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The Effect of the Implementation of Animated Learning Videos on Increasing Students' Motivation and Learning Outcomes in Citizenship Education During the Covid 19 Pandemic In Junior High Schools

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ABSTRACTS

This study aims to determine the effect of using instructional media in the form of animated videos on increasing learning motivation in junior high school students. This study used a quantitative research method with a correlative approach aimed at 10 students of grade 8 Junior High School Cikupa, Tangerang Indonesia. The data collection method was carried out by distributing questionnaires, post-tests, and pre-tests, analyzing, and describing the results. The results showed that previously students had not been able to absorb civic education material well because of the monotonous learning method. With the presentation of material with animated videos about norms and justice, it is seen that there is an increase in learning motivation which of course has an impact on learning outcomes by 7.59%.

ARTICLE INFO

1. INTRODUCTION

According to Nana Sudjana, learning is a process of changing one's behavior through experience and practice. From this understanding, it can be seen that learning is an activity that produces changes in behavior as a result of the experience and training undertaken. Meanwhile, the activity is called Learning which can be defined as a system or process of teaching students/learners that are planned or designed, implemented, evaluated systematically so that students/learners can achieve learning objectives effectively and efficiently (Faizah, 2017).

Learning media according to Nunu Mahnun "media" comes from the Latin "medium" which means "intermediary" or "introduction". Furthermore, the media is a means of distributing messages or information. In this case, learning media can help the teacher's learning process to students in order to get ways of teaching that can increase students' interest and motivation in learning so that they do not get bored while participating in learning (Tafonao, 2018).

According to Sudarwan, motivation is defined as a force, drive, need, spirit, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements in accordance with what they want (Suprihatin, 2015).

Today, education is required to keep up with the times in order to create a classroom atmosphere that suits the needs of the times. To achieve this, a classroom that is integrated with technology is needed. The use of technology can be applied in the learning process because most schools have facilitated various tools that will support the use of technology in the learning process. In the 21st century, every individual, including educators, is required to acquire new skills in order to be able to keep up with existing changes and progress and adapt to everyday life. In the 21st century, educators are required to be able to take advantage of the sophistication of available technology. Educators in the 21st century must master the content of teaching skills in order to integrate technology in the learning process. Then add to that the world is experiencing a period of the Covid-19 pandemic which of course forces most activities to turn online. Therefore, it is important to adapt to find the right method and selection of learning media to carry out teaching and learning activities so that they run effectively according to educational indicators. From this understanding it can also be interpreted that learning motivation is a willingness that comes from oneself to get the achievements to be achieved. This is of course because the activities carried out at home only result in boredom, especially for students. Based on the findings in the field, of course, this saturation has an impact on student learning motivation which decreases so that the learning outcomes achieved are less than optimal (Apriliani *et al.*, 2021).

Previous research related to the implementation of animated videos in civic education learning is the use of animated video learning media to improve Civics learning outcomes for fourth grade students at Elementary school. 1 Why. In the results of the pretest given by the our, initially many students were not able to achieve the expected score of 75. The number of students who successfully completed their compentences or reached a score of 75 only 4 students with a percentage of completeness of 14.81% and 23 who have not completed students with a percentage of completeness of 85.19%. The average score of students in the pretest was 59.07 only. Meanwhile, in cycle II students have shown the expected learning outcomes. The number of students who complete and reach the compentences 75 is almost evenly distributed. Students who have completed their compentences or achieved the expected indicators are 26 students with a percentage of 96.3%. Students who did not complete only 1 person with a percentage of 3.7%. The average value of students in the

second cycle is 83.15. It can be seen that the development of students continues to increase in each cycle (Hasmira *et al.,* 2017).

Previous research related to learning animation videos is the development of teaching media for Pancasila Education and Elementary School Citizenship based on Powtoon to develop the character of responsibility. The product that will be produced is a Powtoon-based video learning media for the content of civic education lessons on the rights and obligations of theme 2 always saving energy for class IV. To produce these products, the ADDIE development model is used. Based on the needs analysis, it was found that the use of learning media for the content of Civic Education lessons has not been implemented optimally. Educators only use the lecture method when delivering material, and it is considered less effective. In addition, educators very rarely use learning media in the form of videos. Whereas students like the learning process that uses learning media in the form of videos, which describe the material and are accompanied by detailed examples. Based on this, it is very necessary to produce Powtoon-based video learning media on the subject matter of Pancasila and Citizenship Education (Apriliani *et al.,* 2021).

Furthermore, research on the development of animated video media to increase learning motivation and hard work character of elementary school students, in this study it was found that Based on the results of this development research, the following conclusions can be drawn. First, the product of animated video media on the material "Preparation for Independence" Indonesia" was declared eligible by material experts and media experts to be used in the "Very Good" category. Second, the animated video media product on the material "Preparation for Indonesian Independence" is effectively used to increase learning motivation and the character of the hard work of fifth grade students, Gugus Sodo, Paliyan District based on the results of the study. The development of animated video media to increase learning motivation and hard work character of fifth grade elementary school students has been tested for its feasibility and effectiveness. Therefore, it is recommended for teachers to use animated video media as an alternative media in learning and similar animated video media can be further developed for different materials (Wuryanti *et al.,* 2016).

Based on previous research, the author is eager to try to implement animated videos to increase learning motivation and learning outcomes for seventh grade students in junior high school. By using core competencies/basic competencies for Junior High School class VII, namely 3.2 Understanding the norms that apply in social life to realize justice and 4.2 Campaigning for behavior according to norms that apply in social life to realize justice. The method that will be used in this research is a quantitative method with a correlational approach with purposive sampling technique. By using pre-test and post-test forms in the research process to 10 students. The pre-test form was given to 10 students prior to the author's presentation of the animation. After the presentation of the material, the students were given a question and answer session, after which the students were asked to fill out the post-test form given by the author.

2. THEORITICAL FRAMEWORK

Learning motivation according to M. Dalyono is the driving force / impetus to do a job, which can come from within and also from outside (Oktiani, 2017). In addition, according to Winkel, understanding learning motivation is all efforts within oneself that lead to learning activities, and ensure the continuity of learning activities and provide direction to learning activities so that the desired goals are achieved. Learning motivation is a psychological factor

that is non-intellectual and plays a role in fostering the spirit of learning for individuals (Oktiani, 2017).

According to Oemar Hamalik, learning outcomes are when someone has learned there will be a change in behavior in that person (Nurrita, 2018). From this understanding, learning outcomes will be felt when the learning objectives have been achieved, such as students understanding and being able to answer questions given by the teacher. The success of these students is not just obtained, of course, it is passed through methods and learning methods that can improve student achievement and learning outcomes through media and so on.

According to Yusuf Hadi Miarso, learning media are everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage a deliberate, purposeful, and controlled learning process (Nurrita, 2018). From this definition it can be concluded that the media is a means used by teachers to distribute information to students by not using the old learning model which is only lectures without any media used so that learning becomes interactive.

According to Wina Sanjaya, there are several functions of using learning media, namely:

(i) Communicative function

Learning media is used to facilitate communication between the sender of the message and the recipient of the message. So that there is no difficulty in conveying verbal language and misperceptions in conveying messages.

(ii) Motivation function

Learning media can motivate students in learning. With the development of learning media, it does not only contain artistic elements but makes it easier for students to learn the subject matter so that it can increase students' passion for learning.

(iii) Meaningful function

The use of learning media can be more meaningful, namely learning not only increases the addition of information but can increase students' ability to analyze and create. Perception equalization function Can equalize the perception of each student so that they have the same view of the information conveyed.

(iv) Individuality function

With different student backgrounds, be it experience, learning styles, student abilities, learning media can serve the needs of every individual who has different interests and learning styles (Nurrita, 2018).

Robert M. Gagne explains that learning is a process in which behavior changes in humans as a result of experience. Learning and teaching are two concepts that cannot be separated from each other. These two concepts become integrated in one activity where there is interaction between teachers and students, as well as students and students during the learning process. For Gagne, learning is defined as a process to gain motivation in knowledge, skills, habits, and behavior. Gagne also asserts that learning is an effort to acquire knowledge or skills through instruction. The instruction in question is an order or direction and guidance from an educator or teacher (Oktiani, 2017).

In this study, animated video learning media greatly influences the learning process in accordance with the core competencies/basic competencies of grade VII junior high school, namely 3.2 Understanding the norms that apply in social life to realize justice and 4.2 Campaigning for behavior according to applicable norms. in social life to achieve justice. According to Tan & Wong animation can be used as a learning tool that can describe movement or simulate processes effectively (Farindhni, 2018).

3. METHODS

Quantitative research is the definition, measurement of quantitative data and objective statistics through scientific calculations derived from a sample of people or residents who are asked to answer a number of questions from a questionnaire that has been made about a survey to determine the frequency and percentage of their responses (Yusup, 2018).

The type of research method used is quantitative research using pre-experimental design method with purposive sampling technique. (one group pretest-posttest). we are fully involved in data collection. The data collection technique used in this study is an online questionnaire method via google form to determine students' views on increasing learning motivation and opinions about learning media. The population in this study were students of class VIII Junior High School 2 Cikupa, Tangerang Indonesia as many as 14 people. The sample used in this study was 14 students of class VIII Junior High School 2 Cikupa, Tangerang Indonesia through google form. This research was conducted in 2 stages which were divided into 2 sessions, namely the first pretest before the material was delivered and the second posttest after the material was delivered to determine the extent of understanding of the material. The instrument designed is a Likert scale with two choices (yes and no). The data obtained will be processed and then compared to finally reach a conclusion. The data collection technique is through Zoom Meetings, which show an animated video regarding class VII civic education materials. Part 2 About Norms and Justice. Respondents are asked to fill out the pre-test form provided in the Zoom Meeting chat room. Then after the presentation of the material and a question and answer session to the respondents, the our gave a post-test form to be filled out by the respondents.

4. RESULTS AND DISCUSSION
4.1 Demography

This research was conducted in Junior High School 2 Cikupa, Tangerang Indonesia with 10 respondents, 4 of them were male and 6 of them were female. In addition, the respondents in this study were teenagers, namely 13 years old and the occupations of all respondents were students. These respondents are samples taken from junior high school student. A clearer explanation can be found in **Figure 1**. On average, students live in the school environment, but there are also some students who live far enough away that they have to use vehicles to travel the distance from home to school. There are some students who already understand the civic education material about norms and justice well. And there are also some students who still do not understand the civic education material about norms and justice well. This makes it difficult for our to conduct a pretest. The students at home conduct online teaching and learning activities, causing low learning motivation.

The condition of students has a different level of motivation from each sample that we choose. The level of motivation is divided into 4, namely very high, high, low, and very low. This certainly makes our want to see the progress of students from the beginning of the pretest to the end of the assessment. The assessments that we do include communication, student motor skills, concentration, interaction, and academics. This assessment consists of an assessment of 0 – 100. We have made an assessment of these students from the results of the pre-test which are listed in **Figure 1**.
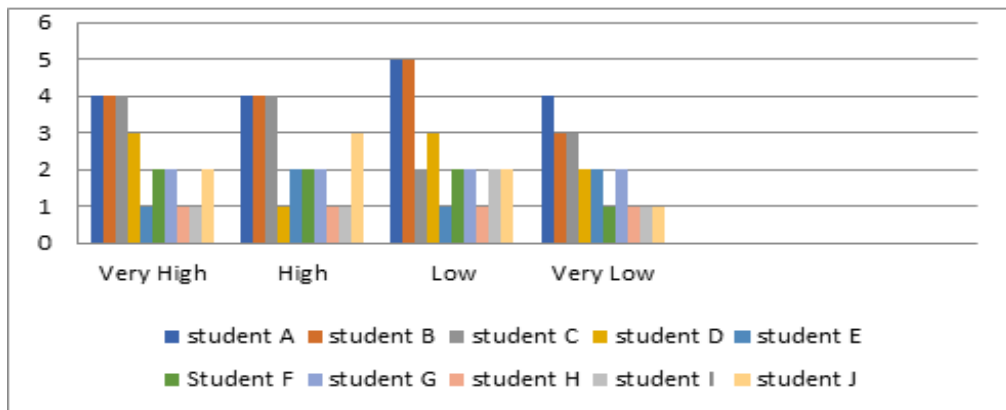
Figure.1 Data about the condition of student.

4.2 Phenomena in the Learning Process

This research activity received a good response from the school, this research was facilitated by the civics education subject teacher. before that we are looking to communicate with them first then it do pre-test and post-test.

The steps taken by the author to conduct this research are:
(i) Ask permission to the school to conduct research.
(ii) Coordinate with civic education subject.
(iii) Students are asked to enter the zoom meeting room then fill out the pre-test link that has been given.
(iv) Students watch a learning animation video showing.
(v) Students are asked to be active to illustrate behavior that is in accordance with norms and justice in society Siswa diminta aktif untuk mengilustrasikan perilaku yang sesuai dengan norma dan keadilan dalam msayarakat.
(vi) After seeing the animated learning video showing, students are asked to fill in the post-test link that has been provided in the zoom meeting chat room.

4.3 Pre-test and Post-test Results

Learning activities are carried out online. Learning tools and media used are zoom meeting and google form. The method used is interactive learning media during the pandemic. In online learning, video call applications are widely used to display face-to-face like meeting through various video teleconference platforms that are widely available for free, such as Zoom and Google Meet (Manurung, 2020).

In **Table 1**, will discuss the questions asked, namely pre-test and post-test. The first questionnaire that was made was a pre-test questionnaire. By using the Likert Scale is a scale used to measure the perception, attitude or opinion of a person or group regarding an event or social phenomenon (Pranatawijaya *et al.*, 2019). The making of this questionnaire was distributed to seventh grade students of Junior High School, which aims to find out the extent of students' understanding of the subject matter of civics education in Part of Book 2 about norms and justice in grade VII by filling out 10 questions. After that, the our will provide material through animated learning media which contains civic education subject matter Part Contents of Book 2 on norms and justice. After explaining the material, the our redistributed the questionnaire with the same question in the form of a post-test to students with the aim of knowing "the effect of implementing learning animation videos on learning motivation for grade VII junior high school level".

Table 1. Students' pre-test and post-test results.

Number	Question	Pre-test	Post-test	Gain
1.	Is the delivery of material The definition of norms given through animated video media can be clearer?	94.1%	100%	5.9%
2.	Does using media in combining text with animated images make you understand more about the various norms in society?	94.1 %	100%	5.9%
3.	Do you understand the importance of norms in realizing justice after listening to material broadcasts through animated learning media?	94.1%	93.8%	-0.3%
4.	Have you come to understand about material behavior according to norms in social life?	94.1%	93.8%	-0,3%
5.	Have you become motivated to obey the norms in society after watching animated learning videos?	94.1%	100%	5.9%
6.	Can animated learning media exemplify behavior according to norms in society?	100%	100%	0%
7.	Can animated learning media explain in detail the material for the function of rules in society?	81.3%	88.2%	6.9%
8.	Can using animated learning media explain the nature of legal norms in detail?	70.6%	93.8%	23.8%
9.	Can animation learning media make you understand the values of justice that must be realized in society?	94.1%	100%	5.9%
10.	Can animation learning media foster obedience to existing regulations in society?	64.7%	87.5%	22.8%

In **Table 1** there are results from the study that show several points to be discussed:

(i) For the first question, the results increased by around 5.9% after watching and listening to an animated video on Citizenship Education on Norms and Justice. This is because the students' learning motivation increases. As in table 1 the presentation of the animated video becomes clearer.

(ii) For the second question, the results showed a significant 5.9% after the presentation of the animated video material on Citizenship Education, Norms and Justice, became less monotonous and more interactive.

(iii) The third question shows that there is a decrease of 0.3% after the presentation of the animated video material for citizenship education for grade 7 Part Contents of Book 2. This is because students still do not understand the material given.

(iv) For question number four, it shows that there is a decrease of 0.3% after the presentation of the animated video material on Civic Education for Grade 7 Part Contents of Book 2.

(v) For question number five, it shows that there is an increase in results, namely 5.9% after the presentation of the animated video material on Citizenship Education for Grade 7 Part Contents of Book 2. It can be seen that although students have not fully understood the material on norms and justice, they have the desire to practice it. .

(vi) For question number six, it shows that there is a constant result, which is reaching 100% after the presentation of the animated video on Norms and Justice Citizenship Education material makes students interested in reading the learning material. This can be seen

from the enthusiasm for learning which is very high and very enthusiastic in paying attention to the material.

(vii) For question number seven, it shows that there is an increase in results, namely 6.9% after the presentation of the animated video material on Citizenship Education, Norms and Justice, becomes not boring.

(viii) For question number eight, it shows that there are results with a large increase, namely 23.8% after the presentation of the animated video material on Citizenship Education, Norms and Justice, makes students have high interest in learning and enthusiasm to pay attention.

(ix) For question number nine, after watching and listening to animated videos in learning, students became enthusiastic in learning, showing a significant result of 5.9%.

(x) For question number ten, it shows that there is a result with a large increase, which is 22.8% when learning using animated videos of Norms and Justice Citizenship Education material makes students motivated in learning.

The results of this study indicate that the use of animated videos as a distance learning medium for civic education materials and online questionnaires through Google Form 10 questions pre-test and post-test. **Table 1** above shows that there is a significant increase in learning motivation, with an increase in the average pre-test and post-test of 7.59%. Before using the method of exposing the subject matter of education and citizenship on norms and justice, the percentage of learning motivation with an average value of 88.12%. Then by using animated video learning media to explain the material for class VII Chapter 2 about norms and justice, it raises more enthusiasm from the students. It can also be seen from table 1 that after being calculated, the average post-test result is 95.71%. Referring to table 1 that there is an influence on the learning motivation of seventh grade junior high school students on their learning motivation. The use of animated videos as learning media is considered more effective and interesting for students because the animated videos used are made more interactive so as to increase students' enthusiasm and learning motivation (Nurrita *et al.*, 2018).

The advantages of using animated videos as learning media are that for our, besides being easier to use, they are: (1) Animated videos can improve children's basic experiences when reading, thinking, discussing, and practicing. Animated video can also be a substitute for real nature that can be changed so that it looks like the object is real. (2) Animated videos can accurately describe a process that can be presented repeatedly. (3) Encouraging and increasing children's learning motivation. (4) Animated videos can be directed to large, small or individual groups (Novelia *et al.*, 2020).

5. CONCLUSION

The conclusion of this study is that there are still many who do not know about the importance of norms in everyday life. Seeing the motivation to learn which was initially quite low because the process of learning activities was very monotonous and the results were less than optimal, with the presentation of material with animated videos, students' learning motivation increased significantly. The learning media used by presenting this animation certainly invites its own attraction for students.

6. ACKNOWLEDGMENT

7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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