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The Influence of Animated Video Learning Media on Results Learning Geography for Class XI Students of SMA Negeri 6 Sidenreng Rappang

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A B S T R A C T

The purpose of this influence study is to ascertain how animation-based video learning materials affect geography students in class XI of senior high school and country 6 Sidenreng Rappang. This study is quantitative in nature and employs a one-group pretest-posttest design with the Experimental Study method. The two variables in this study are the dependent variable, geography learning outcomes, and the independent variable, animation video learning media. There were 24 pupils in class XI IPS II at SMA Negeri 6 Sidenreng Rappang who made up the study's population. One pre-test and one post-test are given at the beginning and end of the class, respectively, as part of the data collection technique. The hypothesis-taking test using the SPSS 25.0 application program used is the Wilcoxom Non-Parametric hypothesis analysis test . Study findings The significance of this display mark is 0.00 < 0.05. Mark Prior to testing The students' average score climbed from 38.33 to 86.66 on the post-test, indicating that their performance had improved. Calculated hypothesis using SPSS application software 25.0 For Windows, it may be inferred that the null hypothesis (H0) is rejected and the hypothesis work (H1) is accepted, indicating a significant difference in the social studies learning outcomes between the pretest and posttest. In light of this, the hypothesis that "Animated Video Learning Media Has an Influence on Class XI Learning Results at SMA Negeri 6 Sidenreng Rappang" was chosen.

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INTRODUCTION

Along with developments over time and the era of globalization With the rapid development of products and the use of information technology , the presence of technology can also have a quite big impact on those who use it. Where is the learning media own role important in the learning process , namely as a learning resource that can help teachers and broaden students' insight. Learning is activities that proceed through the stages of design, implementation and evaluation. Learning is an effort made to facilitate the learning process for students (Hanafy, 2014).

So far, learning carried out in teaching schools only uses methods conventional (lecture) with a one-way learning system, but along walking time method that way becomes less interesting. Matter This makes students' learning competence less good, it is necessary something media learning Which can interesting attention And increase understanding student to material Which given so that competence Study student become better.

Learning media can be said to be a learning process to convey messages, in the form of ideas so that students' thoughts and interests can be formed. In the Constitution 1 No. 20 of 2003 article 1 paragraph 20 learning media is compenent supporter success of the process Study teach . With device good learning will guide students to be able to improve learning competencies and student learning outcomes at school. In achieving optimal learning outcomes, using learning media can improve student learning outcomes.

Video Animation Learning Media is a medium or intermediary tool used to assist the learning process by displaying moving images in cartoon form so that it can attract students' interest in learning and attention in the learning process. (Meisari et al., 2022) . Animated video learning media has its own charm, because animated videos have unique attractive characteristics. In animated videos there is a display that is composed by combining text, graphics and sound in movement activities. Animated videos have the form of attractive pictorial presentations, with moving images that depict the movement of an object, so that in the learning process it can make students enthusiastic about learning, making students not feel bored and fed up when following the learning process well until completion.

When the researcher made observations, the researcher observed the process of teaching and learning activities in the classroom. Learning activities are still less effective because they still use the lecture method by teachers who are less creative in delivering learning material. Good learning tools will guide students to improve their learning competencies at school so that they can improve student learning outcomes. In achieving optimal learning outcomes, using learning media can improve student learning outcomes.

LITERATURE REVIEW

Evaluation results Learning by teachers aims to monitor and evaluate the process, learning progress, and improve student learning outcomes on an ongoing basis. One way the teacher assesses learning outcomes is carried out through daily assessments. Student learning outcomes are a measuring tool to

see how far students have mastered the subject matter presented by the teacher (Iverson & Dervan, 2020).

Based on the results of observations made by researchers at SMA Negeri 6 Sidenreng Rappang, there are problems regarding student concentration in learning activities which have implications for low student learning outcomes. In Geography learning, teachers present lessons using conversional methods or lectures only. Apart from that, teachers only teach in one direction, and do not provide learning media so that the learning environment becomes less interesting. Apart from that, students tend to be more active outside of the subject matter being studied, such as talking to friends outside of the learning material, going for walks and approaching friends. do physical activities outside of the material provided so they have difficulty maintaining attention during lessons. Student activities outside the lesson material result in students not understanding the explanation given by the teacher. So, with these various problems, the material provided by the teacher cannot be optimally accepted by students. The problem faced by students in receiving lessons is that they have difficulty understanding the lesson material. This also causes student learning outcomes in Geography lessons to be low.

Based on the results of the observations made, the researcher offers a solution for using animated video learning media to improve student learning outcomes. This research aims to determine the effect Use of Animation Video Learning Media on Learning Outcomes. By using animated video learning media, it is hoped that it will be able to help achieve learning goals and improve student learning outcomes.

Animation media was chosen because it can present information in an interesting and interactive visual way . This animated video is presented by providing a clearer picture, both images and text, thereby helping to improve students' memory so that students understand concepts more clearly and maintain students' attention. Animation can also simplify complex material and improve student memory. Students who are unable to attend will not miss out on lessons because with this animated video they can be accessed in a technology-oriented style using a device or application so that students can also access it even when they are unable to attend and travel long distances, students can also repeat and learn the material. At home. By using Powtoon - based animated video learning media, you can create more interesting and efficient learning.

One of the animation features provided by Powtoon video media is animation. Powtoon video media provides lots of animations so that learning is not monotonous with transitions that are not too fast or slow. Apart from that, the language used in delivering material with Powtoon videos is very easy for students to understand. The quality of the background sound settings does not interfere with the delivery of the material, which can be adjusted to the volume of the teacher while speaking (Qurrotaini et al., 2020) . By Because That, based on description on background behind the above , the researcher takes the title " The Influence of Animation Video Learning Media on Geography Learning Outcomes for Class XI Students of SMA Negeri 6 Sidenreng Rappang ".

METHODOLOGY

This research uses quantitative methods with Experimental Study research methods. Experimental study research is a study that requires the researcher to control or manipulate one or more independent variables and observe the dependent variable to observe or study the cause and effect relationship of the two variables.

The method used in this research is pre-experiment (Pre-Experimental Design). It is said to be pre-experimental design because this research is not yet a real experiment. The research design used is One-Group Pretest-Posttest Design , namely an experiment carried out on one group only without a comparison group or control group. In this design, a pretest is used before treatment is given. In this way, the results of the treatment can be known more accurately, because the situation before the treatment can be compared (Baharuddin & Hardianto, 2019) . The research design in question is Pre-Experimental Design using One Group Pretest and Posttest Design which can be visualized in table 1. For more details, see below:

Table 1. One Group Pre-test and Posttest Design

Group	***Pretest***	**Treatment**	***Posttest***
Experimental Class	O_1	X	O_2

Source: Sugiyono (in Rosdianto et al., 2017)

Information:

X : Treatment given using Animation Video Learning Media in the learning process.

O 1 : Pre-test (before treatment is carried out)

O 2 : Post-test (after treatment)

In general, the research design used can be defined as follows:

O_1 X O_2

Information :

O 1 : Initial test (Pre-test)

O 2 : Final test (Post-test)

X : Treatment (learning using animated video-based learning media.

In technique This collected data is analyzed using statistical techniques. The steps for analyzing data are:

Classification of Student Grades/Scores

Student test results are used to determine student grade classification. The scores obtained by researchers are converted into values in the formula (Arifin, 2012) below:

$$N = \frac{SP}{SM} \; X \; 100$$

Information :

N = Student Grade

SP = Acquisition Score
SM = Maximum Score
100 = Standard Score

Table 2. Classification of Student Grades

No	Mark	Completeness	Classification
1	< 30	Not finished	Bad
2	3 1 – 4 9	Not finished	Very less
3	50 – 5 9	Not finished	Not enough
4	60 – 74	Not finished	Enough
5	7 5 – 86	Complete	Good
6	87 – 1 0 0	Complete	Very good

Source: School Data from SMA Negeri 6 Sidenreng Rappang

The non-parametric Wilcoxon paired sample statistical test was the kind of normality test employed in this study. Typically, data in this format is not normally distributed, hence this test method can be applied to both nominal and ordinal scale data analysis. For tiny amounts of data (n<30), non-parametric statistics are typically utilised, regardless of the volume of data. The acceptance of H1 and rejection of H0 occurs when the value of Asymp.Sig. (2-tailed) is less than <0.05, according to the Wilcoxon Hypothesis Test. This suggests that there is a notable variation in the test scores of pupils in the experimental class.

RESULTS AND DISCUSSION

This research was carried out with the aim of determining whether or not there was an influence Use of animated video learning media on Geography learning outcomes for class XI SMA Negeri 6 Sidenreng Rappang. By taking the entire population of class XI IPS II, totaling 24 people. In determining the sample, this research used the Totally Sampling Technique , where 24 students from Class . First, the data that has been collected is presented, then analyzed and continued with hypothesis testing. The results of scores and Geography learning outcomes in the initial test (pre-test) and final test (post-test) for class XI IPS II SMA Negeri 6 Sidenreng Rappang can be seen in tables 3 and 4.

Table 3. Scores and Values for Geography Learning Results in the Pre-test (initial test) class XII IPS II SMA Negeri 6 Sidenreng Rappang

		***Pre-test* (O1)**	
No	**Student's name**	**Score**	***Pre-test***
1	A. Alif Djaya	11	36.66
2	Aryadinata	10	33.33
3	Muh. Alief	10	33.33
4	Muh. Aidil	17	56.66
5	Muh. Rizal	12	40
6	Ridwan	9	30
7	Annisa Nurul Agisca	17	56.66
8	Ramadhani Star	7	23.33
9	Ramadhani Light	20	66.66

10	Love Ayu Lestari	15	50
11	Desy Yuliana	12	40
12	goddess	7	23.33
13	Mirna	16	53.33
14	Nandy	6	20
15	Naurah Fitria Nasrina	10	33.33
16	Nur Afika Fadillah	14	46.66
17	Nur Intan	4	33.33
18	Nur Lutfiah	10	13.33
19	Ririn Ariyanti	8	26.66
20	Risdayanti	7	23.33
21	Risqi Anggreany H	9	30
22	Seviani	18	50
23	Sitti Mardani	15	60
24	Widya Sri Afsari	18	60

Source : Pre-test results (initial test)

Table 4. Scores and Values for Geography Learning Results in the Post-test (final test) class XII IPS II SMA Negeri 6 Sidenreng Rappang

		***Post-test* (O2)**	
No	**Student's name**	**Score**	***Post-test***
1	A. Alif Djaya	27	90
2	Aryadinata	27	90
3	Muh. Alief	27	90
4	Muh. Aidil	26	86.66
5	Muh. Rizal	27	90
6	Ridwan	24	80
7	Annisa Nurul Agisca	25	83.33
8	Ramadhani Star	27	90
9	Ramadhani Light	28	96.66
10	Love Ayu Lestari	26	86.66
11	Desy Yuliana	25	83.33
12	Goddess	24	80
13	Mirna	28	96.66
14	Nandy	24	80
15	Naurah Fitria Nasrina	24	80
16	Nur Afika Fadillah	26	86.66
17	Nur Intan	25	83.33
18	Nur Lutfiah	27	90
19	Ririn Ariyanti	25	83.33
20	Risdayanti	24	80
21	Risqi Anggreany H	25	83.33
22	Seviani	25	83.33
23	Sitti Mardani	27	90
24	Widya Sri Afsari	28	96.66

Source: Post-test results (final test)

Based on Tables 4.1 and 4.2, it can be seen that overall students, both from the initial test (pre-test) and the final test (post-test), there were no students who got a score of 100 on the initial test (pre-test). The highest score obtained by students was 60 while the lowest score obtained was 13.33. Then in the final test (post-test), the highest score obtained by students was 96.66, while the lowest score obtained was 80. Data analysis in this research was processed using the SPSS 25.0 for Windows application program.

Table 5. Frequency Table Pre-test

Pre-test					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	13.33	2	8.3	8.3	8.3
	20.00	1	4.2	4.2	12.5
	23.33	3	12.5	12.5	25.0
	26.66	1	4.2	4.2	29.2
	30.00	2	8.3	8.3	37.5
	33.33	3	12.5	12.5	50.0
	36.66	1	4.2	4.2	54.2
	40.00	2	8.3	8.3	62.5
	46.66	1	4.2	4.2	66.7
	50.00	2	8.3	8.3	75.0
	53.33	1	4.2	4.2	79.2
	56.66	2	8.3	8.3	87.5
	60.00	2	8.3	8.3	95.8
	66.66	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based on Table 5 Frequency Table Pre-test shows that the number of students who obtained learning outcome scores was 21 students who obtained scores from 13.33-56.00, namely incomplete, classified in the inadequate category, and 3 students obtained scores of 60.00-66.66, namely incomplete and classified in the sufficient category. Based on the KKM standard that students must achieve, it is 75, so the number of students who do not reach the KKM standard score is 24 students or all students.

Table 6. Frequency Table Posttest

Post-test

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	80.00	5	20.8	20.8	20.8
	83.33	6	25.0	25.0	45.8
	86.66	3	12.5	12.5	58.3
	90.00	7	29.2	29.2	87.5
	96.66	3	12.5	12.5	100.0

	Total	24	100.0	100.0	

Based on Table 4.4 Post-test Frequency Table shows that the number of students who obtained learning outcomes scores on the Post-test was 24 students who obtained scores of 80.00-96.00 and were completely classified in the very good category. Based on the standard KKM score that students must achieve, namely 75, so it can be said that 24 students in the post-test were able to achieve the standard KKM score. Based on mark results test The pre-test and post-test were calculated through inferential analysis in the SPSS 25.0 for Windows application program. For more details, see the results of the following descriptive statistical output calculations.

Table 7. Descriptive Statistics Table

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	13.33	66.66	38.3304	15.60356
Posttest	24	80.00	96.66	86.6642	5.38274
Valid N (listwise)	24				

Based on table 4.5 Output Descriptive Table Statistics, it is known that the total data on learning outcomes for class XI IPS 2 students from both the initial test (Pre-test) and the final test (Post-test) is 20 students. The average score for the student learning outcomes test or mean for the pre- test was 38.33, while for the post-test it was 86.66. Meanwhile, the Standard Deviation results for each test, both the Pre-test and Post-test, are 15.60 and 5.38. Thus, descriptively 43 statistics can be concluded that there is a difference in the average results of the Geography 43 statistics eye learning test from both the Pre-test and Post-test . Next, the Wilcoxom test was carried out to find out whether there was an influence on the use of animated video learning media based on the 43 Non-Parametric statistics test which was processed with the SPSS 25.0 for Windows application program . The output results can be seen as follows.

Table 8. Table Ranks

Ranks

		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	0 [a]	.00	.00
	Positive Ranks	24 [b]	12.50	300.00
	Ties	0 [c]		
	Total	24		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Based on table 4.5 calculation method carried out on the Ranks table , the values obtained are the Mean Ranks and Sum of Ranks values from the Negative Ranks, Positive Ranks and Ties groups. So it can be seen that the number of Negative Ranks (negative differences) in the Output Table Ranks

results is 20 for both the N, Mean Ranks and Sum Ranks values , indicating that there is no decrease (reduction) from the Pre-test value to the Post-test value . For Positive Ranks (positive difference) between the Pre-test and Post-test learning results , there were 24, which means that these 24 students experienced an increase in learning results from the Pre-test to the Post-test scores . Mean Ranks (average) is 12.50 while the Sum Of Ranks is 300.00. and Ties (values of the same magnitude) between the Post-test and Pre-test also amounted to 0 from the results of 24 students, so it can be said that there is no equal value between the learning results of the Pre-test and Posttest tests.

Wilcoxon hypothesis test is carried out , namely Test Statistics , for decision making on Wilcoxon , namely:

1. If the value of Asymp.Sig. (2-tailed) is smaller than <0.05, then H 1 is accepted
2. If the value of Asymp.Sig. (2-tailed) is greater than > 0.05, then H 1 is rejected

Output results can be seen in the following table.

Table 9. Test Statistics Tables

Test Statistics [a]

	Posttest – Pretest
Z	-4,292 [b]
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on Table 4.7 Output results of the Wilcoxon Signed Ranks Test calculation, the Z value obtained was -4,292 with a P-value (Asympg.Sig. 2-tailed) of 0.00, which is less than the research critical limit of 0.05. So it can be concluded that "H 1 is accepted" and "H 0 is rejected", meaning that there is a significant difference between the Geography learning results of the Pre-test and Post-test. So the hypothesis decision was made that "There is an influence of Animation Video learning media on Geography learning outcomes for Class XI Students of SMA Negeri 6 Sidenreng Rappang". Results of infreential statistical analysis prametric (t-test) with calculations using the SPSS 22 program, as in the following table.

Table 10. Paired T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	38.3304	24	15.60356	3.18506
	Posttest	86.6642	24	5.38274	1.09875

Paired Samples Correlations

	N	Correlation	Sig.

Pair 1	Pretest & Posttest	24	,523	,009

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest – Posttest	-48.33375	13.58610	2.77325	-54.07066	-42.59684	-17,429	23	,000

Table 11. Calculation Mean Work

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Pretest	24	100.0%	0	0.0%	24	100.0%
Posttest	24	100.0%	0	0.0%	24	100.0%

Reports

	Pretest	Posttest
Mean	38.3304	86.6642
N	24	24
Std. Deviation	15.60356	5.38274

Considering the computation, the As can be seen, the average score on the students' first test (the Pre-test) was 38.33, whereas the average score on the final test (the Post-test) was 86.66. This is evident from the fact that the post-test (final exam) has a higher value than the pre-test (first test). This may be a sign of how animation video learning materials have affected the geography learning objectives for SMA Negeri 6 Sidenreng Rappang's class XI students.

The Pre-test and Post-test learning outcomes differ significantly if Sig (2-tailed) < (0.005), according to the Paired T-test analysis results. Additionally, there is a significant difference between the students' pre-test and post-test scores if Sig (2-tailed) > 0.05. According to the hypothesis, the use of animation video learning media has an impact on the geography learning outcomes for class XI SMA Negeri 6 Sidenreng Rappang if there is an increase in student learning outcomes. This indicates that H0 is rejected and the alternative hypothesis (H1) is accepted.

Considering the numbers derived from study findings that demonstrate how student learning outcomes in geography classes compare The results of the students' final exam (post-test) reveal the learning objectives of the pupils.

Through data analysis and hypothesis testing, the research yielded the average competency value of student learning outcomes in the geography course.

Through the utilisation of the Animation Video learning medium, 38.33 < 86.66, it can be deduced that the use of the Animation Video learning medium influences the learning outcomes of SMA Negeri 6 Sidenreng Rappang "accepted" class XI geography students. The hypothesis that claims there is no influence of animation video learning media on geography learning outcomes for class XI SMA Negeri 6 Sidenreng Rappang is "rejected" as a result of this acceptance. Therefore, it can be said that the application of animated video learning materials can enhance the learning objectives for Geography in class XI IPS at SMA Negeri 6 Sidenreng Rappang. The utilisation of animated video learning materials in the educational process serves as an example of this.

CONCLUSIONS AND RECOMMENDATIONS

The usage of animation video learning materials has an impact on the geography learning outcomes for class XI IPS students at SMA Negeri 6 Sidenreng Rappang for the 2023–2024 academic year, according to the research's findings. The average score differences before and after the Animation Video learning material demonstrate this. The data analysis results showed that, namely, Y = 38.33 < X = 86.66, the initial test results (Y) were lower than the final test results (X). Aside from that, the Paired T-test findings show a Sig value (2-tailed 0.000) <0.05, indicating a true difference between the Pre-test and Post-test data regarding the geography learning outcomes.

FURTHER STUDY

This research still has limitations so further research needs to be done on the topic ”The Influence of Animated Video Learning Media on Results Learning Geography.”

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