

Development of Animaker Animation Videos Based on the PBL Model in Improving Understanding of the Meaning of State Symbol

Kokom Komala^{1*}, Susi Fitri Dewi², Sri Rumiati³

¹SDN Sukmajaya 1 Depok, Depok, Indonesia

²Universitas Negeri Padang, Padang, Indonesia

³STKIP Arrahmaniyah, Depok, Indonesia

*komalakomala1971@gmail.com

Abstract

This research is motivated by the researcher's concern about the PKn learning process which is less interesting and less enjoyable, even the PKn teacher uses interesting and enjoyable learning media. This study uses the Research and Development method which is developed with the Borg and Gall development model. The results of the study show that the development of PBL-based animation videos using Animaker is feasible if it meets the three aspects consisting of validity, practicality, and effectiveness. In terms of validity, a percentage score of 75.00% of material experts is categorized as "very valid" and 78.75.00% of media experts are categorized as "very valid". Practicality obtained an average percentage value for student responses of 97 people obtained a score of 85.69% which is categorized as "very practical", while large-scale student responses, and for teacher responses obtained an average percentage value of 88.75% which is categorized as "very practical". Animated video learning media Animaker based on the Problem Based Learning learning model is declared effective for improving understanding of the meaning of state symbols and nationalism attitudes of students of SMP Negeri 6.

Keywords: Animated video Animaker, meaning of state symbols, PBL model

1 INTRODUCTION

Conflict and violence have entered various communities. The triggering factors for acts of violence that have occurred so far are often the estuary of conflicts that are handled incorrectly. Conflict is a cause of violence, because behind every form of violence there is an unresolved conflict. Conflict has reached the point of violence can be ascertained because the conflict has been handled incorrectly or the conflict has been ignored. Conflict can be considered an inevitable cause of violence, if its existence is perceived negatively and resolved competitively. Therefore, it is necessary to try to handle the conflict more seriously to create peace in society. In the context of society, control over conflict behavior is carried out strictly, but there are also those who develop an educational approach. For example, in the world of education there are three educational approaches that are commonly applied to overcome student conflicts, namely: 1) peace education integrated with the school curriculum, 2) constructive conflict resolution training, and 3) mediation and negotiation by peers (Rakhmat; 2018). The various events above are a denial of diversity. Intolerant behavior in the form of violent acts and social conflict is the impact of the lack of understanding of the importance of multicultural values in the life of a very pluralistic society. Violent conflicts and intolerant behavior in the name of tribe, ethnicity are triggered by social suspicion and prejudice.

Tuahunse (2019), argues that the spread of social symptoms today leads to discriminatory behavior, violence, and even murder, of course the conflict that occurs will affect the disintegration of the nation. The reality found regarding the attitude of

Nationalism is not fully understood by students, many students currently still lack an attitude of Nationalism, so that in the implementation of the attitude of Nationalism students are still low. Why is that because some students have a difficult nature, there are often brawls between students and have high egos so that if not directed properly students. Bad social symptoms occur because the values that support the formation of an understanding of the Meaning of State Symbols have begun to be forgotten and someone lacks a social attitude, on the other hand today's teenagers have attitudes and behaviors that tend to be negative which affect the Meaning of State Symbols. The low understanding of the Meaning of State Symbols of students in the school environment is increasingly visible with cases that are often found in schools in general and occur at SMP Negeri 6 Depok. The decline in understanding of the Meaning of State Symbols can be overcome by introducing the meaning of these state symbols in PPKn learning, especially in national identity material. One of the backgrounds for the implementation of civic education subjects in Elementary Schools is because civic education is a provision of knowledge that is not only in the scope of values, ethics, but also religious and moral values and national culture. This will lead the Indonesian nation to be able to apply or grow insight and awareness of the state, as well as attitudes and behaviors of love for the homeland that are based on national culture. To carry out the learning process that involves students, a variety of learning models are needed. A learning model is a plan that is used as a guideline in planning learning in class and outside the classroom (Trianto; 2010).

However, teachers have not applied a variety of learning models in civics teaching and learning activities. Teachers always use direct learning models with competition methods in every learning process that is carried out. The development of digital technology is currently in the industrial era 4.0, where there have been changes and influences in aspects of human life, especially in the field of education. However, until now there are still many teachers who have not been able to fully utilize technology in learning activities. This can be caused by the lack of understanding and skills possessed by teachers in using technology, so that learning activities become monotonous and less varied. Meanwhile, there are many technologies that teachers can use, ranging from laptops, cellphones, the internet, computer applications, to projectors. These technologies can be used by teachers to create technology-based learning activities and create interesting learning media. According to Briggs, media are various means that can display learning information that can arouse students' enthusiasm for learning (Agung Suharno; 2018). Types of learning media are: 1) Text Media, which is media that uses written text when delivering it. 2) Audio Media. It is a teaching material that stores messages in an auditory form that involves students' hearing. For example, human voices and radio. 3) Visual Media, is a media that links the sense of sight (eyes) in the learning process, and can be packaged as creatively as possible so that it can attract students' attention. For example, flashcards and pictures.

Audiovisual media is a combination of audio and visual media. This media contains learning messages by displaying images and sound at the same time. Examples include films and videos (Maemunah & Alif; 2020). Video is one of the audiovisual media that contains images and audio that are displayed simultaneously in conveying messages for educational achievement. According to Cecep Kustandi (2013), video is a tool or means that can display information, explain a process, describe complex concepts, shorten time and be able to show objects that are normally not visible. Videos are able to provide a real picture to students and can make it easier for students because of the visual reinforcement and explanation of the material so that it is easy to understand. Animation is the process of moving or bringing to life inanimate objects in the form of images that were originally still changed into objects that seem to be alive on the screen. Animation is able to explain a process or concept that is complicated to explain with other media. The use of animated videos can improve student learning outcomes. In addition, animated videos can also attract students' attention, allow visualization of the concept of imagination, present objects in detail, and are able to convey information visually (Apriyansah, et al.; 2020).

The world of adult education is entering the era of the media world, where learning activities require a reduction in lecture methods and are replaced with the use of many

media. Especially in current learning activities that emphasize process skills and active learning, the role of learning media is increasingly important. To overcome the problems above, an educational innovation effort is needed. One application that is easy for teachers to use in creating learning media is the animaker application. The animaker application is web-based software that can be used to create a presentation that is equipped with animation features, including cartoon animations, text animations, and more lively transition effects with very easy timeline settings. One application that can be chosen for creating learning media is Animaker. Animaker is one of the software that can be used to produce animated videos whose programming is done online. This application can be used by teachers for learning media that can increase student attention. Animaker has a product called Animaker Whiteboard which functions to create Whiteboard Animation (Jeferly; 2019).

The Animaker application can be accessed online via the site <https://www.animaker.com>. The Animaker application has interesting features provided such as characters, backgrounds, infographics, and more lively transition effects. The advantages of Animaker are as follows: 1) Animaker can be used practically because it is easily accessible via the web <https://www.animaker.com>. 2) Animaker has several interesting features such as transition effects, various backgrounds, can insert text with various fonts, audio, images and videos. Videos can be saved in full HD, HD and SD quality and the video duration can be made up to 30 minutes (Hendi Firdaus, et al.; 2021). Meanwhile, the learning model that can train students to play an active role in finding the concept of Civics so that they can improve their understanding of the meaning of State Symbols. The Problem Based Learning model is an implementation of the Merdeka curriculum. This model can be applied in solving problems in class. This model is also recommended to be applied in the learning process, especially in schools that use the Merdeka curriculum. The Problem Based Learning model is a learning model with a constructivist approach. In this learning, students build their own knowledge based on their understanding and experience.

The Problem Based Learning model is a learning model that is able to improve understanding of the Meaning of State Symbols and the Attitude of Love for the Country. Some of the reasons underlying the need to apply the Problem Based Learning learning model are because in its implementation this model trains students to solve problems, relevant and contextual learning experiences in real life and develops a rich and strong mentality in students, so that students can be more active and able to increase independence and understanding of what is being learned. According to Trianto, problem-based learning is a learning model that is based on the many problems that require authentic investigations, namely investigations that require real solutions to real problems. Shoimin stated that the Problem Based Learning learning model trains and develops the ability to solve problems that are oriented towards authentic problems from students' actual lives, to stimulate high-level thinking skills.

Problem Based Learning is a learning model based on constructivism and accommodates student involvement in learning and is involved in contextual problem solving. To obtain information and develop science concepts, students learn about how to build problem frameworks, observe, collect data, and organize problems, compile facts, analyze data, and compile arguments related to problem solving, both individually and in groups (Enggar Desnylasari et al; 2016). Problem Based Learning is learning that uses real (authentic) problems that are unstructured and open as a context for students to develop problem-solving and critical thinking skills and at the same time build new knowledge (Ridwan; 2013). The Problem Based Learning learning model is designed to train students to think critically. If students try to find solutions to problems and the knowledge that accompanies them themselves, they will produce truly meaningful knowledge. Learning using these two models is developed to help students develop thinking skills, problem solving, and intellectual skills. The role of the teacher as a problem presenter, holding dialogues, providing facilities, providing encouragement that can improve students'

intellectual skills. This model not only trains students to think critically but also invites students to analyze the values that emerge in various issues or problems raised.

2 RESEARCH METHODS

The research conducted by the researcher is a type of development research or Research and Development (R&D). According to Pudjiastuti (2019), the R&D research method is a research method used to produce certain products and test the effectiveness of these products. Nana Syaodih Sukmadinata, defines R&D research as a process or steps to develop a new product or improve an existing product, which can be accounted for. In this study, it was limited to the seventh level due to time and cost constraints and to adjust the research objectives, namely only to test the validity and student responses to the products developed. The statement above is in line with what Borg and Gall stated in Emzir, which explains that it is possible to limit a study on a smaller scale, including limiting its steps (Emzir; 2013).

The product developed is the Animaker Animation Video Based on the Problem Based Learning (PBL) Learning Model to improve the Understanding of the Meaning of State Symbols in Junior High School Grade VII students in the Odd Semester. The interview results also found that students still have difficulty understanding the material on the meaning of state symbols, because this material requires a visual display. And there is no supporting media that can support learning and facilities that have not been utilized optimally. The results of the student questionnaire showed that students like learning using media and around 75% of students have an audiovisual learning style, it was also found that 53% of students at SMP Negeri 6 like learning with additional media and 41% read. Therefore, the researcher developed an animated video media assisted by Animaker to attract students' attention and make it easier for them to understand the material. In product development, a product in the form of an animated video was created for learning media on the material on the meaning of state symbols using the Animaker application. Validating learning media in the form of animated videos assisted by Animaker by experts (materials, media and PKn teachers) as validators. The validator validates the learning media, it is hoped that the media will be better and worthy of use. In the field test stage, the animated video media assisted by Animaker was tested on 32 students of SMP Negeri 6 Depok class VII B. This was applied to determine the attractiveness of animated video media in learning. At this stage, the researcher gave a response questionnaire to determine students' responses to the results of the development of animated video media assisted by Animaker. The final stage of the research conducted, so that product improvements were made in accordance with input and suggestions from the results of the main field trial on class VII B students of SMP Negeri 6 Depok.

3 RESULT AND DISCUSSION

The design of the animated product in the form of an animated video maker, is a combination of several animated films related to Learning Achievements and Learning objectives, especially increasing understanding of state symbols and increasing students' nationalistic attitudes. This is intended so that between student understanding and nationalistic attitudes can be in line with all actions and behaviors of students who understand state symbols. The development steps use 7 steps that adapt the Borg and Gall development model including: 1) Research and Information (Research and information collection) 2) Planning (Planning) 3) Develop Preliminary Form of Product (Initial product development) 4) Preliminary Field Testing (Initial field testing) 5) Main Product Revision (Revision of trial results) 6) Main Field Testing (Main product field testing) 7) Operational Product Revision (Product revision).

Based on the explanation above, an animated video learning media based on the animaker application was created which presents an attractive interface to the public, especially students of SMP Negeri 6 so that they can learn about the content, values, and history and ideology of Pancasila from the Garuda Pancasila Symbol. The purpose of this development is: 1) Creating an attractive and interactive learning media about understanding the meaning of state symbols and nationalist attitudes, so that the development of media that is attractive and easy to understand by students is able to implement the meaning of state symbols in national and state life. 2) Providing an interesting description and explanation of the meaning of state symbols to students as a form of socialization of a teaching and learning process. Through socialization, individuals learn to become members of society whose process does not merely teach social behavior patterns to individuals, but also the individual develops himself or carries out a process of self-maturation. The Information Gathering Stage is used as the initial step before developing a product. This stage begins with a review of content standards. The review of learning objectives is carried out by creating a Learning Reference (CP) mapping used to determine the level of qualification framework, set qualification standards, explain programs and courses, direct the curriculum, and determine assessment specifications and Learning Objective Flow (ATP).

The final results of the research and development are in the form of new products equipped with specifications. The product design is realized in the form of an animated animaker video, so that it can be used as a learning media based on the Problem Based Learning (PBL) learning model to improve students' understanding of the meaning of state symbols and the nationalistic attitudes of students at SMP Negeri 6. The learning media is designed according to the Learning Achievements and indicators to be achieved. The steps in designing the product include: (1) compiling materials, formats, and layouts of appropriate material designs; (2) creating product designs; (3) applying the Animaker Animation Video maker software. The appearance of the animaker animation video consists of 4 short film animations related to the implementation of Pancasila values related to understanding the meaning of symbols, as well as several Actions that are not in accordance with nationalistic attitudes. Based on the results of validation by media experts and material experts, practitioner responses, and student responses. It is stated that the Animaker animation video learning media based on the Problem Based Learning (PBL) learning model can be used as a learning medium to improve understanding of the meaning of state symbols and improve students' nationalistic attitudes at SMP Negeri 6, Depok City.

3.1 Feasibility

The researcher developed an initial prototype, namely creating a conceptual model obtained from the results of information obtained from the results of the preliminary study. This research and development aims to produce Animaker Animation Videos Based on the Problem Based Learning (PBL) Learning Model with the material of the meaning of state symbols, and to determine the feasibility of being used as a Civics learning medium in class VII of SMP Negeri 6. The level of product feasibility is measured by, Relevant to CP, TP, and Learning Objective References, In accordance with the level of student development, contains material on human interaction with others and the implementation of the meaning of symbols in life and nationalistic attitudes. The development of animated videos based on Problem Based Learning (PBL) using Animaker can be said to be feasible if it meets the three aspects consisting of validity, practicality, and effectiveness. In terms of validity, a percentage score of 75.00% of material experts was categorized as very valid and 78.75.00% of media experts were categorized as "very valid".

Practicality obtained the average percentage value for student responses of 97 people obtained a score of 85.69% which is categorized as "very practical", while the large-scale student response, and for teacher responses obtained an average percentage value of 88.75% which is categorized as "very practical". The presentation of learning materials is coherent, clear and logical. Therefore, based on the Validity Test of Media and Materials by the validator as in the table below:

Table 1. Results of Validity Analysis

No	Validator	Jumlah Skor	%	Kategori
1	I	115	3,1	Sangat Valid
2	II	131	3,3	Sangat Valid
	Rata-rata %		0,86	Sangat Valid
	Rentang Indeks		0,86 > 0,67	Sangat Valid

Thus, the results of the validator revision were revised and declared suitable for use as an Animaker Animation Video Based on the Problem Based Learning (PBL) Learning Model to improve understanding of the meaning of state symbols and attitudes of the homeland.

3.2 Product Effectiveness

After testing the effectiveness of the product through the implementation of a small-scale trial class product, the researcher obtained information in the form of weaknesses and deficiencies of the product from the results of the teacher and student response questionnaire. These suggestions were used as material for improving the product being developed to be more effective when used. The revised product according to validation and small-scale product trials was then tested for effectiveness in the product usage test. In addition, knowing the level of product effectiveness can be seen from the design design using assessment or assessment as a measuring tool. So that it is known that the value of the results of obtaining the value of understanding the meaning of students' state symbols shows an average of 76.27 while the second variable of students' nationalism attitudes shows a class average of 78.79. And the measure of the effectiveness of learning media can also be measured through the level of validity of the media and materials by the validator. It can be said that there is a difference between before and after using PBL-based animation videos using Animaker.

So from the score above, it can be concluded that the development of animated videos based on Problem Based Learning (PBL) on the material of Comparison of Values and Inverse Values for Class VII students of SMP Negeri 6 can be said to be effective in the learning process. PBL-based learning will be implemented optimally if students, teachers, and the school environment as the main components of learning can optimize their roles. Students act as learning subjects who are expected to be actively involved in participating in the entire series of activities, teachers act as learning facilitators who are expected to be able to help students optimize their learning process, while schools act as supporters of the implementation of activities that are expected to be able to sponsor the provision of facilities and a conducive learning environment. The role of teachers is very much needed, especially in learning planning, including planning learning, determining the flow of activities, implementation strategies, and assessments. Then the teacher acts as a facilitator to facilitate students in carrying out the learning process according to their interests, with a choice of learning methods and learning products that are in accordance with student preferences. The next task of the teacher as Supervisor and Consultant, supervising and directing students in achieving learning outcomes, providing continuous suggestions and input for students, and assessing student performance during the project. Furthermore, the role of the teacher is to act as a Moderator, guiding and delivering students in discussions. The relevance or relationship between understanding the meaning of symbols and nationalist attitudes can produce a generation that is able to understand the importance of respecting state symbols and implementing them in everyday life so that it has an impact on the quality of nationalist attitudes in efforts to prepare to build the

country. Thus, the Animaker Animation Video Based on the Problem Based Learning (PBL) Learning Model which is arranged in the form of learning media can improve the attitude of the meaning of state symbols and nationalism attitudes in the material of the meaning of state symbols in class VII of SMP Negeri 6 Depok.

4 CONCLUSION

Based on the results of the study, it can be concluded that the Animaker Animation Video Learning Media Based on the Problem Based Learning (PBL) Learning Model is designed in accordance with the Learning Achievements and indicators to be achieved. The steps in designing the product include: (1) preparation of materials, formats, and layouts of appropriate material designs; (2) making product designs; (3) application of Animaker Animation Video making software. The appearance of the Animaker animation video consists of 4 short film animations related to the implementation of Pancasila values related to understanding the meaning of symbols, as well as several actions that are not in accordance with nationalism attitudes. The development of animation videos based on Problem Based Learning (PBL) using Animaker can be said to be feasible if it meets the three aspects consisting of validity, practicality, and effectiveness. In validity, a percentage score of 75.00% of material experts was categorized as very valid and 78.75.00% of media experts were categorized as "very valid".

Practicality obtained an average percentage value for student responses of 97 people obtained a score of 85.69% which was categorized as "very practical", while large-scale student responses, and for teacher responses obtained an average percentage value of 88.75% which was categorized as "very practical" Animated video learning media animakewr based on the Problem Based Learning (PBL) learning model was declared effective for improving understanding of the meaning of state symbols and nationalism attitudes of students at SMP Negeri 6. This is evidenced by the value of the results of understanding the meaning of state symbols of students showing an average of 76.27 while the second variable of student nationalism attitudes showed a class average of 78.79. Thus, the Animaker Animation Video Based on the Problem Based Learning (PBL) Learning Model which is arranged in the form of learning media can improve the understanding of the meaning of state symbols and nationalist attitudes in the material on the meaning of state symbols in class VII of SMP Negeri 6 Depok.

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