Development of Vianik Lombok Media Assisted by Competency Assessment for Minimum Class Level 2 to Improve Opinion Skills for Class IV Elementary Schools

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ABSTRACT

The purpose of this research is to create an effective and attractive Lombok ethnic animation video media. This research includes "R&D" (Research and Development) referring to the ADDIE model, which says: analysis, design, development, implementation, and evaluation. The subjects of this study were fourth grade students at SD Negeri 1 Kawo, Central Lombok, West Nusa Tenggara, and Teluk Bulan Elementary School, Central Lombok, West Nusa Tenggara. Validation questionnaires, written tests, and documentation were used as data collection instruments in this study. Media and material validation questionnaires, teacher and student responses, as well as pretest and posttest results were all used as data analysis tools in this study. Based on the validity test, the Lombok ethnic animation video media was declared valid. The results of the data analysis of material experts obtained 100% results with very valid criteria, media experts obtained 100% results with very valid criteria. The results of the effectiveness test with the N-Gain value show that students' ability to think with an average value of 0.59% is in the moderate criteria. The attractiveness test in this study was carried out by teachers and students. Data from students obtained an average score of 80.75% for small-scale trials (very interesting criteria), and 87.94% for large-scale trials with (very interesting criteria). Data from teachers obtained an average score of 95% attractiveness test (very interesting criteria). This research produced learning video media that is valid and interesting in improving students' ability to think, and is effectively used in the learning process in class IV Indonesian subjects.

Keywords: [Video Media, Minimum Competency Assessment, Opinion Skills]

INTRODUCTION

Learning is a process in order to obtain information or learn something to achieve the desired goal. School is the only formal educational institution that allows learning activities to take place to achieve national education goals. Based on Education Law no. 20 which was passed in 2003 which stated that Education is developing the knowledge and skills of students to foster a desire to learn and make students become human beings who respect and glorify God Almighty, are creative, independent, and democratic (Sujudi, 2003).

Planning, implementation, and learning assessment are a series of learning processes that cannot be separated. All three are interrelated to achieve learning objectives and learning outcomes. The government has replaced the National Examination (UN) with a National Assessment (AN) based on 21st century learning. Teachers as facilitators who meet directly in front of students must understand the government's program regarding the Minimum

Competency Assessment (AKM). The Minimum Competency Assessment (AKM) is divided into two, namely, the National Minimum Competency Assessment (AKM) and Class Minimum Competency Assessment (AKM). According to Purwati et al (2021)the implementation of the National Minimum Competency Assessment (AKM) is carried out with the help of computers and is adaptive. The National Minimum Competency Assessment (AKM) aims to evaluate the quality of the education system. While the Class Minimum Competency Assessment (AKM) is used by students in grades 2 (two) up to grade 12 students. The function of the Class Minimum Competency Assessment (AKM) is to understand the learning outcomes of individual students, both reading literacy and numeracy literacy. Therefore, we need a learning media in order to achieve the goals of education itself. The use of media is very important to be used by educators to support the achievement of learning objectives in the classroom. The use of media as a learning tool is often referred to as the single most important factor in the success of the learning process.

Media is any form of something that can send messages for the learning process. This was stated by Ponza (2018)in his statement that teachers use media in all its forms to distribute news or information. Rosihah (2018)on the contrary, saying that media is the best way to make learning activities better. Media is very important in achieving learning objectives and improving the process of learning activities. Because the material taught by the teacher is clearer and easier for students to understand, the learning objectives are easier to achieve. The use of media in a good and appropriate learning process is media that is able to convey the information conveyed by the teacher and can be received clearly by students. Media for learning is very beneficial for students because it increases understanding and can foster students' enthusiasm for learning, Ponza (2018).

Based on the opinions of the experts above, it can be concluded that the use of media in the learning process can be the reason behind the development of learning media as a form of optimizing the learning process to achieve learning objectives. convey messages or learning information to students so that they appear more contemporary and interesting.

According to Hidayati et al (2019)learning video media is an audio-visual media that helps students understand certain learning materials by conveying principles, rules, and guidelines as well as the theory of application of knowledge. One of the main advantages of video content that makes learning more effective and efficient is that the images can be enlarged to move and speak

Audio-visual media known as animated video learning media has the potential to improve students' memory so that they can retain new information longer. Media Student responses and attention can be channeled towards animated video learning material, which is expected to increase students' understanding of the material. According to Gems (2021)Animated video learning media is a type of audio-visual media that moves and uses sight and hearing as its main senses. The majority of elementary school (SD) students learn from what they hear and see. In addition, the researcher presents Indonesian language learning materials, especially Lombok ethnic animation video learning materials, to attract students' interest and keep them engaged throughout the story of Princess Mandalika Lombok.

The learning media of Lombok ethnic animation videos that are applied in the Indonesian language learning process material from the tales of Putri Mandalika Lombok is a learning media developed by researchers. Lombok ethnic animation video media is a media that is displayed in an interesting way in the form of animated images that tell Lombok tales and can speak so as to attract students' learning attention. The Lombok ethnic animation video media

is specifically designed to tell the tale of Princess Mandalika Lombok. Lombok ethnic animation video media is a combination of audio and visual that can move and audio-visual media rely on students' senses of hearing and vision to help tell the story of the princess Mandalika Lombok to attract students' attention. This Lombok ethnic animation video media needs to be developed to make it easier for students to describe their personal opinions about the contents of the fairy tales shown. In addition, the development of Lombok ethnic animation video learning media can also act as a source of knowledge for students to learn more independently in distance learning situations or online learning.

Based on the background above, the researcher designed a study to improve skills in describing personal opinions and improve student learning outcomes assisted by the Level 2 Minimum Competency Assessment (AKM) in learning Indonesian material from the fairy tale of Princess Mandalika Lombok using Lombok Ethnic Animation Video Media.

LITERATURE REVIEW
Instructional Media
Media includes all forms and materials used by individuals to convey ideas or information. Information and ideas provided by educators can be communicated effectively to students through the use of reliable media (Ponza, 2018). According to Sanjaya (2012) Learning media such as video, television, computers, and so on function as intermediaries between sources and recipients of information.

Animated Video Media
Video-based media, according to Prasetya et al (2021)is a medium that presents information through audio and visual elements, such as concepts, principles, and procedures, to help understand certain educational materials. The success rate of learning from animated videos is higher because they can be seen and heard. Video

content is very beneficial for the learning process because, as mentioned above, it facilitates open communication with students and contains information.

Minimum Competency Assessment (AKM)
Minimum Competency Assessment is a test that looks at the basic skills each student needs to be able to develop their own abilities and participate in positive social activities (Matondang et al., 2021). The AKM program is a way to address gaps in education and make changes that really help students develop their skills, because their future depends on it.

Opinion Skills
Opinions may be expressed in writing or in a manner freely given, acceptable and respectful of others. According to Nugroho Wahyu Putra & Yonata, (2014)Freedom of expression is a component of freedom of opinion. "Opinion is what is thought (thought, thought) about something (people, events, etc.)," which looks true or possible, conveys, presents, and states something worthy of attention (Poerwadarmirta, 2014).

MATERIALS & METHODS
The research method used in this development research is Research and Development (R&D) with the ADDIE model. The model used in research on the development of Lombok Ethnic Animation Video Media Assisted in your Level 2 Minimum Class Competency Assessment is the ADDIE model which consists of five steps: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5)) Evaluation (Dadi et al., 2019).

The first step in this research is to see what needs to be done. For example, students really need new or interesting open-ended learning materials. The second step involves creating a Lombok ethnic animation video design for a product. The third step is to develop problems that have been seen before in order to improve product quality with existing problems. Implementation of

the results of developing video media products for Indonesian subjects is the fourth stage. The fifth step is to evaluate the resulting development product to determine whether it is practical or not. With the help of a Level 2 minimum competency assessment (AKM), the purpose of this development research was to ascertain whether the results of the development of Lombok ethnic animation video media can be used to improve the opinion skills of fourth grade elementary school students. student. Data collection techniques include interviews, questionnaires, observation, and written tests.

RESULT AND DISCUSSION

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With the implementation of Level 2 AKM Class, this research produces a product in the form of learning video media based on Lombok ethnic animation video media and tells the story of Princess Mandalika Lombok. The Google Form link is also included in this animated media. Based on the explanation by Agustien et al., (2018)which defines animated video media as videos with moving images and sound for students to watch. The ability of video media to convey information is very useful for educators.

The results of the research that will be presented include: (1) Validation of the Lombok ethnic animation video media according to the assessment of material and media experts; (2) media effectiveness based on student learning outcomes; (3) the results of the media attractiveness test based on the responses of teachers and students.

Results Validation Media and Material Expert

The results of the media validation test and Vianik Lombok material can be seen in Table 1 below.

Table 1 Media and Material Validation Test Results

Expert	Rated aspect	Mark (%)	Criteria
Media	Message Design	100	Very good
	Image Design	100	Very good
	Video Design	100	Very good
	Audio Design	100	Very good
Material	Content Eligibility	100	Very good
	Discuss Eligibility	100	Very good
	contextual	100	Very good
Average		100%	Very good

The results of the Vianik Lombok Media assessment conducted by expert lecturers showed that the Lombok Ethnic Animated Video Media Assisted by AKM Level 2 Grade 2 material about the Tale of Princess Mandalika Lombok has very good criteria, so that the Vianik Lombok media developed by researchers can be tested on students.

Based on the results of the validity test of the Vianik Lombok Media Assisted by AKM Class Level 2, the material for the Tale of Princess Mandalika Lombok, which

was developed, was obtained from expert validation consisting of media experts and material experts. Vianik Lombok Media Assisted by AKM Level 2 Class Level 2 Fairy Tales of Princess Mandalika Lombok was declared in very good criteria by expert lecturers with an average percentage of the overall score of 100%. The results of the validation of media experts, Media Vianik Lombok Assisted by AKM Level 2 Class Level 2 Material on Princess Mandalika Lombok's Tales obtained 100% results. Furthermore, material expert validation of Vianik Lombok Media Assisted by AKM Level 2 Class Level 2 material for the Tale of Princess Mandalika Lombok obtained an average score of 100% with very good criteria.

According to the validation of media experts, the Lombok ethnic animation video media developed has very high validity so it is suitable for use in the learning process of fairy tale material. According to opinion, Agustien et al. (2018) which explains that students will be more likely to be active in the learning process if learning materials are creative and innovative,

Lombok ethnic animation video media which was developed according to the characteristics of fourth grade elementary school students got very good scores from the validation of material and media experts. According to views, Permana, (2021)which explains the characteristics of students, each person has unique characteristics that are reflected in his moral values and shape his life experiences. Because it provides direct experience to students, material and media experts place a very high value on the media they develop. These findings are in line with research findings, Yuanta, (2020)which explains that students will benefit more by using learning video materials for learning.

Results of the Effectiveness Analysis of Vianik Lombok Media
The Effectiveness of Media Vianik Lombok Assisted by AKM Level 2 Class Level 2 Material Fairy Tales of Princess Mandalika Lombok in Improving Students' Opinion Skills was found out through the pretest (before the application of Media Vianik Lombok) and posttest (after the application of Media Vianik Lombok). Based on the results obtained from the pretest and posttest, students experienced an increase in their opinion skills after applying Media Vianik Lombok. The increase in students' opinion skills can be seen from the increase in the average pretest and posttest scores in each of the schools. The results of the pretest and posttest can be seen in table 2

Table 2 Pretest, posttest, and N-Gain results

School	Data	Average	Criteria
SDN 1 Kawo	Pretest	51.85	-
	Postest	80.75	-
	N-Gains	0.60	Currently
Teluk Bulan Elementary School	Pretest	54%	-
	Postest	80	-
	N-Gains	0.58	Currently

The results of the effectiveness test of the Vianik Lombok media assisted by AKM Level 2 Grade 2 Material on Princess Mandalika Lombok's Tales were tested to what extent the impact would have on improving students' opinion skills. If the Lombok Ethnic Animation Video Media has a positive impact on improving students' opinion skills, then it can be said to be effective and innovative.Qurrotaini et al., (2020)explains effectiveness is a change that arises from an action.

The improvement of students' skills based on the N-gain analysis showed that students' opinion skills increased after the use of Lombok ethnic animation video media showed a significant difference from the pretest and posttest results. The results of the N-gain test showed that students' thinking skills in two schools, namely SDN 1 Kawo and SDN Teluk Bulan, experienced an increase in the moderate category. This result occurs because students learn to use Lombok ethnic animation video media which explains the material for the tale of Princess Mandalika Lombok. Another reason is that at each stage of learning students take part in activities such as doing assignments and working on question links that have been prepared beforehand.

The results of the Vianik Lombok media attractiveness test

The purpose of this attractiveness test is to find out whether or not the Vianik Lombok Media Assisted by AKM Level 2 Material on Princess Mandalika Lombok's Tales in Improving Opinion Skills. An attractiveness test questionnaire was given to teachers with the aim of obtaining information related to the Vianik Lombok Media being developed. The results obtained from the attractiveness test questionnaire can be seen in table 3.

Table 3 Results of the Interesting Test of Media Vianik Lombok by the teacher

School	Teacher	Score %	Criteria
SDN 1 Kawo	1	95	Very interesting
Teluk Bulan Elementary School	1	95	Very interesting

Then it was tested on students. The trial of the Lombok ethnic animation video media was carried out twice consisting of a limited trial and a broad trial, for more details on the results of student responses to thetable 4.

Table 4. Student Interests Test Results

School	Student	Score%	Criteria
SDN 1 Kawo	10 Students	81.79 %	Very interesting
	20 Students	85	Very interesting
Teluk Bulan Elementary School	10 Students	80,71	Very interesting
	20 Students	90.89	Very interesting

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Trials of the attractiveness of Lombok ethnic animation video media by teachers were carried out in two elementary schools, namely SD Negeri 1 Kawo and SD Negeri Teluk Bulan. Try out the attractiveness of the Lombok ethnic animation video media to find out the teacher's response as a user of the developed media. In the attractiveness questionnaire there are 10 statements that must be responded to by the Indonesian language teacher. The teacher's response questionnaire was given after learning using the developed media. The attractiveness test is used so that the researcher knows how the teacher responds as a user of the media being developed. The results of the teacher's response questionnaire to the Lombok ethnic animation video media for SD Negeri 1 Kawo and SD Negeri Teluk Bulan obtained an average score of 95 with very interesting criteria.

CONCLUSION

Experts in both material and media stated that the Lombok ethnic animation video media was very valid. The developed media can be used as an effective learning media based on the results of both small and large scale trials. The teacher also gave very good responses to the media fairness survey

investigation. Based on these findings, it appears that the Lombok ethnic animation video media is very useful for users as an easy-to-understand learning media. Based on the N-gain analysis, it is known that the Lombok Vianik media improves students' opinion skills. There is a significant difference in the pretest and posttest results, with N-gain included in the moderate category.

Declaration by Authors

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