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TEACHER AND STUDENT PERCEPTIONS OF THE DEVELOPMENT OF SOCIAL STUDIES LEARNING MEDIA BASED ON STOP MOTION INFOGRAPHICS ON SOCIAL MOBILITY MATERIALS

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Abstract: Media development is a step and process in making or perfecting a media in the learning process is that learning is more effective, efficient and able to achieve the learning objectives to be achieved. This study describes how teachers and students perceive the learning media in the form of stop motion infographic animations. It is the perception of students here that also determines the success or failure of learning by using stop motion infographic animation learning media and to find out whether or not stop motion infographic animation learning media is appropriate, learning media can support understanding and increase student interest in learning so that learning does not seem monotonous. This study used the Research and Development research method with a research model according to Borg and Gall. The techniques used in the research are questionnaires, observations, post-test and interviews. The main object of this research is class VIII students at SMPN 2 Kademangan. The gaining of media validation test result with an average percentage of 88.6% is valid category, then material validation result was 93.3% and the teacher validation test result was got 84.2%, it showed the valid category, it meant that it fulfilled the criteria of practicality with the gained of 87.5% as pupils 'completeness score; then analysis of pupils' activity observation portrayed a percentage of 15. it seemed the media was effective by considering the result of hypothesis testing using Paires Sample Test (sig. 2 tailed, 0.000 <0.05. the result of sig 0.000= 0.05). It is also seen form the average value between the pre-test and post test, those are the pretest score 70.1563 is lower then the posttest score of 79.375, it meant that the media was supposed effective to be employed to enhance the pupils' interest.

Keywords: Perceptions of students and teachers, Learning Media, Animation.

INTRODUCTION

Education is a learning in which there is a process of forming skills, knowledge, and character in a person to run his life. Education is a process of changing attitudes and how to behave in a person or group of people in an effort by means of teaching, a process, training and actions in educating. A process of communication or delivery of information between educators and students here is referred to as education, and in it there are important elements in education including students, educators, the existence of an interaction between educators and good students, tools and methods used, sources of information used. Delivering teaching materials used need to be considered properly in supporting the course of a good learning.

Activities learning or learning teaching cannot be separated from interpreted the educational process itself which is as effort and journey or made in by someone where is goal to get behaviour developments their as a as whole, is of result own observations as long as. Interacts with 'surroundings the Conducting learning students good in for the namely paying aspects attention important learning a the process by to One of them is by paying attention to the use in an media learning of Media learning can be used to help teachers in organizing activities learning that. Take place Media learning itself is a tool used in learning or a tool used to help the ongoing communication (Hamdani,2011). According to Sukiman (2012:21), learning is defined as everything that can be used in distributing information or messages carried by the sender to the recipient raises a stimulus for the mind, raise the attention and interest of students so that the objectives to be achieved in learning effectively are achieved.

In the current situation, part of the learning is done online, because to reduce the risk of spreading the virus more widely. In addition, from the results observations that have been carried out shows that become down in, learning done online they are difficult to understand material because the teacher only provides description material and assignments, so learning looks monotonous. Seeing these conditions, we need a learning that is more relevant to existing conditions and is more innovative. For this reason, educators need to make a renewal or a new creativity in developing or creating a learning media so that learning can be effective and more fun. Learning media are everything that can be used to help and facilitate teachers in delivering the material or information to be conveyed or channelling messages in process that makes the objective of .learning can be achieved (Thornby, 2002).

Considering the students need analysis, it is got by conducting the result of internship 1 which was implemented on 30 March 2021 and the second internship on 21 September 2021, at that time there were many problems found as the reason why this study must be employed, Those were most of the pupils became dull and fatigue, they were lack of motivation to participate in learning process, the pupils are less concentration, attentive, especially when the instructor delivered the materials, several pupils got sleepy. In this observation on 30 March 2021 there were many problems mainly they are less focusing or absorption to the subject and the materials, it was caused by the teachers' technique, she still apply students worksheet which is very limited references, lack of learning source, the using of media is not maximum. The offline learning only could be conducted 50% the pupils' presence, and others were at home and they follow the learning through *WhatsApp* by delivering several texts and exercises which the pupils had to do as their daily task.

The researcher chose to develop imedia learning, *stop motion animation*. The *stop motion animation* and movement or .manipulation a 3D or 2D object that is made, which is taken *frame-by-frame*, and the use of the technique is actually the same as other animation-making techniques, the difference is that the process of farm events *is different-frame* using object animation techniques generated by taking *frame-by-frame,* so it requires *frames*.

Another study conducted by Sri and Dede (2017), suggested that using media in learning process form of *stop motion* can help process of learning outside or outside as independent teaching materials. The use of learning media in the learning process in the form of *stop motion* will be more effective in building learning motivation in students and supporting the objectives of the learning process itself, because the use of audio, visual, music, animation presented on the media makes students more interested in starting infographic *stop motion*, it will be able to foster enthusiasm, enthusiasm and motivation for social studies learning, which many students now think social studies lessons are boring and unattractive.

A. **METHODS**

Method research used by researcher is Research Development (RnD). This method emphasizes the development or creation of new products in the form of teaching materials and to

test the feasibility and effectiveness of the products developed or created (Sugiyono, 2014: 407). This study also shows the validity, practicality and effectiveness of the learning media that has been developed, namely learning media based on stop motion infographic animation. This research is oriented to the development model according to Borg and Gall, where there are 10 development steps including first research and collection second planning, third development product draft test field fifth ,revision ,product initial, sixth test field initial, seventh revision product operational, eighth trial field operational, ninth revision tenth *dissemination*, *implementation*.

The initial stage in this research is that the researcher collects some data at the location under study, namely at SMPN 2 Kademangan. The determination of the classes used in the study as research subjects. The number of the subject was 36 students since they were considered to fullfil the criteria. The result is the entire population of class VIII, with a total population of almost 300 students. So, here the researcher uses a generalization technique which the sampling technique used is *simple random,* the data collection is done randomly but still within the scope of the research objectives.

The second stage is planning; researchers develop designs or draft ideas in media development, of course systematically, which can later be used as references in products that have been perfected. The initial stage carried out by researchers is making a learning implementation plan (RPP). Then the researchers looked for references related to the material to be included and the media developed.

The next third stage is the development *of a product draft*. At this stage the determination of media design, content standards and material to be presented in the video was carried out so that the media could be developed systematically.

The fourth stage is the initial field, at this stage the researcher tests the media to experts including material media experts, experts, and social studies subjects with the aim of being able to know the level of validity or feasibility of the teaching which has been developed to be tested on students.

The fifth stage was the revision of the initial field trial. The results of the analysis on the data showed that there were several things that need to be revised in the media so that the media could be even better. Media revisions were carried out by considering suggestions from the validator.

The sixth stage was the main/small scale field trial. The media revision stage has been completed, where it has been stated that the product developed was of in.

The seventh stage was revision product operational. After conducting a trial on a small scale next was to analyse the results of the questionnaire from trial scale, the number of students were 6 students.

The eighth stage was trial field trial large /operational scale. The trial was conducted at SMPN 2 Kademangan by class VIII C, the number of the students were 36. For the first meeting animated infographic videos *stop motion* in the learning process.

The ninth stage of final product was refinement revision. After the media has been tested on a large scale, the next step is to revise it as a follow-up to the previous large-scale test. This revision is the final revision carried out in response to the media regarding the media in the form of a used by stopping process .learning.

The last stage is dissemination and implementation. After the completion of the media improvement step, the media can be disseminated and given to students as facilitate can good learning media and the process, especially in social engineering learning.

In analyzing the data obtained, namely using a five-criteria likert scale assessment, and to determine the level of product validity seen through the results of the validation of experts (Arikunto, 2020; Sugiyono, 2014), in this case a media could be valid if it fulfil; the requirement as the minimum criteria of scoring 75. The to determine the level of practicality of the was carried out by processing data from students during the learning process then to determine the level of

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practicality of the media then the normality test, homogeneity test and hypothesis testing were carried out on the data that has been obtained.

Alternative answers with likert scale alternative answers score weights could be seen as follows:

1. Strongly Agree/Always/Very Positive/Very Able/Very Good 5
2. Agree/Often/Positive/Able/Good 4
3. Doubtful/Sometimes/Neutral/Enough Able/Quite Good 3
4. Disagree/Almost never/Negative/Poor/Poor 2
5. Strongly Disagree/Never/Very Negative/Unable/Not good

B. **RESULT & DISCUSSION**

Based on, has been namely at SMPN 2 Kademangan regarding research on the development of learning media based on stop motion infographic animation, the following steps Borg and Gall's method were taken by the researcher, namely:

1) *Collecting data or information* related to the institution being studied, the subject being studied. The subjects who were observed, namely student class VIII. In research, to determine the level of validity, effectiveness and practicality of the resulting product in the form of a stop motion infographic animation video. This study was conducted to see how the perceptions of teachers and students related to the quality of learning video based on stop motion animation in teaching vocabulary. The results of this study would describe the perceptions of teachers and students on the quality of learning video based on stop motion animation. Data's taken research in conducted through interviews and observation. Then, for were product trials out on of .class VIII at SMPN 2 Kademangan. The curriculum used at the institution is using the 2013 curriculum, so here the researchers adjust the media material with the curriculum used by the institution.

2) The next step is *planning*, where researchers collect some important information related to media, teaching materials, methods and learning processes used at the institution, namely at SMPN 2 Kademangan.an initial design of the product to be made, determines the material and Basic Competencies and Core Competencies that will be used, of course, is adjusted to the curriculum used in the institution, namely the 2013 curriculum.

3) *Development of a product draft*. The components that were presented in the video, what materials were included and the animations that were applied to the video Can overcome their lack of understanding of material learning, so that process could be conducted then. Here the researcher used the *Macromedia Flash 8* and *Wondershare Filmora 7.8.6*. Here's the design for the learning video.

Figure 2 Learning Media Design

4) *An initial field trial* was then conducted. In this trial on learning I, that created be tested several validators of, experts and IPS. The first test was carried out by material experts, where to find out the arguments or opinions of the validator regarding the material used and developed on learning media in the form of stop motion infographic animation. Whether the material used is appropriate or not, the indicators or questions used in the questionnaire are 28 questions. Where from the results of the material expert validity test, it shows a validity level of 93.3%, so it is categorized as valid with a little revision. In addition, test validation experts, aiming to find out the feasibility of media developed by researchers, as for the indicator questionnaire for, namely 23. It could be stated that from the results of the validated test media experts showed a level of validity of 88.6% so that the media was categorized as valid with few revisions.

Furthermore, a validation test was carried out by teacher, aiming to determine the feasibility of the media and the quality of the material contained in the media. The indicators used in the questionnaire for validators amounted to 33; which from the results of the media expert's validating test; it showed validity level of 84.2% so that the media was categorized as valid with slight revisions.

Table of Media Validity Level Analysis

No.	Validator	Percentage	Criteria
1	Media validator	88.6%	Valid
2	Material validator	93.3%	Valid
3.	Teacher validator	84.2%	Valid

5) The next step is to *revise the initial field trial*, from the results of data acquisition on the validation test by several experts then improvements are made to suggestions and input from the validators so that the media is more leverage. After the revision was carried out in its entirety and the product developed already to the in stage is conducting trial trials field scale,

6) Researcher *conducts ion scale small first*, where carried out on class VIII at .SMPN 2 Kademangan as many as 6 people. This small-scale test aims to determine the level effectiveness media that has been developed and to determine responses to .media through questionnaire provided, it will be seen whether the media is effective to the results of questionnaire students' responses to media show average of 85.8% .which falls into the criteria of good effectiveness.

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7) *After a small-scale trial, the next step is to analyze the results* of the questionnaire from a small-scale trial. Revision of the media is carried out to follow up on suggestions and comments from the responses of students who have used or applied media in the form of stop motion infographic animation videos.

8) Then after the revision was carried out, a large-scale *field trial was carried out*, which was carried out on students of class VIII C with the number of the students as many as 32 children. The results of the student response questionnaire to the media showed an average of 84.71% which was included in the criteria for good effectiveness.

9) The next step is to make a final revision, in order to correct the shortcomings of the large-scale test results, and

10) the last step is *dissemination and implementation*. At this stage, the researcher disseminates appropriate learning videos as learning media that can support the learning process through Youtube channels and through CDs.

Furthermore, to determine the level of practicality of the media developed in the form of stop motion infographic animation videos. From the results of student responses regarding learning videos, it showed a percentage of 84.718 % with 13 questions, besides that, judging by the results of the construct, it shows that the media is feasible and valid to use with a few revisions, the next point is seen from the tabulation of student mastery results of 87.5%, it showed very good criteria. And it could be seen from the results observation of the activities of which many students who asked questions. by reaching 18.75%. Then to test the level of effectiveness of the learning media as follows:

1. **Test Normality**

   In the normality test served to know whether data to be tested has distribution .normal or no. If the data obtained from the results of the field te is stated distribution, then it could be carried out with uji T. The following is the output of the normality *pre-test and post-test* class VIII C using SPSS 16.0 *for windows* below using *I-Sample KS*.

One-Sample Kolmogorov-Smirnov Test

		Pre Test	Post Test
N		32	32
Normal Parameters[a]	Mean	70.16	78.28
	Std. Deviation	7.776	8.290
Most Extreme Differences	Absolute	.164	.145
	Positive	.164	.105
	Negative	-.148	-.145
Kolmogorov-Smirnov Z		.929	.818
Asymp. Sig. (2-tailed)		.354	.515

a. Test distribution is Normal.

   The results test normality with using *I-Sample KS*. For the pre-test it was got 0.354 and for *the post-test* of 0.515 with .level greater than 0.05. The value of the *pre-test was* 0,354 > 0.05 and –post *test* score was 0.515 > 0.05. So, the data stated that H$_1$ is accepted with being normally distributed.

2. **T test (Hypothesis)**

   The normality test has been completed and the data shows normal results, then the T test (Hypothesis) can be carried. Test was carried out to out whether there was ta difference in ability to understand the material during the learning process using the *stop motion*.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre_Test - Post_Test	-8.125	5.499	.972	-10.108	-6.142	-8.358	31	.000

Based on the results of hypothesis testing in the table above, Sig. (2- tailed) is 0.000 which is less than 0.05 as sig level. The results of sig $0.000 < 0.05$ state that H_1 is accepted, so there is a difference in the class VIII C test between before using infographic animation media *stop motion* and after using media in the .learning.

C. CONCLUSION

Based on the results, of the research conducted, it showed that media in the form of animation *stop motion* can be accepted and used by students well in the learning process, judging by the differences in learning between before and after the use of this stop motion infographic *video*. In addition, it is reinforced by the results of the *pre-test* and *post test* with an average of *pre-test* of 70.15 and *post-test* of 79.37, so it can be seen that there is a change in student scores before using the media. Learning after using the media, Infographic animation video *stop motion* was packaged well by researchers and disseminated using a *Youtube* Imama & Mumfangati. (2015) to make it easier for students or teachers to access it, of course it is also aligned with current technological developments, in addition to using *stop motion* can increase student motivation and interest, because in Social studies learning should use teaching materials or teaching resources that support to understand the material and should be able to package the material more attractively will be easier to .understand.

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