

Animated Video Based on Wondershare Filmora Can Improve Integrated Thematic Learning in Elementary School

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ABSTRACT

This research is motivated by the lack of use of interesting and fun animated video learning media for students, especially in technology-based media and during the learning process students are less active in the learning process using animated videos. There is still little development of technology-based learning media because teachers are only guided by theme books, MRT books, and other supporting books as sources as well as learning media, occasionally teachers show videos from YouTube. This study aims to develop instructional media in the form of animated videos using Wondershare Filmora in integrated thematic learning in class V Elementary Schools that are valid, practical and effective.

The results of the research developed, obtained the results of the validity level of learning media in integrated thematic learning with a total validation of 91% in the very valid category. Furthermore, the results of practicality trials of learning media in integrated thematic learning are stated to be very practical. Where the teacher's response questionnaire scored 90.6% in the very practical category and 45 student response questionnaires in three schools scored 86% in the very practical category. Then the results of the effectiveness of learning media in the form of animated videos using Wondershare Filmora in integrated thematic learning were stated to be very effective. This can be seen from the evaluation results of students in three schools obtaining a score of 80.7% in the very effective category

Keywords: Animation Video, Wondershare Filmora, ADDIE Models

1. INTRODUCTION

The world of education cannot be separated from learning media, because it is an inseparable part of the teaching and learning process in schools. Technology can take advantage of existing facilities and infrastructure, to be able to assist in the learning process by showing material audiovisually.

According to Nurfadhillah, (2021), Puspitarini, YD, & Hanif, M. (2019), Sumantri, MS, & Rachmadtullah, R. (2016). The word "Media" comes from the Latin which is the plural of "medium", which literally means intermediary or introduction. Sanjaya (in Ismail, 2020) also states that learning media is a means of conveying information or messages that are able to stimulate students' thoughts, feelings, and interests.

Learning media is related to devices, both soft and hard that are useful in learning materials for students so that the learning process runs more effectively (Jalinus & Ambiyar, 2016). Learning media based on Information and Communication Technology is very important to be developed in the world of education today, in order to develop students' thinking skills and improve the abilities of teachers in a professional manner.

Furthermore, learning media is a physical form of equipment designed to convey information and create interactions with students so that they can achieve learning objectives (Yaumi, 2018).

Learning media can be used in the learning process which functions as a container for conveying information that can stimulate thoughts, feelings, interests, and attention so that communication between teachers and students can be established efficiently (Mashuri, 2019).

Based on this, the incorporation of various learning media as messengers or information needs to be considered for a teacher in teaching and learning activities. So that these activities will be fun and more memorable and can attract the attention of students. This is the concept of learning using multimedia or IT (Nurjanah & Erita, 2021).

Learning media can be classified into four, including: (1) media is the result of printing technology, (2) media is the result of audio-visual technology, (3) media is the result of computer technology, and (4) media is a combination of technology print and computer (Arsyad, 2014).

Then according to Sadiman (in Purba, et al, 2020) learning media can be classified from several points of view, including: 1. Based on their nature, learning media can be divided into: (a) audio media, (b) visual media, and (c) audio-visual media. 2. Based on the coverage distance, it can be divided into: (a) wide coverage and broadcast simultaneously, and (b) coverage limited by space and time. 3. Based on the technique of use, it can be divided into: (a) can be arranged and managed, and (b) media that cannot be arranged and managed. By using media in learning, it will encourage the curiosity of students. So that learning will be more fun because students are actively involved in learning.

In addition to the function of learning media, learning media also has benefits, including: a) Learning media can clarify the presentation of information, Learning media can foster student motivation, interaction between students and an environment that allows students to learn independently, c) Can overcome limited space, time, and sensory power, learning media can provide the same experience to students so as to enable interaction between students, teachers, the environment, and society (Setiyorini, et al, 2017). In addition, learning media also has a role in the teaching and learning process, including: (1) as a learning aid, (2) as a communication tool, and (3) as a tool for growing new creations (Pakpahan, et al, 2020).

According to Levie and Lentz (in Kustandi and Darmawan, 2020) states that learning media has four functions, especially in visual media, including: 1) The function of attention is to provide interest and direct students to be able to concentrate on learning material related to visual meaning presented, 2) The affective function is the level of interest of students in the teaching and learning process by involving pictorial text, 3) The cognitive function is a visual symbol or image that can make it easier to achieve learning objectives, and 4) The compensatory function is visual media that can help students in understanding learning.

The practical benefits of learning media in the teaching and learning process include: a) Learning media can provide an explanation of the material presented, b) Learning media has benefits in optimizing and focusing students' attention, c) Learning media is useful for overcoming sensory limitations, space, and time, d) Learning media provides students with the same experience regarding events or events in their environment, Arsyad (in Karo-karo & Rohani, 2018), Rabiman, R., et al (2021), Putra, ZH, (2019).

On another occasion Nurseto (2011) also argued that there are five benefits of learning media, including: 1) being able to match the perceptions of students by seeing the same object, 2) being able to concretize abstract concepts received by students, 3) being able to makes it easier for the teacher to explain material that requires the use of dangerous objects, so that it can be shown through pictures or shown through videos, 4) Makes it easier for teachers to display objects that are too small or large, and 5) Makes it easier for teachers to show slow or fast movements of a object so that it can be seen clearly.

At elementary school age and its development, elementary school-age children have unique characteristics. According to Piaget, in the concrete operational stage, elementary school age children are in the age range of 7-11 years. At this stage, students are able to reason logically for things that are concrete, while they are not yet able to do things that are still abstract.

Based on the results of the observations that the researchers made at SD Experimental Padang on September 15 2021, the results were obtained that during the implementation of online learning the use of learning media and videos in the form of pictures and dubbing were taken via YouTube which was adjusted to the learning material to be taught, then shared it via WhatsApp groups. Then online learning is also carried out through platforms such as zoom by displaying powerpoints containing the material to be taught. Whereas during offline learning the teacher uses an LCD projector to display the video or powerpoint in front of the class.

Based on the explanation above, learning media has an important role to be able to support the teaching and learning process. Therefore, it is necessary to develop learning media in the teaching and learning process, such as Wondershare Filmora.

2. RESEARCH METHODOLOGY

The development model used in this research is Research and Development (R&D). The R&D method is a useful method for developing and producing a product. This study uses the ADDIE model with several stages, namely analysis, Design (*Design*), Development (Development), and Evaluation (Evaluation) (Sugiyono, 2015).

Researchers chose the ADDIE model because the ADDIE development model is effective, dynamic, and supports the performance of the program itself (Warsita, 2017). The ADDIE model consists of 5 components that are interrelated and systematically structured, which means that from the first stage to the fifth stage, the application must be systematic and cannot be ordered randomly.

This product trial was carried out at SDN 49 Kuranji Padang City Monday July 18 2022, SDN 02 Sapan City Sawahlunto Monday July 25 2022, and SDN 09 Rear Beams Bukittinggi City Monday August 1 2022 with each product trial subject consisting of 20 students in class V. Then the research was conducted at Padang Experimental Elementary School on September 29-30 2022. The research subjects in this study were class V students at Experimental Padang Elementary School. The validation instrument used in this study was in the form of a validation sheet which aims to determine whether Wondershare Filmora-based animation video learning media is valid in Theme 1 Sub-theme 2 Learning 1, 2 and 3. The validation instruments used were material validation instruments, media validation instruments, and language validation instrument. To see the practicality of the media, an instrument is used which is useful for collecting data in the form of the practicality of the media being developed. The instruments used were student response questionnaires and teacher response questionnaires. Then, to see the effectiveness of the animated video learning media that has been developed, an instrument in the form of evaluation questions is used which aims to determine whether or not the animated video learning media is used in learning.

3. STUDYRELATED/REVIEW LITERATURE

Animated video is a static image that is projected into a moving image that looks like a character made from many sets of photos, called animation. varied frequently and alternatively according to layout, making the films on display more diverse and featuring engaging, vibrant images that help increase students' interest in their subject. Iseu Synthia et al., (2019), Ponza et al., (2018), Maryanti & Kurniawan, (2018), Agustien et al., (2018).

Majids, (2014) argues that integrated thematic learning is "Integrated thematic learning is a learning approach that involves several subjects to provide meaningful experiences for students. It is said to be meaningful because in integrated thematic learning, students will understand the concepts they learn through direct experience and relate them to other concepts they already understand.

Integrated thematic learning discusses learning by combining several materials that are related to one another. As stated Juanda, (2019), Akrim, A., et. al (2020), Desyandri, D., et.al (2019), Nurlaela, L., et.al. (2018), Setiawan, A., (2019). Retnawati, H., et.al. (2017), Amini, R. (2017), stated that thematic learning is an attempt to integrate knowledge, skills, values, or learning attitudes, as well as creativity by using themes.

Then on another occasion (Rusman, 2015) argues that integrated thematic learning is a model that uses a thematic approach and involves several subjects to provide meaningful experiences to students. Integrated thematic learning allows students, both in groups and individually, to explore and discover scientific principles in a holistic, meaningful and authentic way. Maulana and Zuryanty (2020), (Syafrihadi & Muhammadi, 2020) also argue that integrated thematic learning is a learning approach that attempts to improve and improve the quality of education, especially to balance the dense curriculum material.

Integrated thematic learning will use themes to unify several subjects. The themes used in the learning process are themes that are appropriate to the conditions of the students so that students can more quickly understand the material being taught by the teacher.

Based on some of the opinions above, it can be concluded that integrated thematic learning is a learning approach that uses themes as a unifier for some material so that it can increase and improve the quality of education.

Wondershare Filmora software can be used to create and edit videos from a collection of still images or from several videos combined into one new, high-quality video. Wondershare Filmora is also used to edit videos using effects, transitions and other features to add interest to educational media. For students, the availability of learning materials built on Sparkol VideoScribe and integrated with Wondershare Filmora can make the learning process more efficient and enjoyable. Mohammed, (2021), Yuniari & Juliari, (2021) Bouato et al., (2020), Wardhani & Erwin, (2022)

4. AND RESULTSDISCUSSION

A Learning Media Validity Test Results

1. Material Validity Test

Testing the validity of the material is done by giving an assessment on the validation sheet for the learning media that has been developed. The assessment was carried out by the material validator, namely Mr. Atri Waldi, M.Pd. Material validation was carried out once on August 22, 2022 which obtained a validity level of 92% in the "very valid" category and is suitable for use in the field.

2. Language Validity Test Results

The language validity test was carried out by lecturers who are experts in the field of language, namely Dr. Nur Azmi Alwi, SS, M.Pd. Data from the language validation test results were obtained by evaluating learning media through a language validation sheet. Language validation was carried out once on 29 August 2022 and obtained a result of 95% in the "very valid" category. Even so, there were several suggestions and

improvements from the validator, so revisions were made according to the validator's suggestions and comments. So that the results show that the media developed on the language aspect is feasible to use.

3. Media Validity Test

The media validity test was carried out by expert lecturers in the media field, namely Mr. Drs. Yunisrul, M.Pd. The data from the media validation test results were obtained by evaluating the learning media through a media validation sheet. Validation was carried out twice and obtained different levels of validity. The first validation was carried out on August 16 2022 to obtain valid results with a percentage of 78%. Even so, there are some suggestions and comments for improvement from the validator. So revisions were made according to the validator's suggestions and comments.

The second validation was carried out on September 7 2022 and obtained very valid results with a percentage of 94%. After the validation results are summed up to find the average aspect of the media and obtained an average percentage of 86%, the category is very valid. The final results show that the media developed on the media aspect is valid or feasible to use.

B. Questionnaire Results of Student Responses to Practicality of Wondershare Filmora Based Learning Media

After conducting product trials in two schools, namely SDN 23 Ujung Gurun and SDN 22 Ujung Gurun, students were asked to fill out student response questionnaires. Filling out this questionnaire aims to find out the responses of students regarding the practicality of learning media that have been developed and used in learning. Student response questionnaires were filled in by 15 students in each school in grade IV. The results obtained from the student response questionnaire at SDN 23 Ujung Gurun obtained a score of 87.4% in the very practical category. Then, at SDN 22 Ujung Gurun, a score of 85.1% was obtained in the very practical category. After that,

Based on the recapitulation of the three practical response questionnaire values of students in the three schools, a score with an average percentage of 86% is obtained in the very practical category

C. Results Learning Media Effectiveness Test

The results of the effectiveness test of learning media were obtained from the evaluation results of the questions that had been given to students. Based on the results of the practicality test conducted at the pilot school, namely SDN 23 Ujung Gurun, the effectiveness results were obtained with a percentage score of 81.15% in the very effective category. Then at SDN 22 Ujung Gurun a score of 79% was obtained with the effective category. Then, at the research school, namely Padang Experimental Elementary School, a score of 82.15% was obtained in the very effective category.

Based on the results of the recapitulation of the evaluation values of the three schools for learning 1 and 2, a completeness score of 80.7% is obtained in the very effective category, so that animated video learning media is very effective to use

5. CONCLUSION

The conclusions from this study are:

1. Validation media animated video learning based on Wondershare Filmora in integrated thematic learning in grade IV SD has been tested for feasibility by experts in three categories, namely material experts, language experts, and media experts with an overall percentage of 91% in the very valid category. These results state that the developed media is valid and can be used.

2. The practicality of the teacher's response to Wondershare Filmora-based animated video learning media in integrated thematic learning in grade IV SD obtained a percentage of 90.6% in the very practical category and the practicality of students' responses to animated video learning media obtained a percentage of 86% in the very practical category. The overall results of the average response of teachers and students obtained a value of 88.3% in the very practical category. So that the developed media is practical and can be used.

The effectiveness of Wondershare Filmora-based animated video learning media in integrated thematic learning in class IV has produced effective learning media, this can be seen from the evaluation results which show an average percentage of 80.7%. These results illustrate that the developed learning media is effectively used in the learning process in the classroom

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