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1. LEARNING SOCIAL SCIENCES NATURAL DISASTERS TO INCREASE STUDENT LEARNING MOTIVATION BASED ON ANIMATED VIDEO MEDIA AT SDN LAMSAYEUN

Cut Leni Marlina[1*], Siti Mayang Sari[2], Lili Kasmini[3]

[123]Universitas Bina Bangsa Getsempena, Banda Aceh, 23374, Indonesia

*cutleni127@gmail.com

ABSTRACT

The differences that the Lamsayeun Elementary School students have in their mindset, imagination, supposition, and their work require the teacher to choose creative learning designs before delivering material to students so that they can provide opportunities and freedom to be creative on an ongoing and sustainable basis. Students have various types of potential, character, and needs in learning. Teachers need various skills, especially in managing the learning process. The teaching and learning approach at SDN Lamsayeun only relies on conventional methods which results in children looking less enthusiastic and less involved in the learning process. Therefore, the researcher tries to introduce a simulation model based on video-animation media because it provides opportunities for students to participate directly with other students and generate new ideas with the aim of improving student learning outcomes. SDN Lamsayeun became the place of this research. Therefore, the purpose of writing this article is to describe social science learning natural disasters to increase student learning motivation based on animated video media at SDN Lamsayeun. The method used is descriptive qualitative. In this study, the researcher relied on the researcher's observation to collect data through direct observation in the field. In the sense that researchers do not participate in these activities, then the observations are passive participatory observations (passive participation). SDN Lamsayeun students were used as research subjects. The research data is a learning process based on video media. The results showed that the use of video-animation-based simulation models at SDN Lamsayeun in learning about earthquake natural disaster mitigation can improve student learning outcomes.

Keywords: *IPS, Motivation, Animation Videos*

2. INTRODUCTION

3. Teachers have not fully utilized technology in their learning materials. This is due to the inability of teachers to develop more creative technology-based learning materials. coupled with the teacher's limited time in making teaching materials. In addition, students reported that when studying, they often used printed books making it difficult for them to understand or remember the abstract material taught by the instructor. The development of learning materials that are interesting and easy to understand is necessary considering this problem. It is hoped that the creation of teaching materials in the form of videos can ease student learning difficulties.

Animated Video is known as see-view media or audio-visual media, is a medium to convey a message. The following are the functions of the learning video content: a) It may be able to arouse students' interest and motivate them to learn; b) Make teaching materials easier to understand by clarifying their meaning; c) There are more different ways to teach. More learning activities are carried out by students (Sianturi et al., 2022). The reasoning power of students is expected to be developed through the use of audio-visual media as a learning medium with the intention of increasing the effectiveness and efficiency of the teaching and learning process. Sparkol VideoScribe and Wondershare Filmora are two applications or software that can be used to create video-based learning materials (Prakoso, 2020).

Sparkol Videoscribe is an animated learning tool that consists of a collection of images assembled into a complete video. Sparkol Videoscribe is able to combine attractive images, sounds and designs to present educational content in a way that makes learning fun for students thanks to its distinctive features. The app has a wide range of features, making it a flexible learning tool that can suit any course. In addition to taking advantage of the designs included in the application, users can import animated designs, graphics or images that are tailored to their needs (Pamungkas et al., 2018).

4. LITERATURE REVIEW

4.1 Animation Video

The development of animated video media as a medium for learning social science has a positive impact on increasing the knowledge of elementary school students at SDN Lamsayeun by explaining material about natural disasters. According to Sudirman (2013), media is a tool used by teachers in the teaching and learning process, the word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction (Sudirman, 2013, as cited in Kustiawan, 2016). Media plays a very important role in the learning process (Permana & Indihadi, 2018). According to Alimah (2021), Video animation is a film that has been hand-drawn and processed with appropriate audio to become an image that moves along a predetermined path at a certain time. The object in question can be anything from human figures to text to images of animals and plants to buildings (Yudianto, 2017). Educational materials from various social and human sciences (educational sciences and history) are prepared and presented scientifically and psychologically for educational purposes based on Pancasila and Indonesian culture in the Social Sciences (IPS) program. IPS can also be referred to as a fusion or combination of a number of social subjects, with IPS subjects utilizing certain components from the social sciences. In theory, social studies education in elementary schools does not focus on

teaching social sciences as a scientific field but rather on teaching students basic ideas from social sciences that will help them become good citizens (Anshori, 2022).

A disaster is an event or series of events that threatens and disrupts people's lives and livelihoods. This can be caused by human factors as well as natural and non-natural factors, and can result in human casualties, environmental damage, property losses, and psychological impacts (Syamsudin, 2012).

5. METHODS

The data analysis method applied to this research is by using descriptive qualitative and quantitative analysis. In this study, researchers relied on observations or observations of researchers to collect data through direct observation in the field. In the sense that researchers do not participate in these activities, then the observations are passive participatory observations (passive participation). Data classified as quantitative are the average values obtained from student response questionnaires and validation sheets. The data obtained will then be quantified in order to obtain a core and conclusions from the feasibility of the media. SDN Lamsayeun students were used as the subject of this study. The research data is a learning process about natural disasters based on animated video media.

There are several data analysis techniques used, as follows:

1. Results of validation of analytical techniques

This is done by performing calculations based on the percentage formula. Assessment is carried out based on the following score levels (1) very feasible, (2) appropriate, (3) less feasible, (4) not feasible, (5) very inappropriate48. The percentage of validation results can be calculated using the following equation:

$$P\ (\%) = \sum x \sum x \times 100\%$$

Description:

P= Percentage (%)

∑x= Total score from validation

∑xi= The total number of ideal scores.

The results of the analytical calculations that have been carried out will then be used to draw conclusions based on the eligibility criteria that are adjusted to the components studied. The classification of feasibility is divided into five components/categories on a Likert scale as shown in table 1.1 below:

No.	Percentage %	Qualification	Information
1.	81-100	Very Worth it	Implementation
2.	61-80	Worthy	Implementation
3.	41-60	Decent Enough	Revision
4.	21-40	Less Eligible	Revision
5.	-	Very unworthy	Revision

2. Student Responses Obtaining data through questionnaires on student responses to script-based role-art media (*menirasiska*) is still in the form of elaborating the components of student responses. The student response data used was obtained from the results of the questionnaire that had been distributed. The assessment scores used were: (1) they strongly agreed, (2) agreed, (3) did not agree, (4) did not agree, (5) strongly disagreed. 51 The percentage of student responses was calculated based on the following equation

$$P\ (\%) = F \times 100\%$$

Description:

P = percentage number

F = frequency of students who answered

N = total number of students / number of individuals

6. RESULTS & DISCUSSION

One of the indicators of learning success is the use of learning media based on animated video media. Through the process of character education, students can learn and develop character values. The learning media used in this research process is learning about natural disasters using animated video media at SDN Lamsayeun.

An animated video is a film that has been hand-drawn and processed with appropriate audio to become an image that moves along a predetermined path at a certain time. The object in question can be anything from human figures to text to images of animals and plants to buildings (Suharyanto & Mailangkay, 2016).

According to the research findings, educators have a strong desire to create innovative and effective learning materials to enhance student engagement, creativity, and achievement. However, it supports Social Science (IPS) learning materials for students in making it easier for students to understand the learning material.

Learning natural disaster material based on video-animation media at Lamsayeun Elementary School obtained an average percentage value of 92.70 percent which is included in the "very valid" qualification based on social studies learning outcomes. The average percentage of the response value of SDN Lamsayeun students to the trial results was 86.38 percent, placing them in the "strongly agree" category. It can be concluded that animated video-based learning media in social studies subjects about natural disasters at Lamsayeun Elementary School can already be used as learning media at Lamsayeun Elementary School and get very good responses from Lamsayeun Elementary School students based on an average percentage score of 85.49. % of student responses from the results of a general scale trial. This value is included in the category of "strongly agree" so that the conclusion can be drawn.

6.1 Learning Animation Videos

The following are the illustrations of the animation videos used:

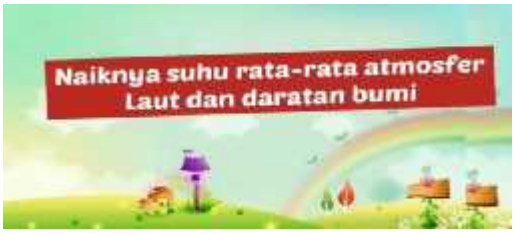

Figure 1. Increase in the average temperature of the Earth's ocean and land masses.

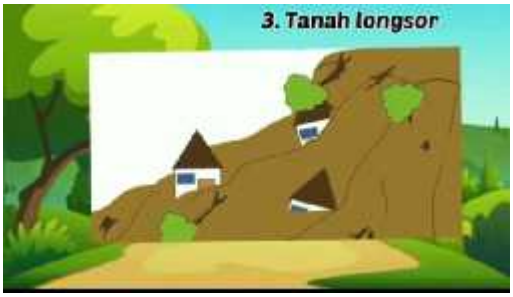

Figure 2. Landslide

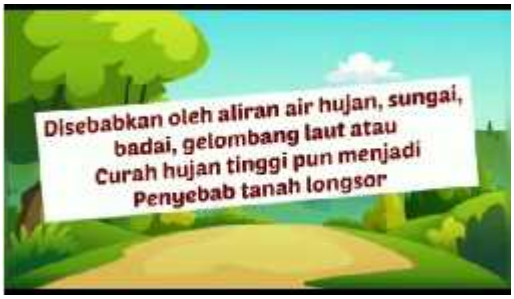

Figure 3. Causes of landslides.

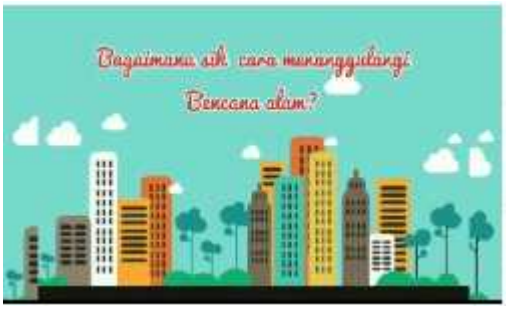

Figure 4. How to deal with natural disasters.

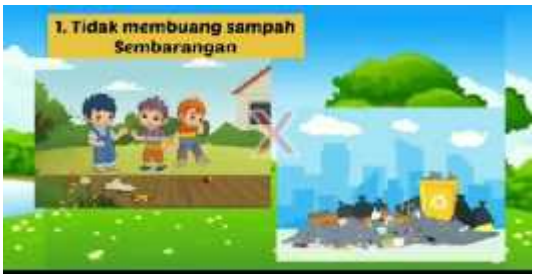

Figure 5. Do not litter.

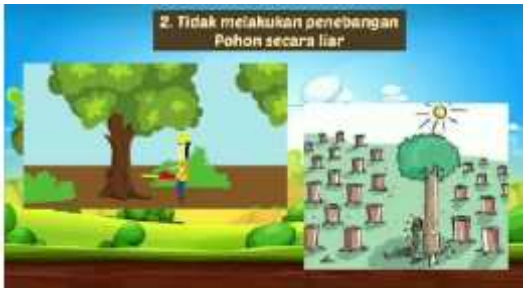

Figure 6. Do not cut trees.

Figure 7. Planting of mangroves along the coastal sands

7. CONCLUSION

7.1 The role of learning media based on video animation media is as a communication bridge between teachers and students. A video animation-based learning media at SDN Lamsayeun can help teachers deliver the material more interestingly. The enthusiasm of the Lamsayeun SDN students in responding to the material showed the effectiveness of video animation media. Lamsayeun Elementary School students were very active and enthusiastic when the teacher monitored them during the teaching and learning process. The positive attitude of the students has the potential to increase the desire of SDN Lamsayeun students to study. The application of social science (IPS) learning based on animated video media as a learning resource in the learning of elementary school students in SDN Lamsayeun students can increase the motivation to learn Social Studies (IPS) so that the average student has deep motivation and can also increase the motivation of SDN Lamsayeun students in the learning process including a high category.

8. ACKNOWLEDGMENTS

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