The Effectiveness of 3D Animation Movie Media in Learning Literature in Junior High School

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Abstract

The purpose of this research is to develop a 3D animation movie and find out its feasibility and effectiveness in teaching literature in junior high schools. This research is a development-research. The development model adapts Borg and Gall's research and development procedures to the stages of (1) potential and problems; (2) collection of data needs; (3) development through product design and developing initial product forms; (4) product evaluation through validation by relevant experts/experts; (5) revision of the validation product design; (6) peer-to-peer product trials and limited-scale class trials and revisions to the trial results followed by large-scale class trials. Data collection techniques by observation, interviews, and questionnaires at Xaverius Way Halim Middle School Bandar Lampung. The results of the material expert test for the animated movie "Bunga Tidur" obtained a percentage of 96.1% in the very feasible category, media experts obtained a percentage of 97.0% in the very feasible category, and practitioners obtained a percentage of 95.0% in the very feasible category. The effectiveness of the animated movie Bunga Tidur was also tested and showed an average N-gain class VII-C of 0.68 including the medium category, an average N-gain class VII-D of 0.60 including the medium category, so this product was declared effectively used in learning.

Keywords: Learning Media, 3d Animation Movies, Fantasy Stories, Learning Literature.

A.   INTRODUCTION

It is undeniable that non-realistic literary works often make the reader feel entertained and immersed in the story line that is being read so that the reader creates their own fictional world. Literary works do not only discuss matters relating to aesthetics but also concern non-realist matters as well (Suyanto, 2012). One of the non-realistic literary products created by the author is fantasy stories. Fantasy stories are stories whose truth is doubtful (Nurgiantoro, 2013). Fantasy stories revolve around things that are impossible to find in everyday life (Taum, 2017).

Fantasy stories are also fully developed based on the author's imagination (Kosasih, E, 2018). In line with that (Zoest, 1993) explains that fantasy stories contain a universe that is not real, irrational but has a universe that is similar to the real world. The reality that is reflected is not only in the form of social events but is also reflected in the character of the characters in the story (Suyanto, 2016). Fantasy stories are said to be impossible because they are not in accordance with the realities of existing life (Alexander, 2010). Fantasy stories are also rich in meaning (Huck, 1987). It can be concluded that a fantasy story is a short narrative essay in which it displays an event that is not usually encountered in social reality, it becomes part of a series of stories that are unique and have magic.

The contents of a fictional narrative story also contain events, thus forming a storyline that can be analyzed according to the time sequence (Munaris, 2012). The ideas in fantasy stories have no boundaries in reality. That way, authors can be more open in developing stories according to their wishes. An example is fantasy stories that take the theme of kingdoms, time travel, the supernatural, mysticism, horror, and so on. Reading fantasy stories is also a means of appreciation of literature that is often carried out by the community, this will later become a receptive and productive activity. One of the productive mediums of literary appreciation is the creation of movies. Movie is the same as in artistic media (Sumarno, 1996). As described by (Effendy, 2004).

Movie is a product of culture and a means of artistic expression and is shown both audio and visual. Movie is an audio-visual medium that combines narrative and cinematic elements (Himawan, 2008). These two elements are combined and become a story line, moving images and sound in one artistic medium (Papapah and Syamsudin, 1986). In line with that (Tjasmadi, 2008) outlines, there are several fundamental reasons for the use of people making movies, namely: as a medium for acting, movie as a spectacle that is audible/audio-visual in nature, is itself related to the means of conveying messages that is hear-seeing in nature, so that movie is closely related to information. Movies can also be an element of meaningful entertainment (Rabiger, 2009). Movie is a mass media tool and can reach a large audience (Kridalaksana, 1984). Movie is also a form of modern communication (Sobur, 2004, 126). Movie acts as a new means used to spread entertainment such as presenting stories, events, music, drama, and other technical presentations to the general public (Denis McQuail, 1987).

People can accidentally receive messages when they see a story that is shown while watching a movie (Wibowo, 2006). Therefore, Klarer in (Narudin, 2017) explains that movie is included in the type of literary work because all kinds of movie presentation modes are in accordance with the features of literary texts and can also be explained in a textual framework. It can be concluded that movie is a medium of artistic expression that displays an image and sound in the same container through three stages of production process. Movie has various types, one of which is animated movie.

Animation is taken from the Latin, "anima" which means soul, life, soul, and spirit. Animation is a 2-dimensional image that seems to move, because of the brain's ability to always store/remember images (Vega, 2004). Animation is a series of fast-moving images that are continuous or continuous that have a relationship with one another. Initially, animation was just a series of moving image pieces so that they looked alive (Adinda & Adjie, 2011). Animation is explained as a basic art in studying the motion of an object (Maestri, 2006). Animation can be said as a collection of images that are processed and produce movement (Agus Suheri, 2006). Animation means animating objects that come from immovable objects (Relawati, 2012). Animation is a process of recording and playing still images will create an illusion as if the movement is alive (Fernandes, 2002). It can be concluded that an

animated movie is a work of art, a combination of images and audio, both of which are combined through various stages and make it a complete product. Animated movies often adopt themes from fantasy stories that do have unique characters, such as superhero characters, talking animals or even time travel that do not exist in social reality.

The essence of adapting a fantasy story into an animated movie is a long process. Therefore, an animated movie is the product of various collaborative processes. While the fantasy story is a single work. Animated movies can also be used as a medium for learning literature in junior high schools. Limitations regarding the notion of media in education, namely media used as tools and materials for learning activities (Daryanto, 2016). Media is important for the teaching and learning process in class, because interesting media will make students more active in class (Fuad Muhammad, 2019). Media is also an inseparable part of the teaching and learning process in order to achieve learning objectives (Arsyad, 2017). In line with that (Asyhar, 2012) describes that the media is a container for channeling planned messages. Media can be a tool to achieve learning objectives (Djamarah, 2010). The media used in learning creates a more conducive, efficient and effective learning environment (Munadi, 2008). The existence of learning media can make educators' tasks more practical in teaching (Heinich, 1993), besides that learning media streamlines communication and interaction between educators and students (Hamalik, 2004).

Learning media is not only limited to the environment around students but can also utilize computer devices (Miarso, 2004). Learning media is a physical tool that can present messages and stimulate students to learn, such as movies, books and tapes (Arif, 1984). The condition of students will become more skilled, and increase knowledge (Gerlach, Vernon S. & Ely, 1980). Increasing the knowledge meant that students can directly receive and learn the subject matter by utilizing the media (John D. Latuheru, 1988). (National Education Association, 1969) explained that the types of learning media can be in the form of print and audio-visual and their equipment. In line with that the media used can be in the form of art, sound, animation, and video (Vaughan, 2011). Various types of components will improve the student learning process (Ahmad Rivai & Nana Sudjana, 2013). Utilization of computers can also quickly process additional information for students (Pradipta, 2017). This learning media is also used integrated with the objectives and content of teaching which is intended to enhance the quality of teaching and learning activities (Santoso S Hamidjojo, 1988). In line with that (Fuller, 1975) describes learning media as a third parent, after the original parents and the teacher as the second parent to help students achieve their learning goals to the fullest. It can be concluded that learning media is an intermediary tool to deliver the communication process between teachers and students and maximize the process of teaching and learning activities in the classroom.

The existence of animated movies can be used as an interesting learning media and increase students' interest in learning to appreciate literary works,

especially fantasy stories. Based on the results of the initial interview with the Indonesian teacher at SMP Xaverius Way Halim Bandar Lampung which was held on October 17 2022, it turned out that there were still several problems in learning media, especially literary material. The problem experienced in learning literature, especially fantasy stories, is the limited media in learning. Indonesian teacher in class Xaverius Way Halim Bandar Middle School.

The learning media used are still in the form of textbooks or literature from the school library. Based on this statement, it indicates that teachers are still not optimal in developing teaching materials, such as audio, visual, audio-visual media, and other IT-based media that are useful in learning at school. This is an obstacle for teachers because of limited time and costs even though the facilities and infrastructure owned by schools are quite adequate. In addition, the media that is displayed makes character education for the characters. On the other hand, the noble task of an Indonesian language teacher is to continue. Deepening character values in all environments, both in the family, school and community (Fuad et al., 2022). Therefore, animated movies are considered suitable for junior high school students.

Based on this, the reason researchers tested the effectiveness of fantasy story learning media in the form of animated movies was because apart from having educational elements it was also a way to overcome various problems faced by teachers. Animated movie media is a type of movie that has a short duration, which is under sixty minutes. Researchers developed learning media for fantasy stories in the form of animated movies aimed at arousing student learning enthusiasm and motivating students through the messages contained in animated movie media. It is hoped that this animated movie media is able to overcome these problems.

B.   METHOD

The method used is the research and development method. As explained by (Sugiyono, 2017) research and development methods or in English Research and Development are research methods used to produce certain products, and test the effectiveness of these products. To be able to produce certain products, research that is in the nature of needs analysis is used and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products. Based on this research method, the material to be developed is short movie-based short story text as a medium for learning literature in junior high schools.

The research procedure used by researchers is a research procedure designed by Borg & Gall. The development research procedure proposed by Borg & Gall has 10 steps, but the researcher only reaches stage 6, which is as follows. Research and information, planning to develop preliminary form of product, preliminary field testing, main product revision, main field testing.

The data collection techniques for this research were interviews, observation and questionnaires. The interview serves as a preliminary study to find problems related to the limitations of learning media in fantasy story texts, then the researcher

uses observational data collection techniques. This technique is used by researchers to find out the learning media that has been used by teachers in learning fantasy story texts. The third technique in this study uses a questionnaire. At the product development stage, the questionnaire method is used to measure the validity of the product according to the assessment of the testers and the attractiveness, usefulness, and convenience according to product practitioners through student assessment responses.

C.   RESULT AND DISUCUSSION

There are three stages described in this section related to the effectiveness of animated movies for teaching literature in junior high schools. The three things referred to are (1) The process of developing animated movie media, (2) Testing the feasibility of animated movies, (3) Testing the effectiveness of animated movies. Referring to the results of learning literature, especially fantasy stories, in class VII students of SMP Xaverius Way Halim Bandar Lampung for the 2022/2023 academic year, the results of the research are broken down as follows:

The Development Process of Animated Bunga Tidur Movie Media

The process of developing learning media for fantasy story texts in the form of animated movies goes through three stages, pre-production, production and post-production.

Pre-Production.

The pre-production stage includes taking ideas, developing them through a synopsis, then making them into a storyline, then adapting them into scripts, character designs, storyboards, dubbing or voice recording. The movie produced by the author is entitled Bunga Tidur. The author divides the parts of the story in this animated movie into three parts, namely the beginning, middle and end. The first part shows Susan talking to her mother about the story she just finished reading. After telling the story, her mother asked Susan to sleep. In the middle part, Susan's character is shown dreaming, and in her dream, she becomes Fairy Rabbit and participates in the story of the Kaunis kingdom. Meanwhile, the ending shows Susan waking up to her dream.

Production

The production stage is the process of executing all the things that have previously been prepared in the pre-production process. The production stages include modeling, ringing, property sets, and animation. The initial design of learning media in the form of animated movies begins with the creation of animated movie scripts, and continues with the creation of storyboard images. The storyboard that has been made is adapted to the scenario script. After that, scenarios and storyboards were applied to the computer. The software used to create animations is

Plotagon. Meanwhile, audio was recorded using clip on and edited using Movieora software.
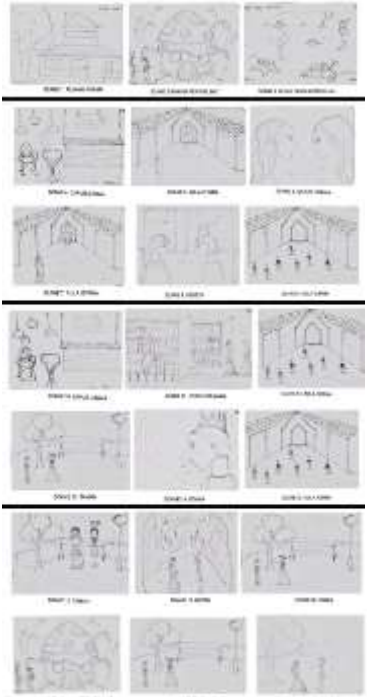
Table 1. Rough and final character portrayals

Rough Character Description	Finals

Table 2. Storyboards and Final Animation

Storyboard	Animation finals

Post Production

The post-production stage is the finishing of a complete movie and is able to convey a story or message to the audience. In this process all animation and audio obtained in the production process are put together into one unit and edited by the

editor. The stages in post-production are rendering, compositing, video and audio editing, and finally publication.

The final stage of moviemaking is publication. Publication is an activity to disseminate information or products to the public so that the public gets the right information about the product. Animated movies that have gone through the production stages will be published in the form of posters and also uploaded on the following YouTube channel (https://youtu.be/KSAmHi0qQWQ). In addition, there is a barcode to easily access the YouTube link. This is intended to make it easier for students and the general public to access anywhere and anytime.

Figure 1. Animated Movie Poster and Uploaded Movie Barcode

Feasibility test on the Animated Movie Bunga Tidur

After the animated movie has been produced, the next step is to test the feasibility of the animated movie produced for fantasy story learning and VII grade students.

Table 3. The Results of Due Diligence by Experts

No.	Expert	Total score	Percentage	Category
1.	Material	50	96.1 %	Very Worth it
2.	Media	66	97.0 %	Very Worth it
3.	Practitioner	38	95.0 %	Very Worth it

The feasibility test was carried out by material experts, namely Dr. Mulyanto Widodo, M.Pd., aspects of assessment from material experts include aspects of suitability with learning objectives, suitability with learning materials, suitability with learning methods, suitability as learning resources and suitability with learning activities. These criteria are based on the results of the assessment of material experts who get a score of 96.1% in the very decent category. The feasibility test was carried out by media experts namely Rangga Firdaus, the aspects assessed included software engineering, the suitability of visual communication designs, and the suitability of the elements contained in animated movies. These criteria are based on the results of the media expert's assessment which scored 97.0% in the very proper category. After being tested for feasibility by material and media experts, the feasibility was tested by practitioner Anastasia Yoanita S.Pd., as a subject teacher. The aspects assessed include content components, use of media and suitability of the

presentation components. These criteria are based on the results of the assessment of practitioners who get a score of 95.0% in the very decent category.

It can be concluded that the animated movie Bunga Tidur as a learning medium in fantasy texts for class VII SMP fulfills the very feasible criteria.

Test the Effectiveness of Using Bunga Tidur Animated Movie

After the animated movie has completed the feasibility test stage, the effectiveness test of the movie is then carried out in order to find out whether the animated movie produced is effective for learning fantasy stories and for class VII students.
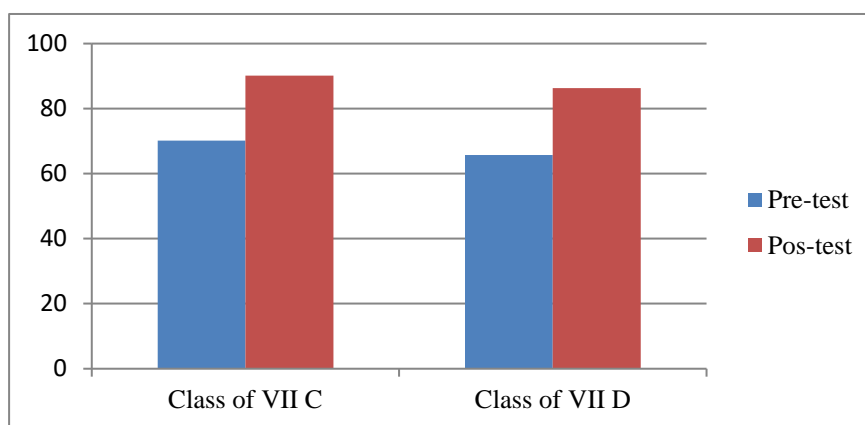

Figure 2. Results of Testing the Effectiveness of Animated Movies

Table 4. Results of Testing the Effectiveness of Animated Movies

No.	Class	Yield (Mean)			Category
		Pretest	Postest	N-Gain	
1.	VII-C	70.14	90.14	0.68	Medium
2.	VII-D	65.69	86.30	0.60	Medium

After the feasibility test, the animation movie will test its effectiveness. Previously, 56 students in grades VII-C and VII-D were asked to work on questions using fantasy stories as material in text form. After an initial ability test, VII-C received an average score of 70.1 while VII-D received an average score. -average 65.6. After carrying out an initial ability test of 90.1 using fantasy stories in the form of text, students do a posttest using fantasy genre animated movies that have been produced by the writer, VII-C gets an average score and VII-D gets an average score of 86.3.

After testing the effectiveness of fantasy text learning media products with animated movie media for class VII students of junior high school, it showed that the average N-gain for class VII-C was 0.68, including in the medium category, 2) the average N-gain for class VII-D was 0.60 is included in the medium category, so this product is stated to be effectively used in learning. The difference in the average N-gain occurs because each class has a different level of intelligence and characteristics.

Discussion
Animated Movie Development Process

The process of developing learning media for fantasy story texts in the form of animated movies goes through three stages, pre-production, production and post-production.

Pre-Production

The pre-production stage includes taking ideas. Externally, the ideas obtained from the author's environment, especially children, like to watch animated movies. The title that the author takes is Bunga Tidur which is a figurative word and means a dream when someone is asleep. Based on the results of observations from various literature, this is one of the things that makes the writer even more motivated to make animation with the title Bunga Tidur as a learning medium in fantasy story enrichment activities. The synopsis in the animated movie Bunga Tidur tells of a teenager named Susan who likes adventure. One time he read a book and imagined that in the real world there was a figure like the character in the story book he was reading. Shortly after that he fell asleep and woke up in a world he recognized, namely the land of Kaunis in the story book he had read.

The next stage is to create a storyline or scane design, narrative and description of the images to be produced. The story line of the animated Bunga Tidur consists of 21 scenes, 21 narrations and 21 image descriptions. After the storyline is designed, it enters the stage of script writing. The process of making the script in this animated video was made by the author based on the storyline which has been described in more detail regarding the point of view, panel transitions, and dialogue between characters. After making the script the next process is making the characters in the animated movie, the character designs are produced using manual techniques, namely paper and pencil, the characters in the animated movie that have been designed are 9 characters, namely Susan, Fairy Rabbit, Putri Annelise, Putri Elisa, Prince Argulius, King Arthur, King Richard, Mother Susan and also Robert. The next step in this pre-production stage is to create a storyboard. Storyboard is a rough picture on a storyboard that displays the visuals of an animated movie being produced. Broadly speaking, a storyboard is in the form of a series of pictures by pictures that explain the storyline of the animated movie from the beginning to the end of the story. The last step in the pre-production stage is dubbing or voice recording which is carried out by the voice actors by each character.

Production

The production stage is the process of executing all the things that have previously been prepared in the pre-production process. The first step of production is modeling. In 3D animation all objects must be formed or made in the form of animation. The writer uses plotagon software for modeling in animation. After that is the process of ringing or setting up the framework for an object or character. Plotagon has completed the ringing feature so that the character that has been

modeled can move by selecting the features contained in the application. Next is the location set-property in an animation, the elements included such as the background in the animation and the objects or items needed to support the scope of the animated image. After all the elements contained in the animation have been made. The next stage is the animation mode. In this animation mode, all existing objects are moved according to the dialogue between the characters in the scenario. This stage is the longest stage in the production process.

Post Production

This post-production stage is the last or finishing stage in a complete movie and is able to convey a story or message to the audience. In this process all animations and audio are put together into a single unit and edited by the editor. Rendering is the first process in the post-production stage. Rendering is the stage of transferring images into computer files, and turning them into a video clip per scene of an animated movie. In the rendering process, cutting, selecting, and rearranging the images to be made into a video are also carried out. The next stage is compositing, namely merging all the shots from scene 1 to the epilogue in one folder. The next step is the editing process. There are two stages, namely video and audio editing. Video editing is done to organize or rearrange moving images according to the story sequence contained in the storyboard. This arrangement is adjusted to the initial script and production results. After that, the videos that have been compiled are added with Indonesian subtitles, added sound effects, visual effects, transitions and theme songs to bring the movie to life.

Meanwhile, audio editing is done to remove noise, as well as increase or decrease the pitch in the voice recording of each character. Besides that, audio editing is also done to add musical effects and accompaniment tones that have been adjusted for the scenes in the video. The process is considered complete and ends with the outputting process. The outputting process is intended to make videos that have been edited into videos that are ready to be played and shown to the general public. The resulting animated movie media is titled "Bunga Tidur", and is used as media in CD form.

The final stage of moviemaking is publication. Publication is an activity to disseminate information or products to the public so that the public gets the right information about the product. Animated movies that have gone through the production stages process will be published in the form of posters and also uploaded on the YouTube channel (https://youtu.be/KSAmHi0qQWQ). In addition, there is a barcode to easily access the YouTube link. This is intended to make it easier for students and the general public to access anywhere and anytime.

Animated Movie Product Feasibility Test

The next stage is product validation carried out by material experts, media experts and Indonesian language practitioners/teachers. Products that have been made, then validated. Validation is an evaluation of the initial product that has been

developed. Validation aims to determine the feasibility of media display, content or materials and their uses. Assessment is carried out using an instrument in the form of a questionnaire containing indicators of the feasibility of learning media products so that feasibility can be measured. Product validation involves material experts, media experts, and practitioners.

Material Expert

Aspects assessed by material experts are in the form of learning objectives that contain suitability of competency standards or basic competencies and curriculum, suitability of animated movie media as a complement to learning, aspects of learning materials that are also adapted to student needs, media display is clear and easy to understand, language selection in movies easily understood by students and also communicative as well as stimulating student involvement and participation for independent learning from groups, suitability of the chosen learning method and being able to practice directly the results of student observations in group assignments writing fantasy stories, and aspects of ease of access for students using movie media animation. Based on the results of the assessment of learning media products by material experts, a score of 50 was obtained with a maximum score of 52 and a percentage of 96.1%. It can be concluded that the material falls into the "very good" category or is suitable for use or testing in the field.

Media Expert

The aspects assessed by media experts are in the form of loading software engineering, the usefulness of animated movies for independent study, animated movies can be used repeatedly, animated movies can be run in various software. Visual communication design was also assessed, such as image clarity, audio, dubbing suitability, appropriate visualization, suitability of the theme song in the animated movie, color combinations between elements in the animated movie, the duration shown was not too long. The suitability of movie elements is also included in the assessment such as the storyline is easy for students to understand, the setting and time are continuous with the storyline, there are at least two characters in the animated movie, there is good continuity between elements and the messages contained in the animated movie are easy for students to understand. Based on the results of the evaluation of learning media products by media experts, a score of 66 was obtained with a maximum score of 68 and a percentage of 97.0%. It can be concluded that the material is included in the "very good" category or is suitable for use or testing in the field.

Practitioner

Aspects assessed by practitioners include the suitability of the material with the needs of educators and students, usefulness for increasing knowledge both theoretically and practically, usefulness for increasing student skills, ease of use of

the language used in the material for students to understand, ease of use (the media used is relatively easy to use by teachers and students), readability of subtitles (text in the movie can be read by students), the material presented can involve students actively, clarity of pictures/illustrations (clear pictures/illustrations), animated movies encourage curiosity (ability attract students' learning interest and create a fun learning atmosphere, and the material presented is interesting so that it can lead to student learning motivation.Based on the results of the evaluation of learning practitioners by Indonesian teachers, a score of 38 was obtained with a maximum score of 40 and a percentage of 95.0%. It can be concluded that the material is included in the "very good" category or is suitable for use or testing in the field.

Animated Movie Product Effectiveness Test

The effectiveness of fantasy story learning media with animated movies can be seen from the results of the effectiveness test by students. Testing was carried out by conducting a pre-test - post-test in superior classes and regular classes at Xaverius Way Halim Middle School Bandar Lampung. Learning is done by adjusting the time allocation for learning fantasy story text according to learning outcomes (CP) and existing learning objectives. Calculation of the feasibility of product effectiveness using the N-Gain formula. The following describes a comparison of the results of the pretest and posttest from the superior class and the regular class at SMP Xaverius Way Halim Bandar Lampung.

The effectiveness test is carried out by giving enrichment assignments to students related to learning materials that are used as instruments for the effectiveness of using media in achieving learning goals and adjusted to the indicators that have been formulated in the activity of identifying fantasy texts. The purpose of this research stage is to find out the performance of the product after being used in learning whether it meets the predetermined criteria. In this test, the researcher was assisted by an Indonesian teacher from class VII.

The researcher conducted the test twice. The first test was carried out using media in the form of fantasy story text, the following week the second stage test was carried out using an animated movie with the same story and questions. The average result obtained for the pre-test was 70.1 while the average post-test score was 90.07. After the pre-test and post-test, the total N-gain obtained by VII-C was 18.51 and the average gain index was 0.68. The average value of 0.68 is included in the moderate category gain index. Based on these categories, it can be concluded that product effectiveness in class VII-C is included in the medium category.

While the average results obtained for class VII-D for the pre-test average score was 65.69 while for the post-test average score was 86.30. After the pre-test and post-test, the number of N-gain obtained by VII-D was 16.58 and the average gain index was 0.60. The average value of 0.60 is included in the moderate category gain index. Based on these categories, it can be concluded that product effectiveness in class VII-D is included in the medium category.

D. CONCLUSION

Based on the results and discussion of the research, it can be concluded as follows. The process of developing learning media for fantasy story texts in the form of animated movies goes through three stages, pre-production, production and post-production. The pre-production stage includes taking ideas, developing them through a synopsis, then making them into a storyline, then adapting them into scripts, character designs, storyboards, dubbing or voice recording. The production stages include modeling, ringing, property sets, and animation. The final stage is post-production including rendering, compositing, editing and publication.

The animated movie Bunga Tidur meets the very decent criteria. These criteria are based on the results of the assessment of material experts who get a score of 96.1% in the very appropriate category, the media expert's assessment who gets a score of 97.0% in the very feasible category, and the assessment of practitioners who get a score of 95.0% in the very feasible category. The animated movie Bunga Tidur for seventh grade students of junior high school shows an average N-gain value for class VII-C of 0.68 which is in the medium category, 2) the average N-gain for class VII-D is 0.60 in the medium category, so this product is stated to be effectively used in learning. The difference in the average N-gain occurs because each class has a different level of intelligence and characteristics.

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