Utilization Learning Media Based Animation in the Teaching of Children's Literature Subject

Azhar Umar[1] Inayah Hanum[1] Trisnawati Hutagalung[1]

[1] *Indonesian Language and Literature Education, Medan State University, Indonesia*

*Corresponding author. Email: azharumar@gmail.com

ABSTRACT

A animation is a medium. Media to change something, from an imagination, an idea, a concept, to a visual, until finally giving an influence to the world is not only a barrier in the world of animation. One of the courses in the Indonesian Language and Literature Education Study Program is Teaching of Children's Literature. The purpose of this study is to describe the effectiveness of animation-based learning media in the Teaching of Children's Literature course in the Indonesian Language and Literature Education Study Program. The population in this study were all students of the Indonesian Language Education Study Program class of 2020 and the sample was 32 students. This research uses quantitative descriptive research method. Based on the results of research that has been done, it is shown that animation-based learning media is effectively used. Student learning outcomes before using animation-based learning media in children's literature teaching courses get an average value of 70.38 with a standard deviation of 12.33 and a standard error of 2.7 . After using media-based learning animation m endapatkan average value of 82.09 with a standard deviation of 8.56 and a standard error of 1.57 . For this reason, the use of animation-based learning media is effectively used in the Teaching of Children's Literature course in the Indonesian Language and Literature Education Study Program.

Keywords : Media , Animation , Children's Literature

1. INTRODUCTION

The development of information and communication technology has a major influence on the world of education. Educators can provide educational services through technology including telephone, computer, internet, and email. The era of globalization which is marked by the development of technology and increasingly fierce competition in life, requires every individual to be able to compete. Quality and highly competitive human resources must prepare themselves through quality education in order to produce a generation that is able to face global competition. Learning design is sought so that students can carry out learning activities by utilizing currently developing technology.

Quality education is realized by making changes to media that are still conventional towards learning media which are expected to be easier to understand and understand quickly, and precisely (Suprapto, 2006).

In general, there are several benefits of a learning media, including; 1) the media can be used as motivation in learning because of the attractive appearance of a media, 2) the purpose of learning, will be more clearly understood by students, 3) the methods or learning models used will be more varied, 4) students will look more active in learning. Based on this explanation, it can be concluded that the media has many benefits, and is very influential on the achievement of learning objectives. In universities, learning media can be used as a component that can help lecturers or students in the learning process. For this reason, lecturers and students are expected to have sufficient understanding of learning media . Considering the difficulty of the subject matter, including teaching children's literature and not using innovative learning media, it is necessary to have learning innovations, one of which is by using animation-based learning media. According to Faris (in Sadirman 2011) animation is a medium. Media to change something, from an imagination, an idea, a concept, to a visual, until finally giving an influence to the world is not only a barrier in the world of animation.

Some of the reasons behind this research are:

1. b yet been in utilized his learning media -based animation in

P levy Education Indonesian Language and Literature with a Unimed FBS effective .

2. m edia conventional learning to be very boring for the students , so the need for media development learning varied to increase student motivation.

3. The development of animation-based learning media is still very limited for students , when compared to the level of difficulty and great benefits in these courses.

Based on previous research conducted by Lidi and Daud (2019) with the title " Use of Animation Media in Basic Biology Courses to Improve Learning Outcomes and Student Motivation in Genetic Materials ", the results show that the use of animated media can improve student learning outcomes and motivation. Student learning outcomes and motivation after participating in animation-assisted learning are in the high category. This shows that the use of animation media can improve student learning outcomes and motivation on genetic material.

For this reason, this study aims to describe the use of animation -based learning media in the Teaching of Children's Literature course in the Indonesian Language and Literature Education Study Program.

2. RESEARCH METHODS

Sugiyono (2016) revealed that the m etode research is basically a scientific way to obtain data for the purpose and usefulness. In connection with the title used by the author in this study, the method used is descriptive quantitative research method . Descriptive quantitative research is research that aims to explain existing phenomena by using numbers to refer to individual or group characteristics .

3. RESEARCH RESULT

3.1 Student Learning Outcomes in Children's Literature Teaching Courses Before Using Animation-Based Learning Media

Based on the results before using instructional media -based animation in the course of teaching literature children , students who m endapat value of 52 points by 1 o rang, 57 points by 2 people , 6 0 points total 2, 63 points were 9 people, 73 points total 8 people, 75 points for 5 people, 86 points for 2 people, 88 points for 2 people, 92 points for 1 person. Number of

students 32 or ang. The total score is 2 252 with an average score of 70.38 which is in the poor category . This can be seen from the acquisition of an average score of 70.38 which is still below the competency standard.

3.2 Student Learning Outcomes in Subjects Teaching Literature after Using Learning Media Based Animation

Based on research results after using media-based learning animation in the course of teaching literature child , all- student m endapat value 65 by 2 people, 66 points as many as 1 person, 7 3 points as much as 2 people, 78 points as many as 6 people, 80 points there are 5 people, 84 points are 8 people, 91 points are 3 people , 92 points are 1 person, and 95 points are 4 people . The number of students is 32 people. The total score is 2 627 with an average value of 82.09 which means it is in the good category. This can be seen from the acquisition of an average score of 82.09 which has reached the competency standard.

3.3 Student Learning Outcomes of Children's Literature Teaching Courses After Using Animation-Based Learning Media are More Effective Than Before Using Animation-Based Learning Media

Learning outcomes for teaching children's literature after using animation-based learning media are more effective than before using animation-based learning media. The average value of students before using animation-based learning media is 70.38 while the skill is most students after using the medium of animation-based learning is 82.09 . This suggests that learning se already using the medium of animation-based learning better than before using the medium of animation-based learning .

4. RESEARCH DISCUSSION
4.1 Student Learning Outcomes in Children's Literature Teaching Courses Before Using Animation-Based Learning Media

The learning outcomes of children's literature teaching courses before using animation-based learning media are divided into five categories: very good at 3.12%, good at 12.50%, quite at 40.63%, poor at 34.38 % and very poor at 9.37 %. Based on these findings, the results obtained were not as expected. The learning outcomes of teaching children's literature courses before using animation-based learning media are still below the competency standard . This can be seen in the following table:

Table 1. Identifying Trends in Learning Outcomes for Children's Literature Teaching Courses Before Using Animation-Based Learning Media

Range	Absolute Frequency	Relative Frequency	Category
91-100	1	3.12 %	Very good
81-90	4	12.50 %	Good
71-80	13	40.63 %	Quite
61-70	11	34.38 %	Poor
0-59	3	9.37 %	Very Poor
	3 2	100%	

Relative Frequency Formula = Absolute Frequency : Number of Students x 100%

4.2 Student Learning Outcomes in Children's Literature Teaching Courses After Using Animation-Based Learning Media

The learning outcomes of children's literature teaching courses after using animation-based learning media are divided into five categories, namely very good 25 %, good 25 %, quite 40.63 %, poor 9.37 % and very poor at 0 %. Based on these findings, the results obtained are as expected. The learning outcomes of teaching children's literature courses after using animation-based learning media have reached competency standards . This can be seen in the following table:

Table 2 . Identification trend Course Learning Outcomes Teaching Literature After Using Learning Media Based Animation

Range	Absolute Frequency	Relative Frequency	Category
91-100	8	25 %	Very good
81-90	8	25 %	Good
71-80	13	40.63 %	Quite
61-70	3	9.37 %	Poor
0-59	0	0 %	Very Poor
	3 2	100%	

Relative Frequency Formula = Absolute Frequency : Number of Students x 100%

4 .3 Student Learning Outcomes in Subjects Teaching Literature After Using Based Learning Media Animation More Effective Compared Before Using Learning Media Based Animation

Based on the two results above, it can be concluded that the learning outcomes in children's literature teaching courses after using animation-based learning media are more effective than before using animation-based learning media . This was evidenced from the results above show the average acquisition value maha students before using the medium of animation-based learning is 70.38 and after using the medium of animation-based learning is 82.09 . It can be concluded that the use of animation-based learning media in children's literature teaching courses is effectively used.

5. CONCLUSION

Based on data analysis after using animation-based learning media , the overall results were 82.09 in the good category. While the average value before using animation-based learning media was 70.38 in the poor category . In the normality test, $L_{count} = 0.172 > L_{table} = 0.156$ and this proves that the data before using animation-based learning media is normally distributed . Based on the above calculation, the value of $t_{count} = 6.22$ is obtained . After t_{count} is known, then the value is consulted on the level of sig nifikansi $\alpha = 0.05$ and $n = 32$, obtained $t_{table} = 2.036$. Thus, it can be concluded that $t_{arithmetic} > t_{table}$ is $6.22 > 2.036$, so the null hypothesis (H_0) is rejected and the alternative hypothesis (Ha_a) is accepted.

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