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UNIQUE ANIMATION VIDEO THREAT AGAINST STATE (VANASONIK ATERA) BASED MULTIMEDIA FOR THE STUDENT CLASS X SENIOR HIGH SCHOOL

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ABSTRACT

This research aims to find out how the development of unique multimedia-based video animation media and also to find out how to use the animation media. The method used by the Research and Development method (research and development). The subjects involved in this research were 3 media experts, 3 material experts and 3 linguists and students of Nabawi Maftahul Uluum High School class X IPS 1. The experts gave an assessment of the feasibility of the product while the students gave responses to the products developed. The results of the research are the products developed are very feasible based on expert validation, ie material experts get an average percentage of 91.42%, media experts at 88.8% and linguists at 90.6%, the products developed are also interesting based on student responses with the acquisition of an average percentage of 84.4%, while the results of the product use step test, before the use step was not yet appropriate but after being tested and observed the improved use steps became appropriate and appropriate for use in video learning , expected that with the presence of media this learning can be more fun and actively involve students.

Key Word : Vanasonik Atera; Multimedia; PPKn; Senior High School

1. INTRODUCTION

The use of instructional media in the teaching and learning process can arouse new desires and interests for students, generate motivation to learn, and even bring psychological influence on students. Besides being able to increase student motivation, the use of media can also increase students' understanding of the lesson.

Based on the results of the class teacher interviews at SMAN 1 Kademangan and SMAN 1 Sutojayan experiencing almost the same problem that students are considered to lack the enthusiasm of learning, students are too dependent on their teacher, this is shown through the literacy culture that is starting to be driven but students are also lacking enthusiasm, so the grades are achieved only reaching the KKM level. Actually schools already provide adequate infrastructure by the number of LCD and computer room enough, but making a varied media also require long time so that for learning activities teachers more frequently in class use teaching materials and textbooks.

From this description, it can be concluded that is a need to develop a learning media to support PPKn learning. The development of multimedia learning methods is part of the learning methods in schools that greatly help students in the learning process. In PPKn subjects, learning with multimedia can be more effective, enjoyable and actively involve students.

Therefore , researchers do development in the learning process, the development is to establish multimedia-based learning in which there are text, animation, images, and sounds that will make the display of learning media more attractive, with this solution the researchers make the media "VANASONIK ATERA "Or more fully referred to as" unique animation video threat against state "for the student class X senior high school.

2. RESEARCH METHOD

1. Research design

In this study the authors used *Research and Development* (R&D) research . According to Sugiyono (2016: 407) *Research and Development* (R&D) research methods are research methods used to produce certain products, and test the effectiveness of these products. The product is not always in the form of objects or hardware (*hardware*), such as books, stationery, and other learning tools. However, it can also be in the form of software (*software*).

2. Research subject

The product trial technique is only carried out with 1 stage, namely a small group test with the aim of knowing students' responses to the product and knowing the steps in using the product, this test was conducted at the Nabawi Maftahul Uluum high school class X IPS 1 consisting of approximately 16 students.

3. Data collection

For the process of collecting data the researcher uses the first is a questionnaire, in this case the researcher uses the Questionnaire as a tool to measure students' responses to the product, the second is the observation sheet that is the sheet used by researchers to observe students when testing the product according to the steps of use previously compiled by researchers .

4. Technique of Data analysis

To determine the feasibility of the product in the form of an expert validation questionnaire instrument, an analysis of the provisions of the *Likert* scale with the rules for scoring in the following table:

Table 1 Rules for Scoring Validation Scores

Category	Score
Very worthy	5
Worthy	4
Decent enough	3
Inadequate	2
Very poor	1

(Mia Ayu Maesyarah: 2018)

The total scoring score obtained is entered into the *Likert* scale category with the formula:

$$P_k = \frac{S}{N} \cdot 100\%$$

Likert Scale Formulas

Information :
Pk = Value of eligibility category
S = Total Score obtained
N = ideal number of scores

The feasibility scale category values are as follows:

Table. 2 Percentage of Validation Questionnaire

Percentage (%) of eligibility	Criteria
81-100	Very worthy
61-80	Worthy
41-60	Decent enough
21-40	Inadequate
0-20	Very poor

In the validation stage conducted by researchers, researchers have an assessment target that must be achieved, namely the achievement of 81-100% with the criteria "Very Eligible".

To find out student responses in the form of student response questionnaire instruments, analyzed with *Likert* scale provisions with the rules of scoring in the following table:

Table. 3 Rules for Scoring Student Questionnaire Scores

Category	Score
Very interesting	5
Interesting	4
Quite interesting	3
Less attractive	2
Very interesting	1

The total scoring score obtained is entered into the *Likert* scale category with the formula:

$$P_k = \frac{S}{N} \cdot 100\%$$

Likert Scale Formulas

Information :

Pk = Value of eligibility category
S = Total Score obtained
N = maximum score

The feasibility scale category values are as follows:

Table 4 Presentation of Student Response Questionnaire

Percentage (%) of eligibility	Criteria
81-100	Very interesting
61-80	Interesting
41-60	Quite interesting
21-40	Less attractive
0-20	Very interesting

In the validation stage conducted by researchers, researchers have an assessment target that must be achieved, namely the achievement of 81-100% with the criteria "Very Eligible".

3. RESULTS AND DISCUSSION

Based on preliminary research, learning media need to be developed to be more varied and interesting so that learning does not seem monotonous, therefore researchers have the intention to develop a multimedia-based product that is learning media "VANASONIC ATERA or unique animated video threats to the state, for the initial design researchers used *powtoon software* to make a video that is a free animation-based *online application* offered to make videos easily, in addition to using a *powtoon* researchers will also be using other supporting *software* namely *Macromedia Flash 8 and mp3 recorders* . The following results of the development of the animated video:

Picture 1 Display of UNISBA Profile

Picture 2 Display Profile of the Author's Name

Picture 3 Display Profile of the Author's Address

Picture 4 Display Profile of the Writer Department

Picture 5 Display Commands to Take Notes

After the product development phase is completed, the next stage is product validation, product validation is carried out to measure the feasibility of the learning media that have been made, at this stage the researcher validates 9 validators, namely 3 material expert validators, 3 media expert validators and 3 linguist validators . The results of the validation are as follows:

Table.5 Validation Results for Material Experts, Media Experts and Linguists

No	Validator	Percentage	Average Percentage	Category
1	Material Expert	100 %	91.4%	Very decent
		80 %		
		91.4%		
2	Media Expert	94.6 %	88.8%	Very decent
		81.80 %		
		90.6 %		
3	Linguist	90.6%	90.6%	Very decent
		90.6%		
		90.6%		

Based on Table 4.1 the results of the assessment of 3 material expert validators obtained an average percentage of 91.4%, which means that the percentage was included in the category "Very Eligible", then the results of the assessment of 3 validator media experts received an average percentage of 88.8% included in the category of "Very Eligible "And the results of the assessment of 3 validator linguists obtained an average percentage of 90.6 % which falls into the" Very Eligible "category.

After conducting learning activities students are given a questionnaire in the form of a student response questionnaire, the following results of the assessment of student questionnaire responses :

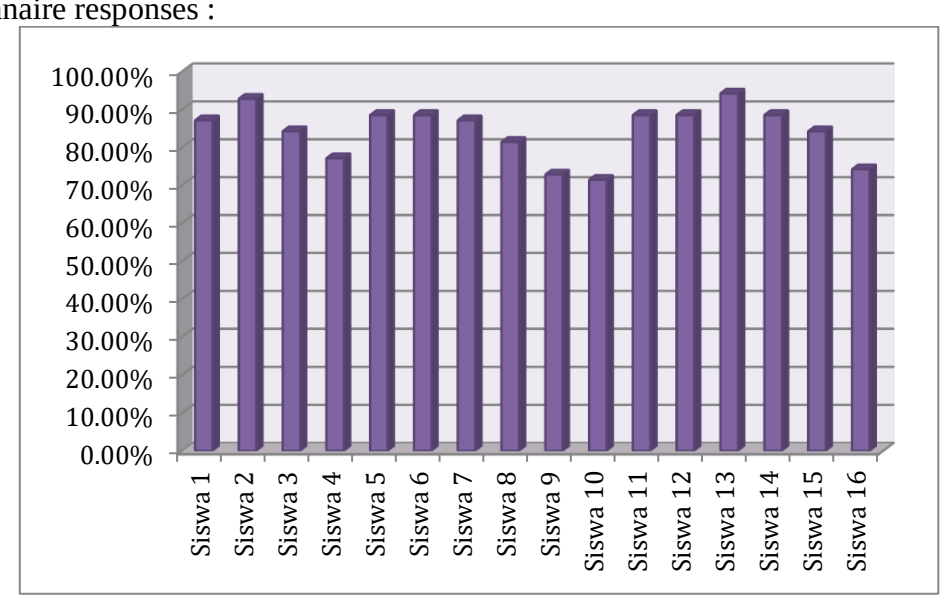

Diagram 1 Results of Product Withdrawal Assessment Results

Based on diagram 1 the results of the assessment of student responses obtained an average percentage of 84.4%, this percentage is included in the category "Very Interesting", this means the media "VANASONIK ATERA" is very interesting to use for learning PPKn in class X SMA.

Furthermore, based on the trial steps of using the product conducted by researchers, the steps of use made by the previous researchers were not yet appropriate, after being tested

there were notes that needed to be added to the steps of using the product, so that through the improvement of the usage steps it became appropriate and could be declared appropriate for use in conducting learning using this video media, here are the steps for using the product after being tested:

Initial activity

a. The teacher opens learning activities and conducts class management (checking student attendance, praying and focusing)
b. The teacher shows a brief illustration of threats to the country
c. Students form a discussion group choosing a discussion structure (chairman, secretary, reporter) arranges the seat, room, and so on with the guidance of the teacher

Core activities

a. The teacher conditions students to be ready to watch the video that is presented
b. Before the video is played the teacher directs students to prepare notebooks and pens to note important things in the material
c. The teacher plays a video about threats to the country
d. The teacher stops the video by clicking pause on the quiz session questions that are at the end of the video show
e. The teacher directs students to discuss with each group working on quiz session questions for 15 minutes

Final activity

a. The teacher directs each group to report the results of the discussion while the other groups respond
b. The teacher provides a review of the report
c. The teacher directs students to record the results of the discussion
d. The teacher concludes the results of the discussion activities that have been carried out
e. The teacher closes the learning

4. CONCLUSION

a. The development of multimedia-based "VANASONIK ATERA" media for the learning of Class X High School PPKn is based on the R&D development model. This stage begins by conducting preliminary research in schools through interviews and observations, after which researchers begin to design products using *the Powtoon application* , the initial product that has been done is validated by material experts, media experts and linguists to get a decent product to then be able to tested at school, the results of research obtained are the development of multimedia-based "VANASONIK ATERA" media for learning PPKn grade X SMA through validation questionnaires, it can be seen that the results of the material expert validation obtained an average percentage of 91, 4 % which falls into the category "Very Eligible ", For the results of the validation of media experts obtained an average percentage of 88.8% with the category" Very Eligible "and the results of the validation of the language experts obtained an average percentage of 90.6% which falls into the category of" Very Eligible ", thus the media "VANASONIK ATERA" can be said to be feasible to use for learning PPKn in class X high school.
b. To test student responses to the media "VANASONIK ATERA" an average percentage of 84.4% with the category "Very Interesting", this means that the media

"VANASONIK ATERA" is very interesting to use for learning PPKn in class X SMA. As for the product use step test, the test step is declared to be appropriate for use in the "VANASONIK ATERA" media.

5. SUGGESTION

It is hoped that the "VANASONIK ATERA" media can be used for learning at school or at home by students, especially class X high school students and the "VANASONIK ATERA" media is the best solution for students to overcome the learning problems that have been carried out, for future researchers to develop media using *the powtoon application* this is good on PPKn subjects and other subjects of course with more interesting animations.

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