



The Development of English Learning Media through Animated Videos for Student Grade IX Maarif Ansuru Al Hasaniyah Junior High School

Nanda Mulyani¹, Suhono^{1*}, Wiwied Pratiwi¹, Yeasy Agustina Sari², Tristan Rokhmawan³

¹ Universitas Ma'arif Lampung, Indonesia

² Institut Agama Islam Negeri (IAIN) Metro Lampung, Indonesia

³ Universitas PGRI Wiranegara, Indonesia

Corresponding Author  suhono120708@gmail.com*

ABSTRACT

The Lack of utilization of learning media leads to lack of student interest in English lessons This study aims to describe the process of developing English learning media through animated videos and the quality of the results of learning animation video development trials. This research is a development research with the ADDIE model. The subjects involved in this study consisted of 1 material expert, 1 media expert, 3 students for individual trials and 33 students for group trials. The methods used for data collection in this study were interviews, observations, questionnaires and documentation. As for the data analysis method using quantitative descriptive analysis and qualitative descriptive analysis. The process of developing English learning media through animated learning videos for grade 9 students goes through 4 stages, namely analysis, design, development, and implementation. The results of the material expert review showed a percentage result of 100% (very feasible), media experts showed a percentage result of 88% (very feasible), individual tests showed a percentage result of 88.6% (very feasible), and the results of the group test showed a percentage result of 85, 6% (very feasible). Based on this analysis, it can be concluded that the development of English learning media through animated videos for grade 9 students of SMP Maarif Ansuru Al Hasaniyah, Rukti Basuki, Rumbia District, Central Lampung Regency is very feasible to use.

Keywords: *English Language Learning, Learning Media, Animated Video*

ARTICLE INFO

Article history:

Received

April 05, 2024

Revised

September 28,
2024

Accepted

October 08, 2024

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

The learning process is all efforts made by teachers and students to share and process information with the aim of making the knowledge taught useful for students and becoming the foundation of continuous learning (Arquitectura et al., 2015). Teachers have a responsibility so that the learning that has been held can achieve learning objectives, because teachers not only deliver lessons, but also must be able to help students develop physiologically and psychologically (A. P. Vilandri, Silsabella, Chiyani, Noraziza, & Alfia, 2023). Learning helps develop thought processes, which are expected to change students' cognitive, affective, and psychomotor behavior. (Nurmalasari & Centro, 2020; Safitri et al., 2024; Sari, 2024) To create quality learning, it

is inseparable from the implementation of learning components including objectives, learning media, learning strategies, learning methods, learning stages and so on (Arquitectura et al., 2015). Moreover, it is said that facilities that must exist to improve the quality of learning one of them is learning media (Okra & Novera, 2019). Learning media is a tool that can be used by teachers to convey information to students related to learning so that it is easy to understand (A. P. Wulandari et al., 2023). Based on Nurfadhillah's explanation that learning media can be defined as objects in the form of physical or non-physical that are deliberately used to channel the process to recipients of information in the educational process (Aisy, Zen, Ade, & Yusri, 2023).

Education is a complex process that involves complex interactions between students, teachers, curriculum, and the learning environment (Haryanto et al., 2024). Education has advanced along with the influence of advances in science and technology (IPTEK), it is hoped that educators and students will not be outdated and experience technological failure. As explained by Kurniawan & Kuswandi, the challenges of the 21st century encourage various parties ranging from students to educators to have the ability and skills in the field of technology in the learning process. Learning is designed so that students as the next generation are able to keep up with the flow of the times that focus on student-centered with the aim of equipping students with skills including: critical thinking, problem solving, metacognition, communication, collaboration, innovation and creativity, and information literacy (Aisy et al., 2023; Sanusi et al. 2024; Budiarti, et al., 2024). The development of science and technology (IPTEK) in the field of education makes learning media more varied. In the past, conventional learning media such as whiteboards, markers, and chalk. But in this digital era, there are many learning media innovations such as flipbooks, e-books, learning videos, animated videos, and so on so that learning becomes more interesting and interactive. In English language learning, for example, English is one of the international languages studied in Indonesia from elementary school to college. Learning English one of the goals is to bring Indonesia's name better known internationally, because the country's potential can be well communicated using international languages. However, not a few students do not like to learn English and consider that learning English is difficult to understand. One of the causes is the delivery of material and the use of inappropriate or monotonous learning media so that students are not interested in participating in learning.

Based on the results of interviews and observations conducted by researchers on December 2, 2023 at SMP Maarif Ansoru Al Hasaniyah, Rukti Basuki, Rumbia District, Central Lampung Regency with the resource person Mr. Didik Firnadi, S.Pd as an English teacher, A number of problems that occur in junior high schools are the limitations of the media used in learning that only utilizes student worksheets from school, Thus causing students to feel bored and sleepy during the learning process. In addition, to help students understand the material, teachers must use tools or learning media that can provide concrete images to students so that English language learning (Okra & Novera, 2019) is not only memorizing but also understanding concepts thoroughly. Therefore, the development of media such as learning animation videos is very necessary to assist students in achieving English learning goals.

Animation is a set of static images that are interconnected and then displayed alternately in a fast time Animation is used as a learning medium with two purposes. The first goal is to attract the attention of learners. The second goal gives teachers the opportunity to deliver the subject matter in a more engaging way. (Hamidi, Jamaluddin, Koderi, & Erlina, 2023) The use of animated videos in the process of

improving learning outcomes is also very effective because the display and material are packaged attractively so that student activities and student learning percentage results increase (Wuryanti & Kartowagiran, 2016). The effectiveness of animated video media in learning has been proven through research conducted by Nor Laili Fatmawati with powtoon-based animation. The test results show that the animated video has a feasibility value of 4.80 and belongs to the very decent category. That is, the product of this powtoon animated video, is very worthy of being an alternative medium for distance English learning for students (Fatmavati, 2021). Furthermore, based on research conducted by Gita Permata Puspita Hapsari and Zulherman showed that the development of animated video media has been validated by media experts with validation results showing that media experts obtained an average result of 65.45% which is included in the "Valid" category, teachers and material experts obtained an average result of 86.57% and 85.57%, and student validation tests obtained an average result of 90% which is included in the "Very Good" category. Test results showed an average improvement in learning outcomes of 0.56%, with students obtaining an average result of 0.56% (Asnawati, & Sutiah, 2023).

Departing from previous research that succeeded in developing learning media through animated videos, researchers felt interested in following these footsteps by raising the research title "Development of English Learning Media Through Animated Videos for Grade IX Students of Maarif Ansoru Al Hasaniyah Junior High School.

METHOD

This research is a development research (R & D). RnD research is a research method used to validate and develop products (Nurmalasari & Centro, 2020). This research model consists of five stages, namely analysis, design, development, implementation and evaluation. The subjects of this study were 33 grade IX students of SMP Maarif Ansoru Al Hasaniyah Rukti Basuki, Rumbia District, Central Lampung Regency. The data collection methods used in this study were (1) Interview, (2) Questionnaire, (3) Observation, and (4) Documentation. This research instrument uses (1) Questionnaire Sheet, used to collect review data from media expert tests, material experts, and individual trials and field trials, (2) Interview sheets are used to ask questions to English teachers to collect information and problems that occur during the learning process. (3) Documentation report, used to collect data during the research process. In this study using quantitative descriptive data analysis techniques and qualitative descriptive data.

RESULTS AND DISCUSSION

Definition of English Language Learning

Learning is an activity that is deliberately planned and designed in such a way as to provide assistance to the learning process.(Hazrati, Hanim, & R, 2015) A person uses a learning approach to impart knowledge to his students during the learning process (Widyastuti & Susiana, 2019). English is an international language that is the standard language used in communicating between countries.(Rosmiati, 2019) English is a tool for communicating orally and in writing.(Sariakin, 2015) In Indonesia, English must be studied at every level of education with the aim of helping students learn English from an early age and have the necessary skills to continue to higher levels. By learning English, students are able to master language skills in accordance with learning achievements and objectives.(Teachers, Elementary, Education, & Surabaya, 2023)

Definition of Learning Media

The word media comes from Latin *Medius* which literally means: middle, intermediary, or introduction. In Arabic, *Media Resources* is an intermediary or messenger from the sender to the recipient of the message.(Jannah, 2009) Media is one of the learning resources that can help students in the learning process. It can provide information about variations in learning styles, interests, intelligence, sensory limitations, time constraints, and other limitations.(Niland et al., 2020) Media is usually defined as graphic, photographic, or electronic tools used in the learning process to capture, process, and reassemble visual or verbal information. Media is used in the learning process to deliver subject matter.(Aguayo Torrez, 2021) Learning is a tool provided by educators so that students acquire knowledge, skills, and beliefs, as well as the formation of attitudes and beliefs. Learning media is a tool used to convey material or information to be learned during learning activities. It is used to ensure that the teaching and learning process goes well.(A. D. Wulandari, 2015) According to Syaiful Bahri Djamarah and Aswan Zain that in the teaching and learning process, the presence of media has an important meaning. Arena in these activities The vagueness of the material to be delivered can be helped by presenting the media as an intermediary. Media can represent what teachers are less capable of saying through certain words or sentences. Even the abstraction of matter can be concretized in the presence of a medium (Bloom & Reenen, 2013). From some of the opinions above, it can be concluded that learning media is a tool used as a means of delivering or messages or information related to learning so that the learning process can run smoothly.

Types of Learning Media

Rudi and Bretz in categorizing media into media group objectives, namely

- 1) Motion audio-visual media is the most complete media because it combines audio, visual, and motion. Example; Sound movies and TV movies.
- 2) Semi-motion audio media display sound along with linear motion, but cannot display real motion as a whole. Example: voiced remote writing, the same motion visual media as the first wave except sound.
- 3) Visual media convey information visually but cannot display sound or movement. Examples are printed pages, photos, and bus slides
- 4) Audio media, media that only manipulate sound capabilities. Examples: radio, telephone.
- 5) Print media, can only display information in the form of letters, numbers, and different symbols. For example, books, modules, and self-study materials(Operation, 2022)

Definition of Learning Animation Videos

Linguistically, Video is Latin for "vidi" or "visum", which means "to see" or "to have vision"(Apriansyah, 2020). In terms of Video is an audio-visual media that displays objects that move collectively. Videos can provide information, explain processes, expose complex concepts, teach skills, and influence attitudes. (Apriansyah, 2020). Video has become a very important and most interesting component of multimedia. In addition, video has become a tool that can accelerate learning in the real world.(Aaron, Isaac, and Anas, 2019)

Animation itself is the process of creating motion effects or the impact of changing shapes that occur over some time. The term comes from the word "to animate", which means "to move" or "to animate". Suppose an inanimate object is then moved through changes little by little and regularly so as to give the impression of

life.(Zulfa, Syahputra, & Syahputra, 2023) In addition, it can also be said that animation is an activity that animates, moves still objects with the encouragement of strength, spirit, and emotion to become alive, move, or just give the impression of life (Agustien, Umamah, & Sumarno, 2018). Animation is also a moving image, which currently has many uses of computerization in the process of its creation (Son, 2019).

While Learning Animation Videos are videos or audio visuals that are used in the learning process. One of the advantages of using animated videos as an interactive learning medium is that it can give students the opportunity to participate more actively in learning activities. This means that with the use of this medium, each student has the opportunity to more actively participate in learning activities and can improve their understanding and memory (Ruswan et al., 2024). And for the weakness of animation videos themselves, one of them is that it takes a lot of time and requires quite expensive costs(Nadialista Kurniawan, 2021).

Types of Learning Animation Videos

According to Arief Prabowo & Mei P. Kurniawan, the types of animation are:

- 1) Stop Motion Animation: This type of animation often uses clay as the object to be moved. The stop motion animation technique was first invented by Stuart Blakton in 1960; That is by depicting the facial expressions of cartoon characters on a blackboard, taken with a still camera, then removed to depict the next facial expression. This stop motion animation technique was often used in visual effects for films in the 50-60s.
- 2) 2D Animation, 2D Animation is animation that has dimensions of length (X) and width (Y). The animation that is most familiar with our daily lives, commonly called cartoon animation.
- 3) 3D animation can be defined as animation that can be viewed from various points of view, by having a length (X), width (Y), and having a depth or volume dimension (Z).(Tarbiyah, Teacher Training, State, & Lampung, 2023)

Product Development Procedure

Below is the product development procedure following the ADDIE model:

1) Analysis Phase

At this early stage, observation and data collection are carried out regarding student needs to find the right problems and solutions in learning. The analysis carried out at this stage includes:

a. Curriculum Analysis

The curriculum implemented at SMP Maarif Ansoru Al Hasaniyah in the 2023/2024 school year is the 2013 Curriculum and the independent curriculum. The 2013 curriculum is applied to grade 8 and 9 students while the independent curriculum is for grade 7 students. In the 2013 curriculum, teachers act as facilitators, mediators, and students as subjects in learning.

b. Analysis of Student Needs

From the pre-survey activity conducted by researchers on December 2, 2023 through an interview with Mr. Didik Firnadi, S. Pd as an English teacher in grade 9, it can be seen that in the learning process other than student worksheets, students need other learning media so that the media becomes more varied and not monotonous. Especially in grade 9 where the materials taught have begun to be complex so they need new media innovations so that learning becomes more fun and the material delivered can be understood.

c. Analysis of English Subject Matter

Based on the student worksheet book used in the 2013 curriculum for grade 9 semester 2 students of SMP Maarif Ansoru Al Hasaniyah, English teaching materials include narrative text, passive voice, report text, advertisements, and singing a song.

d. Formulate the Purpose

Researchers hope that the development of animated video-based media can help students understand English material easily. In addition, teachers can also use animated videos as a medium in learning.

2) Planning Phase

At this design stage, it includes compiling material, the material chosen is narrative text material in grade 9. Then the preparation of storyboards, the process of selecting video backgrounds, characters, audio and filler sounds, choosing applications that are suitable for editing images and videos.

3) Development Phase

In this development section, an animated video is created that will be used as a learning medium. Making animated videos includes downloading animated backgrounds in chrome and Mendownload green screen Muslim teacher characters on youtube. And for the image and video editing process takes place in the Canva and Capcut applications. At this stage, researchers also prepare assessment questionnaires for experts so that the product can be tested for feasibility before being implemented in students.




4) Implementation Phase

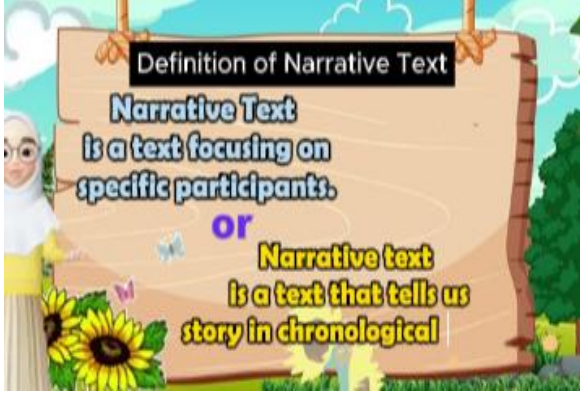

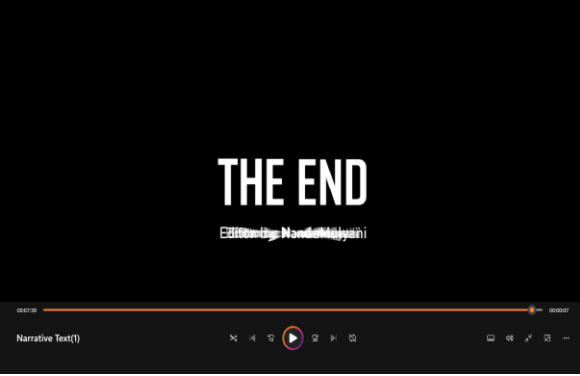
The animated video that has been tested on media experts and material experts, then tested on grade 9 students of SMP Maarif Ansoru Al Hasaniyah Rukti Basuki. During this process, researchers observed student activity and distributed questionnaires of student responses.

5) Evaluation Phase

At this stage, a thorough evaluation of the English learning animation video product is carried out to measure the achievement of product development goals. Improvements or revisions are made based on the results of the evaluation.

Table 1. 1 Learning Animated Video Storyboard

NO	Parts	Information
1		Animated Video initial view
2		Brainstorming Section
3		Submaterial sub sub change character

<p>4</p>		<p>Material presentation</p>
<p>5</p>		<p>Sample Narrative Text</p>
<p>6</p>		<p>Concluding Part</p>

Description of Development Research Results

This section describes the results of the development of learning animation video media in student teaching and learning activities. This media development intends to contribute / contribute to the program of educating the nation's children and especially to assist teachers in providing understanding to students through media with new innovations so that learning is more varied and fun. In the development

process, this research uses development steps according to the ADDIE model. Some of the research steps produced the following data:

1. Problem Analysis Results

In the learning process, of course, there are obstacles faced by teachers and students. Through observation, interview and documentation methods, these problems can be found and given solutions in the form of learning animation video development experiments.

2. Datasets

Based on the description of the problem obtained through field analysis, various data sources are needed to strengthen the data contained in the field. This data collection was carried out based on relevant previous research, journals, and opinions from experts collected used in the development of learning animation videos.

3. Product Design

This product design is as a product image which is the first picture, which is arranged with various interesting images. Then the shape of the image is selected in accordance with the material to be delivered

Trial of The Product being Developed

1. Materials Expert Trials

This product was tested by a material expert as well as the head of the English study program at UMALA on behalf of Umar Al Faruq A. Hasyim, M. Pd. The instrument used in this trial is a questionnaire. With a grid of assessment aspects as follows :

Table 1. 2 Materials Expert Trials Grid

No	Assessment Aspect	Item
1	Content of the material	5
2	Language	3

converting it to the PAP table on a scale of 5, the percentage of achievement rate is 100% with very *good / very decent qualifications / predicates* because the material presented is in accordance with student needs, systematic, and there are sample texts that are in accordance with the material. In addition, the language used is simple and easy to understand.

2. Media Expert Trials

This product was tested by a media expert and lecturer of the English study program at UMALA on behalf of Rizky Hidayatullah, M. Pd. The instrument used in this trial was a questionnaire. With a grid of assessment aspects as follows:

Table 1. 3 Media Expert Trials Grid

No	Assessment Aspect	Item
1	General Aspects	3
2	Media	7
3	Communicative Visuals	4

4	Audio/sound	4
---	-------------	---

After converting with the PAP table on a scale of 5, the percentage of achievement rate is 88% with *very good / very decent qualifications / predicates* because the media presented is creative, innovative and communicative. In addition, it is also supported by an attractive image display and music / audio that is not boring.

2. Individual and Group Trials

After the product is tested and declared feasible by material experts and media experts, individual and group trials are then carried out with the following assessment grids:

Table 1. 4 Individual & Group Trial Grid

No	Assessment Aspect	Item
1	Material	2
2	Display	3
3	Voice	1
4	Language	1

After converting with the PAP table of achievement level 5, the achievement level of individual tests attended by 3 grade 9 students with abilities (high, low, and medium resulted in a percentage of 88.6% with very good / very decent qualifications/predicates. As for the group trial which was attended by 33 grade 9 students produced a percentage of 85.6% with *very good qualifications / very decent* because of the interesting animated videos, and delivered in simple language.

Revision of Developed Products

At this stage the media developed is no longer revised because it has been validated by experts and student responses with very decent / very good results to be developed.

Discussion of Developed Products

The results of this development research are in the form of learning animation videos for grade 9 students of SMP Maarif Ansoru Al Hasaniyah. The video production process can run well and smoothly because it is based on a previously reviewed teacher handbook and materials that have been prepared according to needs. In general, this learning animation video product contains understanding, social functions, general structure, linguistic characteristics and examples of narrative texts. Learning animation videos are designed in such a way as to display color images, audio / sound and writing or text and animated characters in one unit so as to provide attraction to students to learn through the presentation of animated videos.

This learning animation video was developed with the help of Canva applications, Capcut Video Editor and other software that can support the development process of this animated video. Canva is an online design program that can be used to create a wide variety of items, such as presentations, resumes, posters, pamphlets, brochures, graphics, info graphics, banners, flyers, certificates, diplomas, invitation cards, business cards, thank you cards, postcards, logos, labels, bookmarks, newsletters, CD covers, book covers, templates, photo edits, mini videos on YouTube, stories on Twitter, and Facebook covers.(Tanjung & Faiza, 2019). While CapCut Android Software is an application for editing videos available on the Play Store (Network, 2023). In this study, Canva was used as an initial video cover editing, and

made slides of narrative text samples. The Capcut application is used as a video editing tool, starting from the process of removing the green screen on animated characters taken from youtube, voice/audio filling, combining slides to make a unified narrative story, storyboard explanation about narrative text material so as to create a learning animation video product that lasts about 7 minutes 47 seconds.

After the learning animation video product is developed, it is then continued at the implementation stage, namely material expert trials, media expert trials, individual trials and group trials. Learning animation videos are tested by material experts to ensure the accuracy of material and linguistic content aspects. Likewise, there are trials of media experts to determine the accuracy of general aspects, media, visual and audio in learning animation videos. And the last one is individual trials and group trials. In individual and group trials, several aspects assessed were related to the material, video display, audio, and language used.

The results of the material expert trial showed a percentage of 100% with very decent qualifications. The results of the trial of media experts showed a percentage of 88% with very decent qualifications. Similarly, the results of individual trials showed a percentage of 88.6%, and group trials which showed a percentage of 85.6% so that both of them had very decent qualifications. The achievement of this very feasible category is influenced by the following factors:

- 1) The animated video provides the latest media used in learning activities at SMP Maarif Al Hasaniyah,
- 2) Animated videos have an attractive appearance so as to make learning activities more fun,
- 3) The material contained in the animated video is in accordance with the needs of students,
- 4) The language used in animated videos is simple and easy to understand.

The results of this study are in line with research conducted by (Suryaman & Suryanti, 2022) in grade 2 elementary school students who show that the development of animated videos based on Plotagon and Capcut can improve student learning outcomes. This improvement was seen after small and large group trials. In other studies (Sari dan Yatri, 2023) states that in learning Indonesian animated videos can also be an effective medium to improve student learning outcomes. In addition, Research (Permata Puspita Hapsari & Zulherman, 2021) the results of the analysis also prove the need for the development of Canva-based learning video media in science learning. By using 4D research models (Mita Asmiati Putri & Jusra, 2022) concluded that Canva-based video media can support teaching materials more effectively and interestingly for students. And next research with the ASSURE model by (Saputra et al., 2022) As a complementary material for teaching students English, Roudlotul Athfal animated video is a good breakthrough to increase students' interest in English lessons.

CONCLUSION

Based on the results of the material expert validity test which showed a percentage result of 100%, validity tests from media experts which showed a percentage of 88%, and individual trials with a percentage of 88.6% and group trials that had a percentage of 85.6% with a very decent predicate. So it can be concluded that the development of learning animation videos in English lessons for grade 9 students is very feasible to develop.

REFERENCES

- Aguayo Torrez, M. V. (2021). *Development of Social Studies Learning Media Based on Animated Videos to Improve Learning Outcomes of Class VII Students of Mts Riyadhul Jannah West Tanjung Jabung*
- Agustien, R., Umamah, N., & Sumarno, S. (2018). *Development of Learning Media for Two-Dimensional Animated Videos Pekauman Site in Bondowoso with Addie Model for Class X Social Studies History Subjects*. *Journal of Education*, 5(1), 19. <https://doi.org/10.19184/jukasi.v5i1.8010>
- Aisy, F. R., Zen, Z., Ade, M., & Yusri, K. (2023). *Development of Motion Graphic Video Media in Class VII English Subjects of Junior High School*. 4(3), 181–188. <https://doi.org/10.30596/jppp.v4i3.16313>
- Amalia, S. (2022). *Development of interactive learning media based on Android applications on solar system materials for grade VII junior high school / mts students*. Retrieved from [http://digilib.uinkhas.ac.id/8418/http://digilib.uinkhas.ac.id/8418/1/Amalia Safitri IPA T201810014.pdf](http://digilib.uinkhas.ac.id/8418/http://digilib.uinkhas.ac.id/8418/1/Amalia%20Safitri%20IPA%201810014.pdf)
- Apriansyah, M. R. (2020). *Development of animation-based video learning media for building materials science courses in the Building Engineering Education Study Program, Faculty of Engineering, State University of Jakarta*. *Pencil Journal*, 9(1), 9–18. <https://doi.org/10.21009/jpensil.v9i1.12905>
- Apriliansi, Z., Hasanah, U., & Anas, A. S. (2019). *Making Profile Videos with Vintage Effects of Sengkoah Traditional Tourism Village as Information Media*. *JTIM : Journal of Information Technology and Multimedia*, 1(1), 57–65. <https://doi.org/10.35746/jtim.v1i1.15>
- Arquitectura, E. Y., Introducci, T. I. *Learning components that affect children's memory in class IIIB Sd Negeri Tukangan Yogyakarta*. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 53(9), 1689–1699.
- Asnawati, Y., & Sutiah, S. (2023). *Development of Canva application-based animation video media to increase student learning motivation*. *Journal of Islamic Education*, 9(1), 64–72. <https://doi.org/10.18860/jie.v9i1.22809>
- Bloom, N., & Reenen, J. Van. (2013). *Development of Android-based learning media to improve student learning outcomes in social studies subjects at Smp Negeri 1 Lawang Malang*. *NBER Working Papers*, 89. Retrieved from <http://www.nber.org/papers/w16019>
- Budiarti, D., Suhono, S., Hasyim, U. A. A., Hidayah, Y., & Sari, Y. A. (2024). *The Development of Word Square Media to Teach English Vocabulary for University Students*. *Bulletin of Science Education*, 4(1), 340–354. <https://doi.org/10.51278/bse.v4i1.1076>
- Fatmawati, N. L. (2021). *Development of Powtoon Animated Videos as a Media for Learning English for Elementary School Age during a Pandemic*. *INSANIA : Journal of Educational Alternative Thought*, 26(1), 65–77. <https://doi.org/10.24090/insania.v26i1.4834>
- Teacher, P., Elementary, S., Education, F. I., & Surabaya, U. N. (2023). *Development of learning media "Our Body" using Android-based Adobe Animate cc on part-English subjects*. 11, 2367–2377.
- Hamidi, K., Jamaluddin, W., Koderi, K., & Erlina, E. (2023). *Development of Interactive Animated Video-Based Arabic Learning Media for Madrasah Aliyah Students*. *Journal on Education*, 5(2), 5289–5296. <https://doi.org/10.31004/joe.v5i2.1098>
- Haryanto, S., Zahra, R., Merakati, I., Thasimmim, S. N., Arifianto, T., & Digital, L. (2024). *Game-Based Learning: Training Makes Learning Media Interesting with*

- Technology. Journal, Communnity Development*, 5(1), 868–883.
- Hazrati, R., Hanim, W., & R, D. S. (2015). *The influence of the media in group guidance services on the self-regulation of class XI students at SMAN 56 Jakarta. Insight: Journal of Guidance Counseling*, 5(1).
- Jaringan, K. (2023). 19161-Article Text-77194-1-10-20230331. 4(1), 39–45
- Jannah, R. (2009). Learning Media. in *Learning Media*.
- Mita Asmiati Putri, & Jusra, H. (2022). Pengembangan Media Audio Visual Dengan Animasi Berbasis Canva Pada Peserta Didik Kelas Vi Sd. *Jurnal Pendidikan Dasar*, 13(01), 164–174. <https://doi.org/10.21009/jpd.v13i01.29752>
- Nadialista Kurniawan, R. A. (2021). *Development of Cartoon Animation Video Media on Thematic Learning for Grade IV Students of State Elementary School 114 Pekanbaru*
- Safitri, L., Suhono, S., Pratiwi, W., Hidayah, Y., & Sari, Y. A. (2024). Development of Interactive Powerpoint-Based English Learning Media for Grade XI Students MAN 1 East Lampung. *Bulletin of Science Education*, 4(2), 24-39. <https://doi.org/10.51278/bse.v4i2.1077>
- SKRIPSI. *Industry and Higher Education*, 3(1), 1689–1699. Retrieved from <http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspac.e.uc.ac.id/handle/123456789/1288>
- Niland, N., Pearce, A. P., Naumann, D. N., O'Reilly, D., Series, P. B., Sataloff, R. T., ... Licina, D. (2020). *Development of Android-based interactive learning media in thematic learning grade IV elementary school / MIGlobal Health*, 167(1), 1–5. Retrieved from <https://www.e-ir.info/2018/01/14/securitisation-theory-an-introduction/>
- Nurmalasari, Y., & Erdiantoro, R. (2020). *Career Planning and Decisions: A Crucial Concept in BK Career Services. Quanta*, 4(1), 44–51. <https://doi.org/10.22460/q.v1i1p1-10.497>
- Okra, R., & Novera, Y. (2019). *Development of Science Digital Learning Media at SMP N 3 Base District. Journal of Educative : Journal of Educational Studies*, 4(2), 121. <https://doi.org/10.30983/educative.v4i2.2340>
- Permata Puspita Hapsari, G., & Zulherman. (2021). Analisis Kebutuhan Pengembangan Media Video Animasi Berbasis Aplikasi Canva pada Pembelajaran IPA. *PSEJ (Pancasakti Science Education Journal)*, 6(1), 22–29. <https://doi.org/10.24905/psej.v6i1.43>
- Saputra, A., Hakim, M. A. R., Kurniawan, Y. S., Astari, A. R. N. & Rahmanita, U., Saputra, A., ... Rahmanita, U. (2022). Penggunaan Model ASSURE Dalam Pengembangan Video Animasi Pengajaran Bahasa Inggris 2D Berbasis Studi Islam untuk Siswa Raudhatul Athfal. *Jurnal Ilmiah Potensia*, 7(1), 23–34. Retrieved from <https://ejournal.unib.ac.id/index.php/potensia>
- Sari, H. R., & Yatri, I. (2023). Video Animasi Melalui Aplikasi Canva Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar. *Edukasiana: Jurnal Inovasi Pendidikan*, 2(3), 159–166. <https://doi.org/10.56916/ejip.v2i3.381>
- Sari, Y. A. (2024). Request and Politeness Strategies in the Javanese-Speaking Generation Z Community: A Pragmatic Study. *Bulletin of Science Education*, 4(2), 99-117. <https://doi.org/10.51278/bse.v4i2.1036>
- Sanusi, T., Suhono, S., Hidayatullah, R., Sari, Y. A., & Hidayah, Y. (2024). Developing of English Vocabulary Material Pocket Book for Pharmacy Vocational School Maarif 5 Kotagajah. *International Journal on Advanced Science, Education, and Religion*, 7(2), 213-223. <https://doi.org/10.33648/ijoaser.v7i2.499>
- Son. (2019). *Utilization of Promotional Animation in Youtube Media. Proceedings of the National Seminar on Design and Architecture (SENADA)*, 2, 259–265. Retrieved from <https://cashbac.com>

- Suryaman, S., & Suryanti, Y. (2022). Pengembangan Media Video Animasi Berbasis Plotagon Dan Capcut Untuk Meningkatkan Hasil Belajar Kognitif
- Rosmiati, M. (2019). Interactive animation as an English learning medium using the ADDIE method. *Paradigm - Journal of Computer and Informatics*, 21(2), 261–268. <https://doi.org/10.31294/p.v21i2.6019>
- Ruswan, A., Rosmana, P. S., Fazrin, D. N., Maulidawanti, D., Nurlaela, I., Pebriyanti, P., ... Amelia, S. (2024). *Application of animated videos as an interactive learning medium for elementary school students*. *Journal Of Social Science Research*, 4(1), 1468–1476. Retrieved from <https://j-innovative.org/index.php/Innovative/article/view/8021/5419>
- Sariakin. (2015). *ICT (Information and Communication Technology) Based English Learning Development Model in Improving High School Student Learning Achievement*. *Visipena Journal*, 6(2), 132–140. <https://doi.org/10.46244/visipena.v6i2.370>
- Tarbiyah, F., Teacher Training, D. A. N., Negeri, U. I., & Lampung, R. I. (2023). *Development of Animated Video Learning Media Theme 1 Based on Islamic Values Class III Elementary / Mi Development of Learning Media Animated Video Theme 1 Based on Values*.
- Widyastuti, E., & Susiana. (2019). *Using the ADDIE model to develop learning material for actuarial mathematics*. *Journal of Physics: Conference Series*, 1188(1). <https://doi.org/10.1088/1742-6596/1188/1/012052>
- Wulandari, A. D. (2015). *Computer History Educational Game Using MAKER XP ROLE PLAYING GAME (RPG) as Learning Media at SMP Negeri 2 Kalibawang*. *Yogyakarta State University, Unknown(Unknown)*, 1–18. Retrieved from http://www.dt.co.kr/contents.html?article_no=2012071302010531749001
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). *The Importance of Learning Media in the Teaching and Learning Process*. *Journal on Education*, 5(2), 3928–3936. <https://doi.org/10.31004/joe.v5i2.1074>
- Wuryanti, U., & Kartowagiran, B. (2016). *Development of animated video media to increase learning motivation and hard work character of elementary school students*. *Journal of Character Education*, 7(2), 232–245. <https://doi.org/10.21831/jpk.v6i2.12055>
- Zulfa, I., Syahputra, H., & Syahputra, H. (2023). *Disseminating animated videos to the Central Aceh Statistics Agency*. 1(3), 46–56.

Copyright Holder :

© Nanda Mulyani, et al., (2024).

First Publication Right :

© International Journal on Advanced Science, Education, and Religion (IJoASER)

This article is under:

