

Analysis Of Needs For Development Of Animated Video Learning Media Arina Expressions Based On Local Wisdom Kediri SDN Burengan II Kediri

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Elza Lukita Oktalia¹, Alfi Laila²

elzalukita85@gmail.com¹, alfilaila@unpkediri.ac.id²

Primary Teacher Education

Faculty of Teacher Training and Education

PGRI Nusantara University Kediri ^{1,2}

Abstract: This research aims to (1) describe the obstacles in developing learning media for animated videos of Arina's expressions based on Kediri local wisdom; (2) describe the need for developing Indonesian language learning media for class II; (3) describe the supporting capacity for developing learning media for animated videos of Arina's expressions based on Kediri local wisdom. The method used in the research was descriptive qualitative with the research subjects being class II students at SDN Burengan 2 with a total of 60 students and 2 teachers at SDN Burengan 2. Data collection techniques used interviews, questionnaires and observation. The analysis technique used is the data triangulation analysis technique (Mills & Huberman, 1992: 20) with stages of data collection, data reduction, presentation of data, drawing conclusions. The research results show that 1) There are several obstacles in implementing animated video media, namely teachers prefer textual learning (relying only on textbooks), teachers are not very proficient in operating IT, teachers are more comfortable teaching without using learning media, and teachers still have difficulties in finding suitable media for students. 2) The development of animated video learning media is really needed by class II students at SDN Burengan 2. 3) The supporting capacity in implementing IT-based media is that the principal has facilitated computers and LCDs in implementing IT-based media, the principal provides facilities to help teachers be creative in making media learning, and school principals facilitate workshops/training in making IT-based media such as animated videos. From the results of this research, it is necessary to continue with further research in the form of developing animated video media for Arina's expressions based on local wisdom, Kediri, SDN Burengan II, Kediri.

Keywords: Needs Analysis, Media Development, Animated Video

PRELIMINARY

The role of education is very important in creating the development of the nation's next generation as mandated in Republic of Indonesia number 20 of 2003 concerning the National Education System, article 3 which states that national education has the function of developing the civilization of the nation's children and their abilities and character in order to educate children's lives. nation. Therefore, it is important to pay attention to and handle educational issues, especially issues concerning quantity, quality and relevance.

Learning Indonesian in elementary school is essentially an intermediary tool so that children are able to communicate using Indonesian well and correctly. Indonesian language learning in elementary schools is directed at increasing students' communication skills using Indonesian both spoken and written, therefore Indonesian language learning needs to be implemented from an early age (Khair, 2018: 82).

Indonesian language subjects are often considered boring subjects because they put more emphasis on grammar so students feel lazy about learning Indonesian. This can be seen from the results of the students' final assessments which are still less than the predetermined standard scores (KKM). This fact is obtained from the number of students who get scores below the Minimum Completeness Criteria (KKM), namely 75. This can be seen from the number of class IIA students of 30 students, only 23% are able to get scores above the KKM. Meanwhile, 77% of other students still scored below the KKM. Meanwhile, in class IIB there were 30 students, only 30% were able to get a score above the KKM. Meanwhile, 70% of other students still got scores below the KKM. As many as 60% of students still have difficulty distinguishing between expressions of invitation and orders, because they think that expressions of invitation are like expressions that command them to follow their wishes. Apart from having difficulty in distinguishing between expressions, 70% of students also have difficulty in distinguishing the correct intonation for conveying an expression, because they feel that the expression of an invitation spoken has the same intonation as a command expression. Apart from that, students' weakness in writing phrases and identifying pictures is 61%. Likewise, the responses of teachers and school principals also stated that students will concentrate less and student learning outcomes do not improve when teachers do not use learning media. Laila, A., et al (2020) also stated that media is a tool that can help deliver learning so that media cannot be separated from learning.

Based on these problems, it is necessary to carry out research in developing learning media that is appropriate to the learning material, the objectives to be achieved, and the level of depth of the material. This statement is supported by Prasetyo, Y., 2020 which states that learning media is an intermediary tool in conveying messages/intentions so that they are not abstract, can overcome problems of space and time, and can make students' understanding more efficient and effective. This expression material really requires the use of media so that students are also interested in learning. So the researcher

developed this animated video media which was deemed appropriate to use because it was in accordance with the characteristics of Indonesian language learning material in elementary school, material for expressions of invitation, command and refusal which made it easier for second grade elementary school students to understand.

By using this animated video media, students can find out how to express command sentences, how to express invitation sentences, and how to express rejection sentences, which will visualize the material into concrete. This animated video media will help students understand learning material and can help students get good learning results. Learning animation video media is an audio-visual media in the form of moving images accompanied by sound that can help clarify messages in the form of principles, procedures, concepts and cognitive theories that can help students understand learning material. With this animated video, students will be more motivated and active in class in achieving their learning goals. Laila A., et al (2020) also stated that at the educational level, the use of technology, information and communication is used to increase efficiency and effectiveness in learning. From the results of this research, it is necessary to continue with further research in the form of developing animated video media for Arina's expressions based on local wisdom, Kediri, SDN Burengan II, Kediri.

METHOD

The method used in this research is descriptive qualitative, what is meant by qualitative research is a research procedure that will produce descriptive data in the form of speech, writing and behavior of the people who will be observed. The subjects of this research were class II students at SDN Burengan 2 with a total of 60 students and 2 teachers at SDN Burengan 2. This research was conducted on May 31 2023. Data collection techniques used interviews, questionnaires and observation. The analysis technique used is data triangulation analysis technique (Mills and Huberman, 1992: 20). The stages of the data collection process in this research are as follows: 1) Data collection can be done by distributing questionnaire sheets directly by the compiler and assisted by colleagues around the potential respondent, then after filling in is complete, the questionnaire will be collected to the compiler; 2) Reducing data can be done by summarizing or selecting the main/important things, because the data obtained is quite large and varied, so it needs to be recorded carefully and in detail; 3) After the data

reduction process, the third step carried out by the researcher is presenting the data. Data presentation can be in the form of a short description presented in a narrative; 4) The final step is drawing conclusions. Researchers will draw conclusions in the form of a summary of the problems in the field, then record and draw conclusions.

RESULTS AND DISCUSSION

1. Obstacles in developing learning media for animated videos of Arina's expressions based on Kediri local wisdom

Based on interviews and observations conducted with teachers at SDN Burengan II Kediri, information was obtained that Indonesian language learning carried out with teachers at SDN Burengan II Kediri showed that teachers rarely used learning media, teachers more often used textual learning (relying only on textbooks). Apart from that, teachers also find it difficult to find media that suits students, so the teacher decides to teach without using media and teachers also feel more comfortable when teaching without using media, so students only need to listen to the teacher's explanation and work on the questions given by the teacher.

"We at school still often apply textual learning, that is, we still only rely on textbooks and I am also confused about what media is suitable for them. Apart from being confused about determining the right media, I also don't have time to make media because making media is complicated. Sometimes it's difficult to find materials around the house and sometimes it costs a lot of money, that's why I decided to teach without using media" (Interview 1, APF)

The statement above is also in line with the following teacher's opinion,

"Yes, we admit that there are still many obstacles in making media, especially ones that are interesting for students, because apart from limited time, I am also still not very proficient when using IT-based learning media and having to carry a laptop to school is heavy, not to mention in the rainy season I'm afraid it will get wet and then get damaged. " (Interview 2, DMS)

The statement above is also in line with the following teacher's opinion,

"We at school still only use textbooks as learning resources and do not use learning media, because time is a barrier. At home I still take care of my family so I don't have time to create or look for learning media" (Interview 3, RFT)

The statement above is also in line with the following teacher's opinion

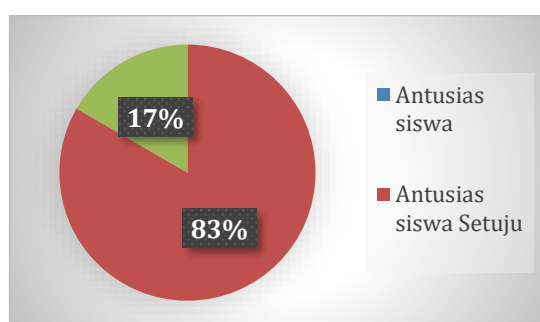
"We haven't used learning media, because making that media takes a very long time, apart from having to take care of the family at home, we also still have responsibilities from school, so we don't use learning media because it takes a long time" (Interview 4, BHM).

If analyzed, the above shows that teachers still experience many obstacles when teaching using learning media. The obstacles faced by teachers are that teachers still have difficulty finding suitable media for students, teachers do not have time to make media, teachers have to spend quite a lot of money in making media, teachers also have difficulty finding materials for making media, and teachers are also not very Proficient in IT-based media operations. This is also in line with Syaulan (2018) who stated that the factors that cause teachers to have difficulty operating IT-based media are due to age and difficulty in finding files.

2. The need for developing Indonesian language learning media for class II

Based on filling out the questionnaire carried out by students at SDN Burengan II Kediri, information was obtained that students need learning media as a learning resource so that students are more enthusiastic about learning, help students understand and remember the material presented by the teacher, get good grades because students will understand better if they use it. Learning media, and students will feel happier if the teacher uses learning media.

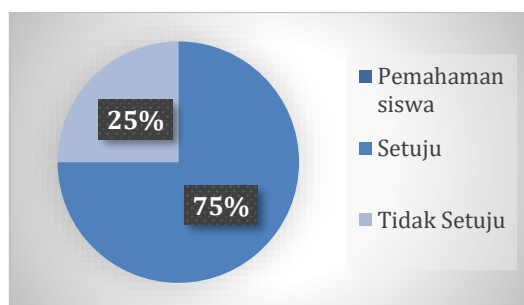
2.1 Students are very happy and will be more enthusiastic in learning if the teacher uses learning media.



Picture 2.1 Responses regarding student enthusiasm in using learning media

Based on the picture above, it shows that 83% of students stated that students would feel happy and would be more enthusiastic in learning if the teacher used learning media.

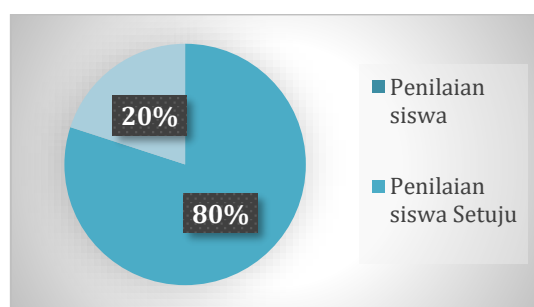
2.2 Students will understand more and remember the material more easily if the teacher uses learning media



Gambar 2.2 Responses regarding students' understanding when using learning media

Based on the picture above, it shows that 75% of students stated that students would be better able to understand the material and would more easily remember the material if they used media in learning.

2.3 Students will get good grades if teachers use learning media



Gambar 2.3 Responses regarding student assessments will be good if learning media is used.

The picture above shows that 80% of students stated that students would get good grades if teachers used media in learning, because with media students would understand the material better.

2.4 Students are very happy when using animated video learning media



Picture 2.4 Responses regarding students' enjoyment of using animated video learning media

Based on the picture above, it shows that 83% of students stated that students felt happy when teachers used media in learning, namely animated video media. So, based on the data above, it can be concluded that students really need the development of learning media, namely animated videos, this can be seen from 83% of students agreeing that students will feel happy and will be more enthusiastic in learning if teachers use learning media, 75% students agreed that they would understand and remember the material better if the teacher used learning media, 80% of students agreed that students would get good grades if the teacher used learning media, and 83% of students agreed that students would be very happy if they used learning media animated videos. According to Delila, et al (2020: 9), stated that animated videos can help in instilling the concept of learning material, as an aid in teaching and are efficient, and can increase students' enthusiasm for learning. Apart from that, according to Relis (2018: 20), video is a very effective medium in helping teachers convey learning material.

3. Supporting capacity for the development of learning media for animated videos of Arina's expressions based on Kediri local wisdom

Based on the results of filling out a questionnaire carried out by the principal of SDN Burengan II Kediri, information was obtained that the school really supports teachers in being creative in developing and making learning media, the school also provides facilities in the form of projectors and wifi for IT-based media, apart from that the school also provides facilities in the form of workshops / training for teachers who will develop their creations.

Table 3.1 Analysis Results related to the Carrying Capacity of Implementing Learning Media

Questions	Alternative Answers
Schools support teachers to be creative in making learning media.	Agree
Our school provides facilities in the form of a projector for audio-visual learning media	Agree
Our school provides facilities in the form of wifi to access the internet to facilitate IT-based learning media.	Agree
The school always checks for updates to the learning media used.	Agree
Our school accommodates student suggestions or input regarding the development of learning media for students.	Agree
Our school provides facilities to help teachers be creative in making learning media	Agree
The school facilitates workshops/training in creating IT-based media such as animated videos.	Agree

The results of the needs analysis with the school principal revealed that the school will support teachers to be creative in making learning media, in audiovisual media such as animated videos. The school has provided facilities in the form of computers, LCDs and WiFi for internet access. The school has also provided facilities in the form of workshops/training in making IT-based media such as animated videos so that teachers can be creative in making learning media.

The use of learning media is very important to overcome several problems experienced by students in achieving learning goals, because this media can help students understand learning in achieving learning goals. This is in line with Santrianawati (2018) who also stated that the use of learning media is able to make the learning process effective and efficient to achieve learning goals.

CONCLUSIONS AND SUGGESTIONS

The conclusions that can be drawn from the discussion presented above are:

- 1) There are several obstacles in implementing animated video media, namely teachers prefer textual learning (relying only on textbooks), teachers are not very proficient in operating IT, teachers are more comfortable teaching without using learning media, and teachers still have difficulty finding media that is suitable for them. student.
- 2) Students really need the development of learning media, namely animated video media, to increase student enthusiasm in learning, student understanding and student interest in learning.
- 3) Supporting capacity in implementing IT-based media is that the principal has facilitated computers and LCDs in implementing IT-based media, the principal provides facilities to help teachers be creative in making learning media, and the principal facilitates workshops/training in making IT-based media such as animated videos.

Based on the conclusions drawn above, the following suggestions can be given:

- 1) Considering the importance of learning media in order to be able to visualize abstract materials well and correctly, it is necessary to carry out further research,

namely the development of animated video media in Indonesian language learning in elementary school class II on expression materials.

- 2) Elementary school teachers, especially class II, are expected to be able to utilize animated video media in learning Indonesian and can develop this media for other abstract material.

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