

ANALYSIS OF ANIMATION VIDEOS IN ONLINE LEARNING IN CLASS IV STUDENTS OF MI IMAM SYAFI'I

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Abstract: This research aims to find out how to use video in online learning and find out obstacles in using animated videos in class IV MI Imam Syafi'I. Researchers used a qualitative approach with the teachers' assistance and fourth-grade students as subjects in the study. In collecting data using techniques, including observation techniques, interviews, questionnaires, and also documentation. For data analysis techniques used in researchers such as data reduction, data display, conclusion/drawing. Animated videos used by teachers when online learning are animated GIF types. The benefits of animated videos are to improve student understanding and increase student attractiveness during learning. Based on the research results, the use of media can help teachers to increase creative activities when carrying out learning activities so that students are not easily bored, lazy and students become excited and active when learning takes place online. Educators can see the understanding and enthusiasm of students through a questionnaire distributed by the homeroom teacher in the form of a link. Meanwhile, the delivery of material in online learning using animated videos has several obstacles during learning, such as inadequate signals and sometimes the student quota is also limited, so that making animated videos does not work well and the delivery of material in learning activities is also less than optimal.

Keywords: Animated video analysis, Online learning, MI Imam Syafi'i.

INTRODUCTION

Education is the most important thing, even though a pandemic like this one, education will continue because education is very important for everyone, including students. Although the learning through online, not face-to-face. Education that is carried out online, educators should be extra in delivering the material being taught and before the material is delivered by educators, educators should understand and know what learning models are suitable for use in learning during a pandemic and can make students feel happy in participating in learning and not boring so that students can feel learning at home is the same as in class. In online learning, the researcher suggests that students receive material through the lecture method or just an explanation of the material from the teacher, it makes students tend to be less interested and feel bored with the delivery of the material. This can cause the class to be less conducive and make students underestimate learning. There are so many

teacher efforts to improve skills in delivering learning so that it can run smoothly and appropriately to the desired goals. From the problems above, it can be concluded that the importance of media in learning so that learning can run effectively and efficiently.

There are various types of learning media, so the selection of media should be appropriate to the material that will be taught, the selection of media is also really well thought out. In this research, the subject that will be taught is Natural Resources, so that a suitable media used in helping students to understand the material is Animated Video because with animated video media it is easier to present messages and information abstractly. Hoping that the animated video media can help students understand the material. And increase the enthusiasm of students to participate in the learning process even though learning activities are carried out at home and hope to increase motivation and stimulate active student participation.

Based on the background of the problem formulation in the study, they are: (1) How to use animated videos in online learning for class IV MI Imam Syafi'i students, and (2) What are the obstacles and how to overcome obstacles using animated videos in online learning class IV MI Imam Syafi'i students. With this description, this study has research objectives, (a) to describe how to use animated videos in online learning in the material for Natural Resources activities for fourth-grade students of MI Imam Syafi'i and (b) what are the obstacles to using animated video media in online learning on the material Natural Resources activities for the fourth-grade students of MI Imam Syafi'i.

Animated video is an image that can move, that image has various forms that have been specially arranged so that the image can move. According to A'la (2010:51-52) stated that animation is an important part that is no less important than multimedia is about issues surrounding the world of animation. Animation is used to attract the attention of training participants if used properly, but on the other hand, animation can distract from the substance of the material presented by animative decorations that are not important. From the explanation above about animated videos, it can be concluded that animation is an interesting picture and has more value when used in learning, animation can attract interest, especially in elementary school children. Not only has more value, but the animation is also used as a tool to deliver the information or material in learning to make the learning more effective and to attract the students' attention.

Each video that is displayed in learning has its benefits, including for students: (a) It can improve students' mindsets, (b) It can increase students' knowledge, (c) With animation, children can imagine through video shows that are displayed, and (d) Can strengthen students'

curiosity. While the benefits for teachers include: (a) Can implement learning more interesting so that children are more enthusiastic and enthusiastic about learning, (b) Can be an alternative way or an effort to increase children's curiosity, and (c) Can become one of the media that makes it easier for teachers to convey material for students to make it easier for students to understand and accept the material presented.

Each animation that is displayed during learning has advantages and disadvantages. The following are the advantages of animated video media according to Nimah (2013:21): (1) Able to stimulate student activity, (2) Increase student motivation, (3) Overcome limitations in space and time, (4) Presenting actual and original reports, (5) Presenting messages and information as a whole, and (6) Able to develop imagination. In addition to the advantages of animated videos, according to Nimah (2013: 21) it also has weaknesses including: (1) Requires creativity and skills in animation design that can be effectively used as learning media, (2) Requires special software to open it, (3) The teacher serves as a communicator and facilitator must have the ability to understand his students, not indulge in learning animation without any effort to learn from presenting too much information in one frame which tends to be difficult for students to digest.

According to Munir (2013: 327) said that the development of animation, now animation has several types of characters in its animated objects. The following are the types of animated characters: (1) 2D (2 Dimensional) or two-dimensional animation, known as flat animation. (2) 3D animation (3 Dimensions) is a development of 2D animation. The 3D animation of the characters shown looks real and alive, close to the human form in the original. (3) Stop Motion Animation is known as Claymation which means clay as a moving object. This technique was first introduced by Stuart Blakton in 1906. (4) Japanese animation (Anime) is the name of Japanese animated films. Anime uses the characters on the characters and backgrounds that are drawn by hand with a little help from the computer. And (5) GIF animation is a technique that has simple animation and basic principles that can connect several images to be animated.

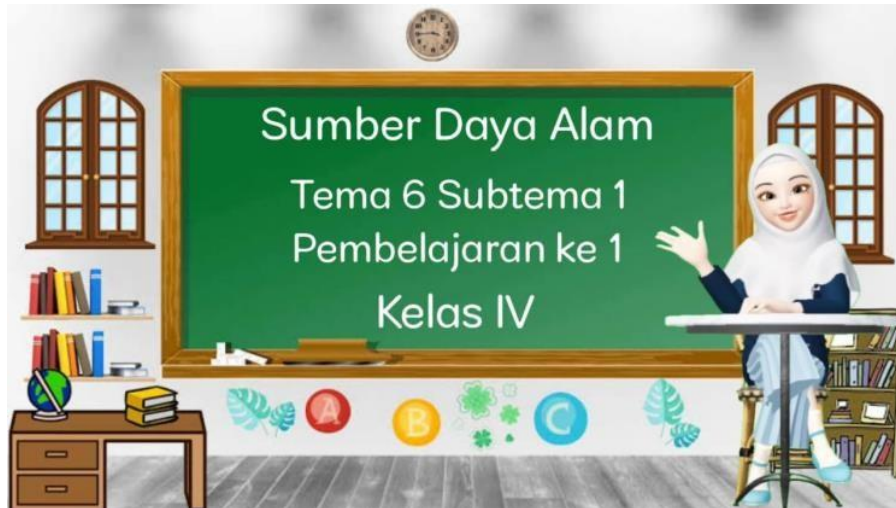


Figure 1: Example of the display of animated video results

RESEARCH METHODS

The approach taken in this study used qualitative research. According to Sugiyono (2017: 9) that qualitative research is a method based on the philosophy of postpositivism that is used for interpretation, the method is useful for researching objects naturally, the research is driven by triangulation data collection techniques, the key instrument, tends to the data obtained is qualitative data, qualitative analytical research aims to understand the meaning, uniqueness, phenomena, contract and also find hypotheses.

In research, the data source is where the data subject can be obtained. It can be said that the respondent if the source of the researcher uses interviews to collect data. Therefore, this study uses 2 data sources, including (a) Primary data sources are sources obtained directly through the first source, primary research sources can be carried out individually or in groups. So primary sources can be obtained through the principal or homeroom teacher of class IV MI Imam Syafi'i. (2) Secondary data sources are the opposite of primary sources where the source is obtained from research indirectly but uses an intermediary in the media to obtain the research data. So, researchers, secondary data sources can be obtained using the information in the form of documents such as school profiles, school plans. Researchers got data through Mrs. Awwalul Habibah as the homeroom teacher for class IV MI Imam Syafi'i.

To get specific data results, data collection techniques are used, which include: (1) Interviews, interviews will be submitted to the fourth-grade homeroom teacher regarding the learning system, and other matters related to the research. The implementation of the interview instrument will be carried out outside of class hours so that teaching and learning activities are not disturbed.

Table 1: Interview Instruments

No	Interview Questions	Answer
1.	Do you think that animated videos are very suitable for use in online learning?	
2.	Do you think there are difficulties in using animated videos during online learning?	
3.	How do your process of using animated videos during online learning?	
4.	In your opinion, what are the obstacles when using animated videos in online learning and what are the solutions?	
5.	Are the students very enthusiastic during the learning process by using this animated video, mam?	

(2) Questionnaire, giving several questions to respondents so that researchers can measure how much they know what is expected of the respondent. In obtaining the data, the questionnaire instrument was presented in a google form which was distributed to all students.

Table 1: Questionnaire Instruments

No	Questionnaire Questions	TA	A	LA	DA
1.	Learning by using animated videos is more interesting and fun				
2.	By using animated videos the material delivered is easier to understand				
3.	Animated videos are suitable to use in online learning				
4.	Picture and sound in animated video is clear				
5.	Participating in learning using animated videos is a new experience				
6.	With pictures and sounds, students are easier to remember the information learned				
7.	Learn by using animated videos, my score get better				
8.	Learning by using animated videos, making more active asking about material that is not clear to the teacher				

(3) Documentation, a method by collecting data in the form of previous notes, articles, school notes, or in the form of photos, pictures, or videos during the data collection process.

Data analysis technique

Data Analysis Techniques According to Sugiyono (2010:335), is a process of searching for data, compiling data systematically data can be obtained from interviews, notes during observations or in the field, and can also be obtained through documents, by arranging data into categories, compiling data systematically unit, carried out in a synthesis, the data is compiled by sorting out which ones are important and which ones must be re-learned, after that making conclusions so that it is easy for oneself and others to understand. By analyzing the data first, you will know the solution that will be used to deal with the research problems that have been done. There are various techniques that researchers use in research for data analysis, such as the use of data reduction in which researchers sort, summarize information in detail, display data is a researcher presenting research results in the form of a narrative, and verification, that is researchers looking for answers about the formulation that is appropriate what will be studied.

Data Validity Technique

In this technique it is also necessary for qualitative methods to be described, there are various kinds of validity techniques in research, such as credibility techniques or it called trust test, in which researchers present data results so that the research results are believed to be scientific works.

Sugiyono (2016: 270) explained that the techniques in research include credibility, transferability, dependability, and confirmability tests. The third technique in the validity of data, there is dependability. Dependability or what is called reliable research with various experiments that have been carried out with the same results. In other words, dependability is also checked throughout the research process. Meanwhile, in the data validity technique, there is also a confirmability technique, the confirmability technique is also called objectivity in research. Where these techniques have similarities with dependability techniques. So the techniques are carried out simultaneously.

RESEARCH RESULT

Research Results Using Questionnaires

The learning delivered by educators online also needs to know the results of the learning so that educators can improve the way of learning in the future. Therefore, there will be results

using a questionnaire) in research so that researchers know the results of learning using animated video media in Natural Resources activities for class IV. From the results of the questionnaire in the form of a google form, you will know who has filled out the questionnaire. The following are the results of the study using a questionnaire using the google form.



Figure 2: Questionnaire Results

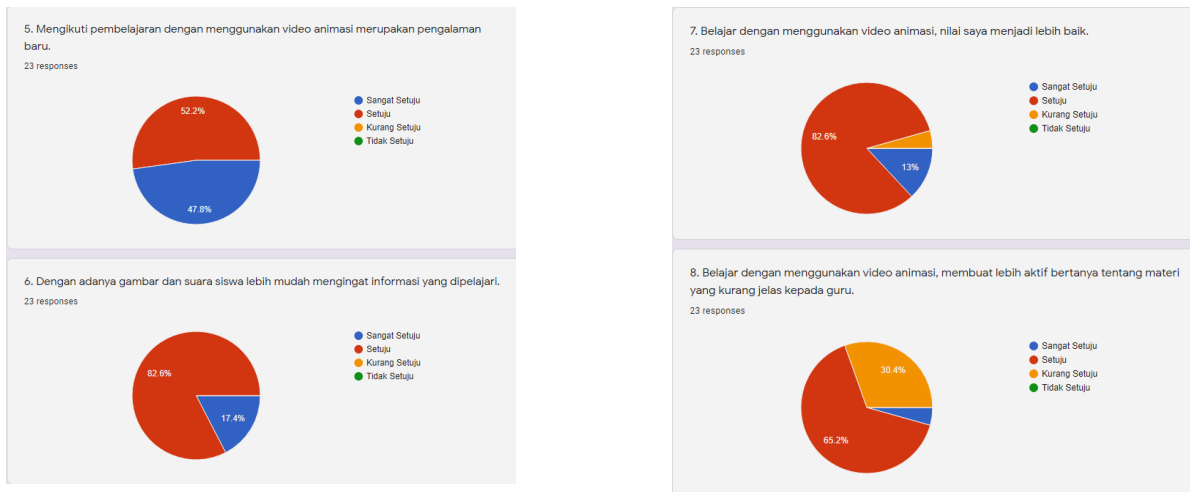


Figure 3: Questionnaire Results

Research Results Through Interviews

Researchers conducted interviews at the MI Imam Syafi'I school in Surabaya. When the researcher wants to conduct an interview, the researcher first prepares an interview

instrument by making several questions that will be asked to the class teacher. The interview instrument was validated and approved by the validator lecturer. After that, the researcher conducted interviews by asking permission from the class teacher to be a resource person. If the class teacher is willing to be a resource person, the researcher has the right to give some questions that have been made and validated to the class teacher. Researchers conducted an interview on June 9, 2021, and the interviewee was Mrs. Awwalul Habibah, S.Pd as a fourth-grade teacher at MI Imam Syafi'I Surabaya. The interview was conducted via Whatsapp.

P: Do you think that animated videos are very suitable for use during online learning?

N: I think it's suitable, miss because media is important and makes it easier to convey material to students. Moreover, during a pandemic like this, animated video media is suitable for use and the media can also improve their mindset.

To display media in learning is very important because the media will help facilitate the delivery of material. In the interview above, it can be concluded that using animated videos not only attracts students' attention but also makes students more enthusiastic in participating in learning. But animated video media is also suitable for use during online learning.

P: According to you, are there any difficulties in using animated videos during online learning?

N: There is no difficulty, Miss, because the media helped me in delivering the material and made it easier for students to understand the material presented.

There is no difficulty in using animated video media. Because learning delivered using media will be more easily accepted and understood by students. And by using animated video media, students can cultivate mindsets and be more enthusiastic in participating in learning

P: How do your process of using animated videos during online learning?

N: For the process of using animated videos, I adjusted the Lesson Plans, Miss, So before I show the video, my students are given material about natural resources and read the material in their respective books, then I give a little explanation of the material.

For its implementation, during the online learning process, the teacher continues to apply the learning model appropriate to the lesson plans that have been made previously.

P: In your opinion, what are the obstacles when using animated videos in online learning, and what are the solutions?

N: The problem is mainly in the signal, Miss. Because the delivery of learning with animated videos online requires a good signal and sometimes some students suddenly cannot participate in learning due to inadequate signals and quotas. And for the solution, I share a youtube link regarding the animated video that I showed during the lesson, Miss. Let the children understand the material again.

So, for obstacles in delivering learning using animated videos, especially on signals, because learning that is currently being done online requires a good signal so that learning can run well and smoothly.

P: Are the students very enthusiastic during the learning process using this animated video, mam?

N: Initially, the students were not enthusiastic about receiving the learning materials, Miss, but when the animated video is played students become more enthusiastic and focus on listening to the learning activities in the animated video.

So, from the results of the interviews above, it can be concluded that students are more enthusiastic if learning is delivered using the media because this tool or method can make students happier and easier to understand the material presented by the teacher.

Documentation Results During Research

The results of the documentation obtained by the researchers during the study were the results of research on student learning outcomes through the results of a questionnaire via google form and for interviews conducted by researchers with online classroom teachers via Whatsapp which was used as a student evaluation via a google form. So researchers get documentation of their work online. Students' results after completing the questionnaire can be photographed and sent via Whatsapp to their homeroom teacher Awwalul Habibah, S.Pd.

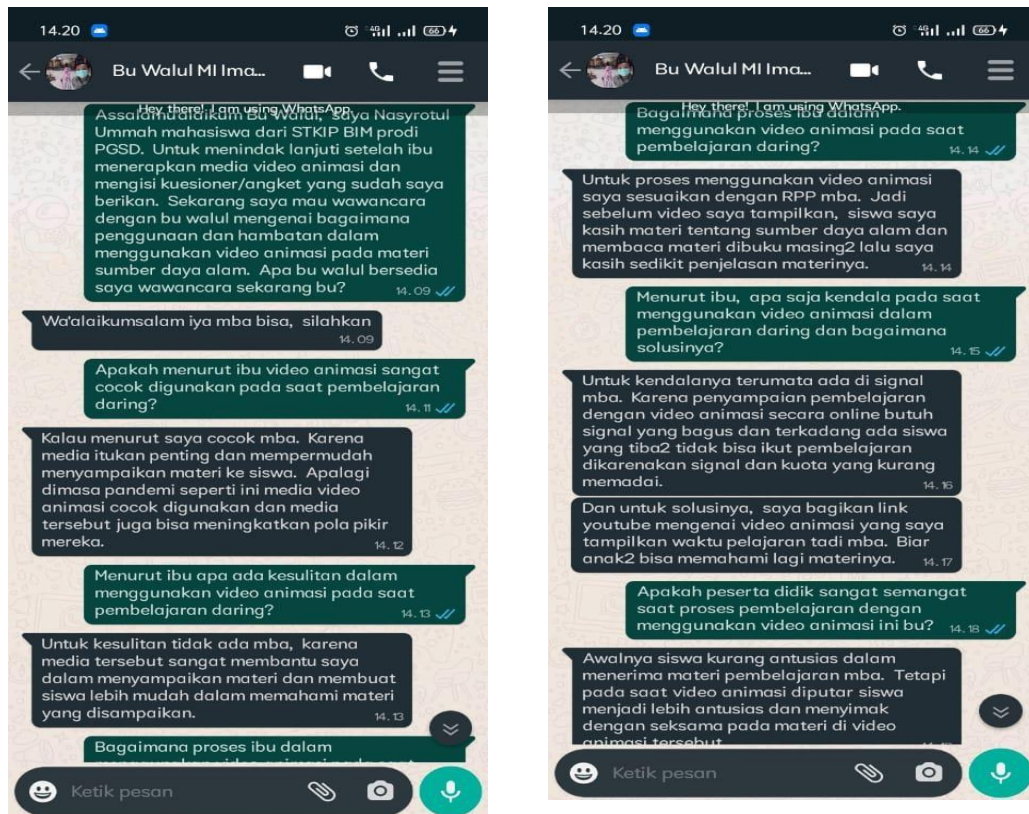


Figure 2: Conversation with Homeroom Teacher

Angket Motivasi Siswa Kelas IV Terhadap Pembelajaran Video Animasi
Pilihlah salah satu jawaban yang sesuai dengan pilihanmu!

SS : Sangat Setuju
S : Setuju
KS : Kurang Setuju
TS : Tidak Setuju
* Wajib

Nama
Aine Dwitama

No. Absen
01

1. Belajar dengan menggunakan video animasi lebih menarik dan menyenangkan.*
 Sangat Setuju
 Setuju
 Kurang Setuju
 Tidak Setuju

2. Dengan menggunakan video animasi materi yang disampaikan lebih mudah dipahami.*
 Sangat Setuju
 Setuju
 Kurang Setuju
 Tidak Setuju

3. Video animasi cocok digunakan pada saat pembelajaran daring.*
 Sangat Setuju
 Setuju
 Kurang Setuju
 Tidak Setuju

4. Gambar dan suara pada video animasi sudah jelas.*
 Sangat Setuju
 Setuju
 Kurang Setuju
 Tidak Setuju

Figure 3: Capture of Questionnaire Results

From some of the pictures above is one of the results of students in filling out a questionnaire, it can be concluded that the learning carried out using animated videos during

online learning activities is very supportive in students' understanding when participating in learning. Because the depiction of unique characters in animated videos will be easy for students to remember, animated videos are an effective way because they are straight to the target, and animated videos are a flexible way to make imaginary things happen.

The results of interviews that have been carried out by researchers with fourth-grade teachers with a discussion of the use and any obstacles in the process of delivering learning activities carried out using animated media. It can be concluded from the results of interviews that the delivery of subject matter carried out using animated video media makes students more enthusiastic and more focused on participating in learning.

The media is also easier for students to understand. In the process of using animated video media, the teacher adjusts the steps in lesson plans that have been previously made so that learning can run well. And for the constraints and obstacles to the use of the media, it is only focused on signals and limited quotas. Therefore, the teacher made a solution by sharing the animated video link that had been included on YouTube, so that students could understand the material about natural resources again.

DISCUSSION

Researchers conducted observations and research at MI Imam Syafi'i. Following the aim of wanting to know how to use animated videos in online learning for fourth-grade students of MI Imam Syafi'i, and what are the obstacles and how to overcome obstacles using animated videos in online learning for fourth-grade students of MI Imam Syafi'i. Research where the researcher wants the research data to be qualitative, not in the form of numbers and the research is more focused on descriptions, where the results of the document are written or unwritten such as photos, writing, and non-numerical forms. The research was conducted through interviews, observations, online questionnaires, and documentation. Here the object of my research is the fourth-grade students and their class teachers.

According to Gilang (2020: 19) online learning can be said to be learning that is done without face-to-face but can be through platforms that are already available. All materials will be delivered online, as well as communication and tests will be conducted online. Therefore, the application of learning activities carried out online through the Zoom application, the teacher displays an animation in the form of a video, when finished delivering the material for

natural resource activities, after that the teacher can display animated video media via zoom. Researchers can find out how interested students are in animated video media through a questionnaire technique (questionnaire) which will be given by the researcher in the form of a link and sent to the homeroom so that it can be sent to the fourth-grade group. With this research, researchers have a purpose to describe learning using animated videos on the material for Class IV Natural Resources activities, besides that researchers will conduct interviews about the results of using animated videos and what obstacles are when using animated videos in online learning.

The research will be conducted in MI. Imam Syafi'i on June 7-9 2021. Research on June 8, 2021 will carry out the application of animated videos and fill out a questionnaire in the google form for online learning to fourth-grade students through the homeroom. Before the teacher applies animated videos, the teacher first applies the learning system so that students understand better and are happier in following the learning. And the teacher hopes that using animated videos in online learning can train the mindset of students. The teacher provides activity material in the form of animated videos by displaying animated videos between the delivery of material so that students more easily understand the material described. To find out how understanding and enthusiastic the students are after seeing the animated video, the researcher used a questionnaire in the form of a google form link that has been obtained from the researcher to be distributed to the homeroom via WA group IV class, so researchers and teachers will know how enthusiastic the students are in participating in the learning delivered through the animated video.

Researchers also obtained data through online interviews. The interview was conducted on June 9, 2021, the interview will be conducted with the homeroom teacher for class IV, namely, Mrs. Awwalul Habibah, S.Pd. The purpose of the interview method is that researchers can obtain primary data from classroom teachers about how to apply learning with the help of animated video media and what are the obstacles when using animated video media in class IV Natural Resources learning activities. The documentation section is carried out so that researchers can obtain secondary data such as school profiles, photos of student results doing questionnaires, and photos of interviews between researchers and classroom teachers.

In the current learning activities, they still use an online learning system, which means that students learn from home. With this system, teachers and students cannot interact

directly. So the learning used by researchers in terms of research carried out at MI Imam Syafi'I still used online learning. In this section, the researcher will discuss how to use animated videos in online learning and what are the obstacles in using animation in online learning for class IV. Online learning will require media as a tool to introduce the material. Before learning is carried out, the teacher at MI Imam Syafi'I first prepares the RPP (Learning Implementation Plan). The usefulness of preparing Lesson Plan in advance so that learning can run systematically.

Learning activities are carried out using the zoom application so that it is easy to deliver material using the media. Before learning activities using animated videos begin, firstly the teacher tells students to open their respective books and read Natural Resources material, after students finish reading the teacher gives a little explanation about these Natural Resources. Then students are given directions that the teacher will display an animated video following the material presented. Because the learning system is done online, the teacher gives a little preview of the animated video so that students understand how the animated video looks. After learning is complete, the teacher provides a google form link where the link contains a questionnaire for students. The questionnaire is about learning by using animated videos. So that teachers know whether learning using these media is suitable for use during online learning.

After an explanation of how to use animated videos. There will be some obstacles when displaying animated videos in online learning. The following are some of the obstacles when displaying the animated video, such as a signal that is not good or inadequate and also a limited quota, causing the delivery of well-designed material not being delivered optimally to students. So that students do not understand the content of the material when it is delivered. With the obstacles in the delivery of material, there will be solutions to overcome these obstacles. That is by sharing a youtube link in the form of an animated video that is displayed during online learning, so students will be more flexible in understanding the material. Because in the animated video there is an explanation of the subject matter following the learning activities at that time.

In the research that I have done at the Imam Syafi'I MI, it is different from previous research, one of which is the research researched by Arie Nur Azizah at SDN Triharjo, the differences in the research such as the name of the school, class, the number of students, technique collect interview data, observations, questionnaires and also documentation. The

material that I taught is also different, namely, theme 6 My Future Goals about natural resource activities for class IV.

In addition to the differences between my research and previous research, there will be similarities in the learning, such as the media used both using animated video media, the same learning used, using online learning and for the techniques used when collecting data they both used the same technique. Interviews, observations, and documentation techniques, only in the way of collecting data in my research using a questionnaire. My research and Arie Nur Azizah's research, both use qualitative research, which both described and informed about the research that has been done at the school.

CLOSING

The results of the data analysis and also the discussion obtained through the research can be concluded as follows: (1) From the results of the application of animated video media in class IV Natural Resources learning activities, the media can help teachers to increase creative activities when doing learning activities so that students do not easily bored, lazy and students become excited and active again during learning or online learning. From the results of the application of the animated video media, it will be seen which students are enthusiastic and not in participating in learning activities. Educators can see the understanding and enthusiasm of students through a questionnaire that has been distributed by the homeroom teacher in the form of a link. (2) The delivery of material in online learning using animated videos has several obstacles during the learning. Barriers/obstacles include inadequate signals and sometimes limited student quotas, making animated videos don't go well so that the delivery of material in learning activities is not good or maximal so that students do not understand the material delivered through the animated video.

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