, language and content. Media video animation is also met the very practical criteria, by looking at that easy medium applied in elementary schools and useful as a learning medium facilitate students in learning. The use of this animated video media as well effective in helping students in achieve learning outcomes expected.

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