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The Development of Learning Media Based on Video Animation to Improve Students's Sociological Imgination Competencies on Sociology

Devi Septiandini[1], Suyuti[2], Ahmad Siswanto[3]
Universitas Negeri Jakarta, Indonesia [1,2,3]

Abstract. *The background of this research is the application of distance learning during the Covid 19 virus pandemic which raises many challenges and obstacles. Sociology is a subject that studies society so that understanding it requires more contextual learning. Wright C Mills' sociological imagination is a method for studying social phenomena around us. So, it can be said that sociological imagination is the ability to understand the surrounding relationships. This study will develop an animated video-based sociology learning media and see if the media can improve students' sociological imagination skills. The methodology used in this study is a mixed research approach with the Research and Development (R&D) method. The development model used is the ADDIE model. Data of this research were collected by validation sheets, questionnaire responses (teachers and students), and communicative observation sheets with descriptive statistical analyses. The validity results showed that the average percentage from learning media expert and material expert judgment were 85.25% and 90.69% with a category of valid. Moreover, the results of the response of teachers and students respectively obtained an average percentage score of 85% and 81% with a category of very interesting. Then, the results indicated that there were significant differences in the sociological imagination competencies of students before and after the use of learning media based on animation video on sociology with a percentage of 79.35%. the average Sociological Imagination Competencies of students at the end of the lesson is better than before using the learning media*

Keywords: *Sociology, Learning Media, Video Animation, Sociological Imagination*

Introduction

There are many ways to increase and increase students' knowledge, one of which is the use of Information and Communication Technology (ICT) in learning. In accordance with the very rapid development of technology today, the development of science and technology is increasingly encouraging reform efforts in the use of technological results in the learning process (Arsyad, 2020). This is where the role of technology can be played to help smooth the delivery of learning so that learning objectives can be conveyed and understood by students (Sukono, 2019). According to Rosenberg, with the development of the use of information and communication technology, there are five shifts in the learning process, namely: first, the shift from training to appearance. Second, the shift from the classroom to anywhere and anytime.

[1] Correspondent Author E-Mail: deviseptiandini@unj.ac.id
[2] Correspondent Author E-Mail: suyuti@unj.ac.id
[3] Correspondent Author E-Mail: achmadsiswanto@unj.ac.id

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Third, the shift from paper to "online" or channels. Fourth, shifting physical facilities to network facilities. Fifth, shift from cycle time to real time (Sutopo, 2012).

Through the influence of this rapid technological progress, in terms of the teacher's role, teachers are required to be able to use technology both in transferring subject matter or looking for subject matter as an effort to achieve learning goals. In addition to being able to use available technology, teachers are also required to be able to operate information technology devices in front of their students. Thus, teachers do not miss information and technology gaps (technological stuttering). Utilization made by teachers of Information and Communication Technology (ICT) in the learning process can be seen from the use of learning media. Media that can be used can be books, television, websites, e-learning, and various other media.

The development of learning media has a very important meaning as an effort to overcome the shortcomings and limitations of existing media supplies. In addition, the development carried out can be adjusted to the needs of students and avoid inaccuracies in choosing media. To support these efforts, the development of learning media can be combined with Information and Communication Technology (ICT) to produce appropriate learning media for students. One of them is by developing electronic-based learning media, in the form of animated videos. Based on the explanation above, this research is limited to the development of animated video-based learning media for high school sociology subject matter.

Literature Review

The development of information and communication technology today which is increasingly developing from era to era makes learning also experience changes. The change referred to here is e-learning (Akhirul & Yusupa, 2018).. E-learning is an electronic-based learning service process in the form of audio, video and multimedia distributed via radio, television, computers, intranets, and the internet. In line with this, Darmawan's study said that technological developments are marked by the rapid development of products and the use of information technology, so learning has shifted to the realization of modern learning. The development of information technology capable of processing, packaging, and displaying, as well as disseminating learning information both in audiovisual, to multimedia. This phenomenon then gives rise to forms of learning that are packaged more attractively and can be opened wherever they are. Despite its tremendous potential, its implementation still poses major challenges. One of the challenges lies in how to design the right combination of application of information and communication technology for the learning process (Darmawan, 2014)

Utilization of technology in the learning process can be applied one of them through learning media. Uno's study explains that the role of media in the learning process has a contribution in improving the quality and quality of teaching. The presence of the media not only helps the teacher in delivering the teaching material, but also adds value to the learning activities. The contribution of media in learning includes: (1) the presentation of teaching materials becomes more standard, (2) learning activities become more interesting, (3) learning activities can become more interactive, (4) the time required for learning can be reduced, (5) the quality of learning can be improved, (6) learning can be presented wherever and whenever as desired, (7) increase the positive nature of students and the learning process becomes better, (8) provide positive values for teachers (Uno, 2012).

In line with the development of learning media products. The study of Hamid and Septiandini uses technology to be applied to learning, especially for sociology subjects. . In the development of electronic products, it is necessary to develop a development program procedure. The procedure consists of a schedule, an e-learning guide for effective and efficient learning materials, and an electronic content development phase (Hamid & Septiandini, 2018).

In relation to the use of technology and the development of learning media, e-learning is needed for the manufacture of effective teaching materials. Numiek Sulistyo Hanum's study

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explains that e-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. E-learning has the following characteristics: 1) has content that is relevant to the learning objectives; 2) using instructional methods, for example presenting examples and exercises to improve learning; 3) using media elements such as words and pictures to convey learning materials; 4) allows direct learning centered on the teacher (synchronous e-learning) or designed for independent learning (asynchronous e-learning); 5) build understanding and skills related to learning objectives either individually or improve group learning performance (Hanum, 2013).

On E-learning, teaching participants do not need to sit in the classroom to listen to the teacher's words directly. E-Learning can also shorten the target learning time, and of course save costs that must be incurred by a study or education program. E-learning changes the paradigm and the learning process. Learning is now no longer tied to traditional classes which are very limited by space and time. Technology-based education has overcome and surpassed those boundaries.

Methodology

This research uses a research and development study design. R&D research is a research method used to produce certain products and test the effectiveness of these products. The research subjects in this research are animated video learning media for high school sociology subjects. The development of animated video learning media that will be developed will involve learning design experts, sociology material experts, teachers and students. They will be key informants in this research. Meanwhile, the supporting informants are selected people who can validate the data (Sugiyono, 2010). The data collection carried out in this study was divided into two parts. The first part is qualitative data obtained through in-depth interviews, observations and document studies. In-depth interviews were conducted with students and teachers to find out the problems that occurred regarding the sociology learning media and the needs of sociology learning during the distance learning period. The second part, in the form of quantitative data obtained from distributing questionnaires to conduct a needs analysis and also to evaluate several experts regarding the designs made. Data processing will be carried out using descriptive statistics. Meanwhile, qualitative data will be processed by coding the data, then categorizing the data and continuing with taxonomy and data typology. this study, data triangulation was carried out by involving design and learning media experts as well as sociological scholars. Data triangulation itself is a process of checking and rechecking between one data source and another (Irawan, 2007). Data obtained from one of the informants is not directly analyzed, but the data is compared with data or information from other informants or with other data sources. This is done to avoid information on a part, because it does not rule out the role of the subjectivity factor.

Findings & Discussion

Learning media based on video animation created using the renderforest application. This animated video is published on youtube channel. e research development methods are as follows need assessment, design, and assessment stage. Needs analysis was carried out by involving 80 students of level 10. The location of the needs analysis conducted at SMA 65 Jakarta. Needs analysis data obtained from interviews and questionnaires The components asked are related to the use of the most preferred learning media, which one is preferred for online or offline learning and the preferred form of learning media, whether visual, audio or audio-visual based. Based on the results of the needs analysis, the learning media that are often used are books, youtube videos and also powerpoint. Then, students prefer to study offline because they interact with friends and teachers directly. Finally, the form of learning media that students like is based on audio and video. Based on the results of the needs analysis, the learning

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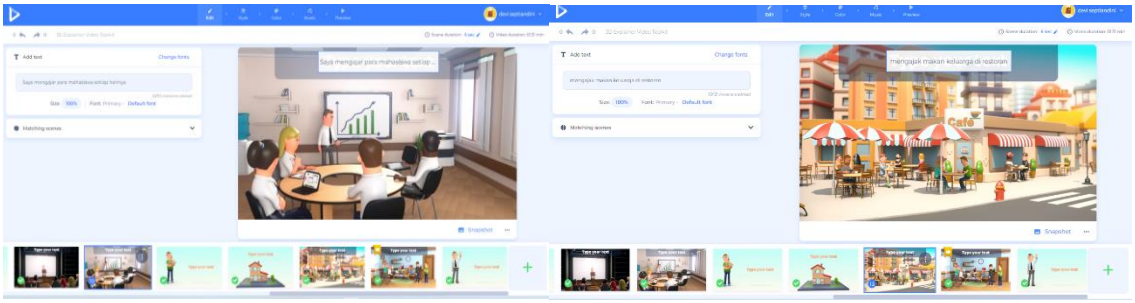
media that are often used are 21% books, 54% youtube videos and 25% powerpoints. then, 95% of students prefer offline learning because they interact with friends and teachers directly. Finally, the form of learning media as many as 87% of students prefer audio-video based.

The next phase is the design phase, which is an animated video product created in this phase using the renderforest application. Renderforest is one all in application to bring video, picture, logo, mock up and website create. People can easily create animated videos or websites without having computer skills or adobe. Before making an animated video, the mapping of basic competencies and learning objectives is done first. after mapping the KD and learning objectives then make a syllabus. The reference material in this product is social mobility. The developed video animation on sociology to improve student sociological imagination competencies are presented in Figure 1.

Figure 1. Design Process Making Animation Video Use Renderforest



Video animation are assessed by expert media, instruction and sociology lecturer. Instruction expert are assessed by sociology teacher on SMAN 65 Jakarta. The expert assessment is viewed from the material aspect (content of imagination sociology) and learning media aspect. Assessment of video animation by experts is presented in table 1.

Table 1. Assessment of Video Animation by Experts

Type of Assessment	Score	Revised Aspect
Material Aspect	90.69%	No Revision
Learning Media Aspect	85%	Minor Revision to add small question to improve student thinking
Instruction Aspect	85.25%	No Revision

The validity results showed that the average percentage from learning media expert and material expert judgment were 85% and 90.69% with a category of valid. Moreover, the results of the response of teachers and students respectively obtained an average percentage score of 85.25% with a category of very interesting. The product of video animation after being assessed as valid by experts was tested on 15 10th grade senior high school students. Students are assessed using case study questions to see sociological imagination competencies at the beginning of learning (pretest) and assessed at the end of learning (posttest). The description of students' sociological imagination competencies data at the beginning and end of learning is presented in table 2.

Table 2. Data Description of Student Sociological Imagination Competencies

Group Statistics

	Group	N	Mean	in	ax	Std. Deviation
Sociological Imagination Competencies	Pretest	15	71,45	5	0	4.680
	Postest	15	87,25	7	4	4.766

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Based on table 2, it can be seen that the average Sociological Imagination Competencies of students at the end of the lesson is better than before using the learning media, namely Video Animation "Kugantungkan Cita Cita ku Setinggi Langit" on sociology.

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About the Author:

Chief Researcher
Devi Septiandini *State University of Jakarta, Indonesia*
Researcher Member
Suyuti *State University of Jakarta, Indonesia* **Ahmad Siswanto** *State University of Jakarta, Indonesia*