



Development of animated video media to improve adaptive behavior of MTsN 1 Tuban

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ABSTRACT

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Learning Media Development, Animated Video Media, Adaptive behavior

The problem of this research is that the learning media used in the teaching and learning process have not been able to increase students' adaptive abilities significantly, so innovation in learning media is needed that can improve students' adaptive abilities. By using animated video media, it is hoped that it can improve students' adaptive abilities. This research is development research aimed at producing animated video learning media that is valid, practical and effective. The type of research that the author uses is research and development using the 4-D development model. From research conducted by the author at MTsN 1 Tuban (1), the assessment results obtained from each validator were 98% media expert validators, and 92.3% material expert validators. (2) the practicality test of the teacher response questionnaire assessment obtained a percentage of 94.2%, and the student response questionnaire obtained a percentage of 85.5%. (3) effectiveness test based on the results of the pretest post-test, it was obtained that students' adaptive abilities scored 100% complete. This proves that students experienced improvement after the Gain Normality Test was carried out.

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Introduction

Technological progress is an unavoidable human need. From technological advances, the word social media is certainly no longer foreign. Most social media users come from students. Not only that, they use social media to get information online, social media has also become a lifestyle for them (Risma, 2021:1). Therefore, students must be able to adapt well to the use of social media and know the ethics of using social media.

With the development of Science, Technology and Arts (IPTEKS), the learning process can not only be carried out using simple media such as printed books, boards and other media that are visual and conventional. Teachers can utilize electronic and audio-visual media with the help of

technology such as cellphones and laptops and internet access. From using modern media, students can easily find learning resources. This makes students more flexible in accessing the material they will study. Therefore, as a teacher you must be able to be creative and innovative in developing learning media that will be used by students.

MTsN 1 Tuban is a religious-based junior high school located in the middle of Tuban city, with several championships it has won, this school has become one of the favorite schools for elementary school alumni to go to to continue their studies. This attracted researchers to make MTsN 1 Tuban an object of research. Researchers are interested in knowing when the learning process takes place. From the initial interviews conducted by researchers with teachers of moral aqidah subjects, it was found that in the learning process teachers had not used digital media as a learning medium. Teachers tend to use print media, namely textbooks, with the method used being the lecture method. Therefore, during the learning process many students feel fed up and bored.

Based on initial research data, the researchers analyzed the need for developing learning media that could improve the adaptive abilities of students in class VIII MTsN 1 Tuban. Next, the researcher reviewed several previous studies, including research conducted by Aulya Frikas et al., (2024:1-12) with the title "Development of Animation Video Media Assisted by the Canva Application on Etiquette Material for Fellow Humans in Class IX MTsN Palopo City". The results of this research aim to produce animated video media for the learning process. This can be seen from the validation results from media experts who obtained a score of 86.15% and results from material experts I and II of 93%.

Second, Eka Adimayanti, et al. (2019) with the title "Guidance Program Through Play Therapy to Improve Adaptive Behavior in Children with Special Needs". The results of the data analysis that have been studied are play therapy which can improve adaptive behavioral abilities. It is known that there is a significant influence due to the play therapy applied.

Based on pre-research and studies by previous researchers, the researcher focused this research on developing learning media to improve students' adaptive abilities. This research includes development research which will develop learning evaluations that contain teaching materials or references that make it easier for students to improve adaptive abilities.

Adaptive behavior according to the Big Indonesian Dictionary (KBBI) is an individual's response or reaction to make it easier to adapt to circumstances. And it can be concluded that students' adaptive behavioral abilities are students' reactions or responses to adapt to the circumstances or school environment. Several factors that can influence adaptive behavior in students are physical condition, personality, and education.

Through animated video media it is assumed to increase students' adaptive behavior in social media etiquette material. By using this media, students can really know the manners or procedures

for using social media. Therefore, this research will focus on testing the validity, practicality and effectiveness of animated video learning media to improve students' adaptive behavior skills in the subjects of faith and morals, social ethics in using social media for class VIII MTsN 1 Tuban students.

Method

This research uses a type of development research or Research and Development (R&D). This type of research is usually used to develop and validate an educational product on an ongoing basis so that ideal changes occur and obtain the desired results. The development model used in this research is 4D from Thiagarajan. This 4D model consists of 4 stages, namely defining, designing, developing and disseminating (Harjanto et al., 2022).

Data collection techniques: Analysis of the validity of animated video media. The assessment at the validity stage was carried out by 2 validators, namely media experts and material experts. The aspects assessed in media expert validation are design, quality and animation criteria. Meanwhile, aspects assessed in material expert validation include format, content and language used.

The indicators for assessing material validation include: attractiveness of material presentation, interactive power of media, suitability of material in media, ease of understanding media, regularity of arrangement of material presented in media, ease of understanding video content in accordance with learning objectives, systematic presentation of material, clarity and convenience. in the description of the material, the level of depth in the explanation of the material, the coverage of the material in the practice questions, the questions according to success indicators, standard of language, and understanding the language used.

Meanwhile, media validation indicators include: suitability of color layout and font size, being able to express the meaning or meaning of an object, placement of the story line, clarity and suitability of the images or videos used, clarity of sound or music making the video more interesting, the quality of the images in the video is good and it is clear, the background color in the video is appropriate and attractive, the animation used is interesting, and the movement of the animated illustration is interesting and good.

Practicality data analysis was carried out by analyzing qualitative and quantitative data obtained from teacher and student response questionnaires. The qualitative data obtained is in the form of input, responses, criticism and suggestions.

The indicators of practicality from the teacher response questionnaire include: level of interest in the media, clarity of instructions for using the media, ease of use of the media, suitability for the material, presentation in delivering the material, atmosphere in learning, and the impact of using the media on students.

Analysis of the effectiveness of animated video media This assessment was obtained from giving tests to class VIII-B students consisting of 2 types, namely pretest and posttest. The test indicators

used refer to indicators of students' adaptive behavioral abilities consisting of conceptual, social attitudes, and practices.

The formula used to analyze effectiveness uses the n-gain score formula. The following is the n-gain formula that researchers use:

$$\text{Gain Score (g)} = \frac{\text{Score post test} - \text{score pretest}}{\text{Score maksimum} - \text{score pretest}} \quad (1)$$

Table 1. Classification of Gain Normality Values

| Gain normality value | Criteria |
|----------------------|----------|
| $g > 0,7$ | High |
| $0,3 < g \leq 0,7$ | Medium |
| $g \leq 0,3$ | Low |

Result and Discussion

Validity of animated video media

Animated video media products equipped with indicators are designed to improve students' adaptive abilities. Animated video media shows how to be polite about using social media so that students can know what attitude to take when using social media. Animated video media developed must meet three criteria, namely validity, practicality, and effectiveness.

Validity test used to measure how feasible the developed product is. Validity test is carried out by media expert validators and material experts carried out by IAINU Tuban lecturers. In media experts, the aspects studied are display design, media quality, and animation. The media expert validation test was carried out in 2 stages. From the results of the media validity score analysis from the media expert validator, stage I obtained a score of 70% with the Valid category. Then the revision stage was carried out and the second validation was carried out with a score of 98% with a very valid category.

While the material expert validation test, the assessment aspects consist of the format, content, and language used in presenting the material. From the results of the analysis of the validity score of the animated video media from the material expert validator, it got a score of 92.3% with a very valid category. So from the calculation above, it can be concluded that the animated video media that has been developed has met the validity criteria. This means that the animated video media is good and can be used as a learning medium in improving students' adaptive behavior. The results obtained from the media expert validator and material expert obtained a very valid score, so the animated video media can be used in further learning, namely field trials in classroom learning which will then measure the practicality and effectiveness of the animated video media.

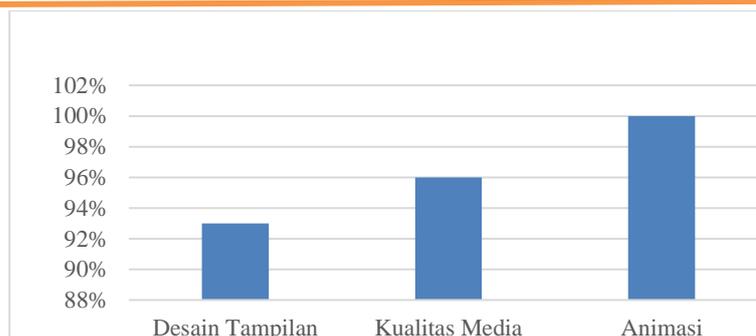


Fig. 1. Media Expert Presentation Diagram

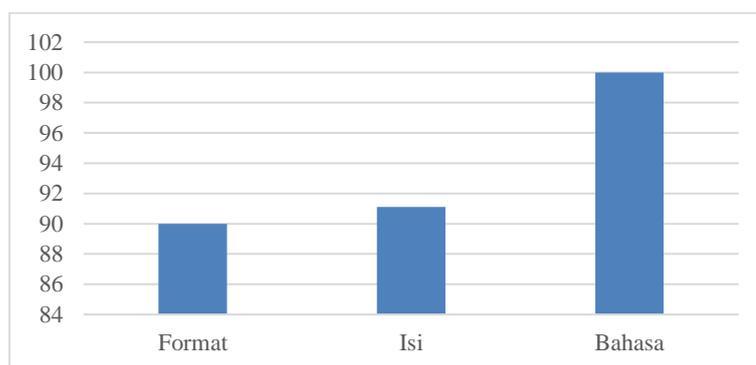


Fig 2. Subject Matter Expert Presentation Diagram

Practicality of animated video media

The practicality of animated video media can be reviewed from the implementation of learning using animated video media. The practicality of learning devices can be determined from the observation sheet of learning activities which functions to determine the implementation of learning using the developed learning devices. Learning devices are said to be practical if the results of filling out the learning observation sheet are at least good. The practicality of animated video media is measured through the results of observations of the implementation of learning carried out by the subject teacher of Akidah Akhlak class VIII-B and 15 students of class VIII-B.

The results obtained from the teacher questionnaire assessment were 94.2% with very practical criteria, while filling out the sheets carried out by students obtained a score of 85.5% with very practical criteria.

So it can be concluded that animated video media is practically used as a learning medium to improve students' adaptive abilities.

Effectiveness of animated video media

The results of the effectiveness data, the researcher will present data from the results of the pre-test and post-test of class VIII-B. The pre-test aims to determine the initial conditions of learning before using animated video media, while the post aims to determine the condition of students after

using animated video media. The test results data on students can be seen in the table below:

Table 1. Pre-Test and Post-Test Result Data

| No. | Name | Score | |
|-----|---------------|---------|----------|
| | | Pretest | Posttest |
| 1. | AU | 68 | 95 |
| 2. | AND | 60 | 90 |
| 3. | FWA | 65 | 92 |
| 4. | FM | 78 | 95 |
| 5. | FR | 70 | 94 |
| 6. | JW | 65 | 90 |
| 7. | KAQT | 65 | 93 |
| 8. | KNN | 65 | 90 |
| 9. | KNRP | 70 | 88 |
| 10. | NKA | 60 | 90 |
| 11. | RM | 80 | 96 |
| 12. | SM | 75 | 95 |
| 13. | SK | 70 | 98 |
| 14. | STA | 68 | 90 |
| 15. | ZU | 65 | 90 |
| | Total | 1.024 | 1.386 |
| | Average | 68.26 | 92.4 |
| | Lowest Value | 60 | 88 |
| | Highest Value | 80 | 98 |

The average increase between pre-test and post-test scores can be calculated using the gain score test formula (N-gain Score). The results of the calculation can be seen in the table below:

Table 2. N-gain Score Calculation Results

| No | Post-Test | Pre-Test | Post - Pre | Ideal Score | N-Gain Score | N- Gain Score (%) |
|------|-----------|----------|------------|-------------|--------------|-------------------|
| 1. | 95 | 68 | 27 | 30 | 0,9 | 90 |
| 2. | 90 | 60 | 30 | 38 | 0,79 | 79 |
| 3. | 92 | 65 | 27 | 33 | 0,81 | 81 |
| 4. | 95 | 78 | 17 | 20 | 0,85 | 85 |
| 5. | 94 | 70 | 24 | 28 | 0,86 | 86 |
| 6. | 90 | 65 | 25 | 33 | 0,75 | 75 |
| 7. | 93 | 65 | 28 | 33 | 0,84 | 84 |
| 8. | 90 | 65 | 25 | 33 | 0,75 | 75 |
| 9. | 88 | 70 | 18 | 28 | 0,64 | 64 |
| 10. | 90 | 60 | 30 | 38 | 0,79 | 79 |
| 11. | 96 | 80 | 16 | 18 | 0,88 | 88 |
| 12. | 95 | 75 | 20 | 23 | 0,9 | 90 |
| 13. | 98 | 70 | 28 | 28 | 1 | 100 |
| 14. | 90 | 68 | 22 | 30 | 0,73 | 73 |
| 15. | 90 | 65 | 25 | 33 | 0,75 | 75 |
| Mean | 92,4 | 68,2667 | 24,133333 | 29,73333333 | 0,816 | 81,6 |

From the results of the gain score test above, it can be seen that there was an increase in the average (gain) between the pretest and posttest of 0.816 with the High criteria. Thus, it can be concluded that the animated video media has met the effectiveness value.

Conclusion

Animated video media to improve students' adaptive behavior skills developed by researchers with the theme of social media etiquette for class VIII semester 2 at MTsN 1 Tuban. Based on the research and results of data analysis that have been carried out, the following conclusions were obtained: (1) The level of feasibility of developing animated video learning media for class VIII at MTsN 1 Tuban meets the valid criteria of both validator experts, namely media validator experts and material validator experts. Based on the results of the validity of the media expert validator, it got a score of 98% with a very valid category. While based on the results of the validity of the material expert validator, it got a score of 92.3% with a very valid category. (b) The level of practicality of developing animated video learning media that was developed was obtained from filling out a questionnaire conducted by the subject teacher of aqidah akhlak and 15 class VIII students. The score obtained from the questionnaire of the subject teacher of aqidah akhlak was 94.2% with a very practical category. While the questionnaire conducted by 15 students got a score of 85.5% with a very practical category. (c) The level of effectiveness is obtained from the results of the pre-test and post-test of students' adaptive behavior abilities, then analyzed using the Gain Normality Test. The average increase (gain) between the pretest and post-test is 0.816 with high criteria. So that animated video media is declared effective for use in learning media.

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