

Developing Animated Video Media Of Indonesian Folktales As An Interactive Learning Tool For Elementary School Students

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Abstract

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This study aims to develop interactive learning media in the form of animated videos of Indonesian folktales as a learning tool for elementary school students. The research used a Research and Development (R&D) approach with the ADDIE model, including analysis, design, development, implementation, and evaluation stages. The analysis was conducted through observations and interviews to identify students' difficulties in understanding folktale materials. The animated videos were developed using the Canva application, incorporating visuals, narration, music, and animation tailored to the characteristics of sixth-grade students at Nusa Dua Elementary School, Bali. The media was tested with students and teachers to gather feedback and assess its effectiveness. Results showed that the use of animated videos increased students' interest in learning and improved their ability to comprehend and retell folktales. The media proved to be an effective interactive learning tool that motivates students and facilitates the teaching-learning process. This study contributes to the development of creative and innovative educational media, particularly in language and cultural learning at the elementary level.

Keywords: *Animated video, Indonesian folktales, interactive learning, elementary students, educational media.*

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. This includes spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed by oneself, society, the nation, and the state (Law No. 20 of 2003 concerning the National Education System). According to Degeng (in Parmiti, 2014:5), "Learning is an effort to make students learn." In line with the development of science and technology (IPTEK), learning is required to be able to keep up with the times and be in accordance with student characteristics. The role of teachers is very important in facilitating student development so that they are able to think independently, creatively, and have competitiveness in the future (Sandria et al., 2022).

The development of science and technology is driving reforms in the use of technology in the learning process. Teachers are required to utilize learning media effectively and enjoyably to optimize the teaching and learning process. According to Arsyad (2002:1), the learning process occurs through interactions

between individuals and their environment, and can occur anytime and anywhere. Media serves to convey messages and stimulate students' thoughts, feelings, and desires, enabling the learning process. In today's era of globalization, social media and digital technology have a significant impact on education. Therefore, innovation in the use of learning media is crucial to improving student learning effectiveness.

To improve the quality of education, breakthroughs are needed in curriculum development, learning innovation, and the provision of facilities and infrastructure. Teachers are required to create an innovative learning environment, both independently and in the classroom. One highly effective form of innovative learning media is interactive media based on animated videos. This media not only conveys lesson material but is also designed to be engaging and able to stimulate student responses through animated visualizations, national songs, interactive questions, and other elements appropriate to the characteristics of elementary school students. This media aims to increase student motivation and learning outcomes.

Interactive learning media is a tool that allows students to interact directly with learning materials. One form is animated video, a collection of moving images arranged according to a specific storyline. These images can include text, colors, human figures, animals, plants, and so on. With an interactive approach, students are not merely passive recipients of information but actively choose, respond to, and determine the course of the learning process according to their abilities. According to Daryanto (2013:51), interactive media allows users to control the flow of learning. This is particularly suitable for elementary school students because it can explain material in an engaging and easy-to-understand manner.

Besides media and technology, strengthening character and cultural values is also important in education. Folklore is part of Indonesia's cultural heritage, passed down from generation to generation. According to Syamsiah (2018), folklore reflects the noble values of a society. Folktales from various regions have their own characteristics, representing the social life, beliefs, and norms of the local community. Beyond its entertaining stories, folklore is rich in moral values, art, and character education. Therefore, folklore is a rich and relevant learning resource in both formal and non-formal education.

Folklore serves not only as entertainment but also as an educational medium containing moral messages, social values, and cultural identity. In traditional societies, folklore is used to teach norms to the younger generation and strengthen cultural ties. Over time, folklore has been widely adapted into various modern media such as film, theater, and animation. The educational values contained within it are very useful in character building and strengthening the identity of the younger generation. Therefore, integrating folklore into animated video-based learning media is a strategic step to teach culture while improving the quality of learning. This research aims to develop Indonesian folklore animation video media as an interactive learning medium.

RESEARCH METHOD

This study uses a qualitative approach with the type of Research and Development (R&D) research. A qualitative approach is used to dig in depth into non-numerical data through interviews, observations, and documentation. The purpose of this study is to develop and test the effectiveness of learning media in the form of animated videos of Indonesian folk tales as an interactive learning medium for elementary school students. According to Sugiyono, the R&D method aims to produce a specific product and test the effectiveness of the product. In this study, the product developed is an animated video media designed to suit the characteristics and needs of elementary school students. The development model used is ADDIE, which consists of five stages, namely: analysis, design, development, implementation, and evaluation.

The analysis phase was conducted by identifying learning problems through interviews with elementary school classroom teachers and observing ongoing teaching and learning activities. Based on the analysis, it was found that students experienced difficulties in understanding the traditional folklore material. Therefore, the researchers designed animated video-based learning media using the Canva application. During the development phase, the video was designed by incorporating visual elements, narrative, music, and animation that were engaging and relevant to the folklore material. After the product was developed, the implementation phase was carried out by testing the media with students and teachers to obtain feedback and assess its effectiveness in the learning process.

Subject selection was conducted purposively, based on the consideration that both teachers and students were directly involved in the learning process using the developed media. Teachers served as content evaluators and presenters, while students were the direct users of the animated media. Both served as primary data sources for determining the effectiveness, appeal, and feasibility of learning media in elementary school.

Data collection in this study used observation and interview instruments. Observations were conducted to directly observe students' responses when using animated media in the learning process, including their activeness, enthusiasm, and understanding of the material. Interviews were conducted with teachers and several students to explore their responses in depth to the media used. The interviews were conducted semi-structured to be flexible and able to capture broader information. The data obtained were then analyzed qualitatively and used as a basis for evaluating the developed media, to determine whether it is suitable for use in the learning process in elementary schools.

RESEARCH RESULTS AND DISCUSSION

Research Results

The first stage of research and development with the ADDIE model is an analysis that starts from the observation stage at the Nusa Dua Elementary School institution to explore and obtain information in schools, especially related to the research to be carried out. And there are several things that must be analyzed, namely, needs, competencies, characteristics of schools and students, as well as analysis of learning materials. Analysis of needs and characteristics was carried out in class VI which was used as the object of research. With this, interviews were conducted with several students in class VI randomly as subjects in the research.

So, the results are obtained that students need a better model of material delivery because the monotonous learning model in the lecture method makes learning boring and does not attract students' attention, the concept of learning with the delivery of material like this is less in demand so that the learning concept cannot be well received by students.

From several subjects contained in the independent curriculum, the fact emerges that English is one of the subjects that is difficult for students to understand, so from this statement, the researcher tries to improve students' understanding by using learning media in English subjects in narrative materials, texts that will be described using folklore by using animated videos that can explain the material better and also interesting so that the learning concept can be well received by students.

At the design stage, it contains learning objectives that will be the benchmark for the design of the animation video media to be developed. The stages carried out in determining the design results are:

Before creating and developing learning media, researchers must determine the material to be studied first. The researcher must analyze the material with the purpose of learning so that the developed media can be appropriate. The researcher selected text narrative material and created a folklore in the form of an animated video. The researcher used the Canva application to support the creation of animated videos.



Figure 1. Canva Apps

The selection of media is based on curriculum analysis applied in schools, especially in grade VI of Nusa Dua Elementary School. The curriculum used is an independent curriculum based on the needs and characteristics of students. After adjustments, the researcher designed the design that will be presented with the material using animated videos, pictures and folklore videos, the folklore taken is malin kundang.



Figure 2. Folklore Animation

The creation of Interactive Media based on Animated Videos uses digital design by using the Canva application which is in great demand at this time. The stages in creating animated video media begin by downloading the application and updating it with premium or paid Canva. With this update, Canva can provide better and also interesting features. Animated videos are designed in accordance with the material and also the characteristics of students so that learning goals can be achieved optimally with the use of these learning media. The things that must be considered in preparing interactive learning media based on animated videos so that they can function reliably are as follows:

- 1) The purpose formulated when there is the use of animated video media.
- 2) Clarity in the delivery of material so that it can be understood by students.
- 3) Design that attracts students' attention Discussion

In this study, the researcher directly carried out observations and interviews related to the development of folklore animation video media. In this study, the researcher asked several questions and was obliged to answer them with facts in the field. From the results of the research, the researcher compares existing theories to see the ideas or ideas that emerge. With that, the researcher will compare the results of the research with existing theories. Based on the results of an interview with Ibu as an English teacher at SD Nusa Dua, she said that:

At Nusa Dua Elementary School, we have not used animation video media at all, the learning process so far we have only used menstruation learning as usual. But there is also a loss of students who look bored because of the lack of interest in English language defense. We are also sometimes overwhelmed to overcome this, because apart from the lack of interest of students in English, this school also conducts teaching and learning activities in the afternoon. Perhaps our effective way of teaching also leads to a sense of boredom and boredom that makes students less developed and less interested in learning English.

The answer from the interview results was from several students who said: We are very bored and also bored when we are studying, not only learning English, but also other lessons. Moreover, when the teacher was giving an explanation, honestly it was difficult for us to grasp what was being explained, because at the same time we often felt bored and sleepy, this might be due to our lesson hours, it happened from noon to evening. Because during the hours it is like

a clock where it is hot and an hour to rest, so maybe that's one of the reasons why we feel a little bored and bored.

It can be explained that the development of animated videos in schools has a great influence on students' ability to learn, characterized by students' ability to retell the content of the stories that have been seen, when teachers use folklore animation videos in interactive performances watched by students. In addition, the author can see the enthusiasm of students in interacting with friends and teachers and the enthusiasm of children in watching animations that have been played before. But it can be seen that some students still do not dare to retell the content of the animated story. But most students have understood what is taught and directed by their teachers. It can be seen from the lack of difficulty in students in carrying out activities to tell stories back to their teachers and friends.

From the discussion above, that is how the development of children's folklore through animation media in grade VI of SD Nusa Dua Bali. Therefore, it can be concluded that learning using animation media has a good enough influence on students' interest in teaching, so that children are more enthusiastic in interacting with teachers and their friends.

Table 1. Results of Observation on the Application of Indonesian Folklore Animation Media Development as an Interactive Learning Tool for Elementary School Students in Nusa Dua Bali

Yes	Name	Telling the Story		Note
		Before Using VA	After Using VA	
1.	Ahmad Abel Fernando	BB	MB	MB
2.	Alfian Saputra Bobo	BB	BSH	BSH
3.	Cristien Rianissa Toabnani	BB	BSH	BSH
4.	Hosted by Ayyasy Umran	BB	BSH	BSH
5.	Gregory De Rosari Uskono	BB	MB	BSH
6.	HK. Syam Gumrih	BB	MB	MB
7.	I Kadek Agus Darmawan	BB	MB	MB
8.	I Komang Wijaya Putra	BB	BSH	BSH
9.	Kadek Surya Pradnyana	BB	BSH	BSH
10.	Kaivan Rizky Putra Alfarizka	BB	BSH	BSH
11.	Kania Ahtiza Qalby	BB	MB	MB
12.	Kiano Francisco Suares Mapada	BB	MB	MB
13.	Laurensa Lyoni Kafiyanti	BB	MB	MB
14.	Mario Putra Ratasya	BB	MB	MB
15.	Mayza Azari Aniantika	BB	MB	MB
16.	Moh Syarif Akbar Maulana	BB	MB	MB
17.	Muhammad Azka Faiza	BB	MB	MB
18.	Muhammad Yoga Syaputra	BB	BSH	BSH
19.	Nafisa Qul Queen Aini	BB	BSH	BSH
20.	Nando Frdiansyah	BB	BSH	BSH
21.	Nathaniel Cristian Dollu	BB	MB	MB
22.	Naura Septiana Annida	BB	MB	MB
23.	Nevan Putra Fauztine H.	BB	MB	MB

24.	By Putu Aprilia Ningsih	BB	MB	MB
25.	Peter Joe Nahak	BB	MB	MB
26.	Putu Gede Saputra	BB	MB	MB
27.	Septian Wicaksono	BB	MB	MB
28.	A Simple Way to Grace	BB	BSH	MSH
29.	Vebrianti Maria Snon	BB	BSH	BSH
30.	William Chester Usmangadji	BB	MB	MB

Information:

MB (Starting To Develop)

BB (Not Developed)

BSH (Very Good)

From the results obtained, it can be presented as follows:

Table 2. Presentation of the Development of Folklore Animated Videos

Yes	Criterion	Number of Children		Result	
		Before	After	Before	After
1	MB	30	19	100%	63.33%
2	BB	0	0	0%	0%
3	BSM	0	11	0%	36.63%
Sum		30		100%	

Based on the results of research on the development of Folklore Animation Video Media at SD Nusa Dua Bali, there are 100% children or all children, with a total of 30 students, divided into 3 developments, namely BB (Not Developed) 0% with no number of students, while in the development of MB (Starting to Develop) 63.33% with a total of 19 students. Meanwhile, in the development of Developing According to Expectations (BSH) 36.63% with a total of 11 students. There are many students who have started to develop through interactive learning using animated video media.

CONCLUSION

Based on the results of previous analysis and discussion, it can be concluded that the application of animation media in the development of Indonesian folklore as an iterative learning tool for elementary school children is quite good. This can be seen by the enthusiasm and enthusiasm of children in doing activities of watching animation media, indeed not all children have the same enthusiasm and interest, but most of them are able to listen and retell the content of the stories they have seen. This is seen from children who fall into the undeveloped category, children who fall into the category beginning to develop, or children who fall into the category developing according to expectations.

Teachers play a very important role in audio visual media learning activities, teachers must also implement existing steps. So that the media can run properly. Teachers must be involved in learning using audio-visual media and teachers must be focused on children and not only students who are focused on the learning provided but teachers must also focus on the learning provided so that the media runs well.

With the research on the development of Indonesian folklore animation videos as an interactive learning tool for elementary school students, the

author hopes that this research can be used as motivation for future researchers in adding more creative and innovative ways in the use of animated video media.

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