Development of Motion Graphic Video Media History of Herman's Government Willem Daendels (1808-1811) in Learning Indonesian History For Increasing Students' Interest in Learning for High School

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Abstract

The research objectives are as follows: (1) To describe the history of learning in Indonesia in SMA Negeri 1 Bangsri. (2) To produce learning media through motion graphic video History of Government Herman Willem Daendels (1808-1811) developed in SMA Negeri 1 Bangsri. (3) To know and motion graphic History of Government Herman Willem Daendels (1808-1811) worthy of learning media. (4) To know the effectiveness of using learning media in the form of a motion graphic video History of Government Herman Willem Daendels (1808-1811) was seen from the average student's interest in SMA Negeri 1 Bangsri. The type of research conducted is Research and Development (R&D). The results showed the development of learning media in the form of motion graphic video History of Government Herman Willem Daendels (1808-1811) between traffic (1) The process of learning History of Indonesia was done in SMA Negeri 1 Bangsri. (2) The development of learning media in the form of motion graphic video History of Government Herman Willem Daendels (1808-1811) was conducted in three main stages: preliminary, study stage, development, and evaluation. (3) Based on validation done by material and media experts, motion graphics are suitable for use as a learning medium in school. (4) Motion graphic video History of Government Herman Willem Daendels (1808-1811) is compelling for use in learning History of Indonesia class XI in SMA Negeri 1 Bangsri.

Keywords: Historical Learning, Motion Graphic, Students Interest

Introduction

History learning in the 2013 Curriculum (K13) has been excellent, namely with a *scientific approach* to the learning process. The Ministry of Education and Culture (2013) gave its conception that the scientific approach to learning includes components: observing, questioning, trying, processing, presenting, inferring, and creating. These components have been automatically applied to every history lesson in school. However, in reality, the application of the *scientific approach* in schools has yet to be maximized. Judging from several aspects, such as Short lesson hours, too much subject matter, students who lack enthusiasm for learning, and so on. Widja (in Atno, 2010, p. 94) states that the teaching practices that have been in place so far are often labeled as memorization lessons.

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This sometimes results in boredom in students, so it impacts students' lack of interest in learning in the classroom. The results of observations made by researchers at SMA Negeri 1 Bangsri in February 2017 found that learning history in the school is generally fun. Still, it needs to be balanced with media so that learning history is more pleasing to students (Nurjaman, 2019). Students tend to be more enthusiastic and interested if interaction, such as media, can provide them with things or events in history that are in concrete form, not just abstract, and can only be imagined by students (Wijaya, 2019). Moreover, history lessons are problematic in memorization, such as year numbers, event names, event sequences, character names, and correct spelling (Hakim, 2019).

In history learning, material materials are considered essential but have not been maximized in teaching (Saidillah, 2018). One of them is the historical material of the Herman Willem Daendels Government (1808-1811). From the results of observations at SMA Negeri 1 Bangsri conducted by researchers in February 2017, it was also found that there are still many students who are not clear about Daendels material, especially when asking Daendels to students; some students do not know because they forget. The material described in the student history book about the Daendels government material tends to be few; the material only contains essential things, and the explanation is not detailed. In addition, the historical material of the Daendels government in textbooks, in general, is still packaged in a way that is still not interesting, and there is no use of media in Daendels material, making the material difficult for students to imagine and understand (Printing, 2019). The researcher concluded that most students do not have a high awareness of the importance of historical materials, especially regarding the history of the Daendels government (Rofiq, 2016). In fact, in this case, the historical material of the Daendels government is essential for the work of Daendels on the island of Java in ancient times. Apart from all that, students should have a sense of interest and critical thinking about the advantages and losses experienced by the people of Java during the Daendels administration. This is one of the efforts to train students to learn from the past and use it as a lesson in the future (Warif, 2019).

Aware of this, a teacher's job should be to make lessons previously uninteresting and exciting; those that were felt difficult become accessible, which does not mean to be meaningful (Anwar, 2018). So that learning in the classroom can run according to the teacher's wishes. This, indirectly, will affect students' interest in ongoing learning. Students who previously had little interest in learning the history of the Daendels government will be very enthusiastic, interested, and highly interested in the learning that takes place. The media in history learning plays an important role and position (Ngatiyono, 2011).

This is because the media helps describe and provide information about events that occurred in the past. Another role of the media is to develop generalization concepts and provide experience from abstract materials, such as textbooks, to clear and natural materials (Rohman, 2018). In addition to this role, Saripudin stated that learning media is a learning resource that facilitates learning activities.

This learning video media will help simplify the learning process for students and teachers. Students can learn by seeing and absorbing the historical material of the Daendels government in its entirety through video media (Efendi, 2018). Thus, teachers do not have to explain the material repeatedly to make the learning process more enjoyable, effective, and efficient (Sapriyah, 2019). The learning media used in this study is motion graphic video, a learning medium for the history of the Daendels government.

The objectives of this study are: 1) To describe the learning of Indonesian History that has been carried out at SMA Negeri 1 Bangsri; 2) to produce learning media in the form of video motion graphics of the history of the Herman Willem Daendels (1808-1811) government which is by the learning needs of students at SMA Negeri 1 Bangsri; 3) Knowing that the motion graphic video of the history of the Herman Willem Daendels (1808-1811) Government is suitable as a learning medium; 4) To determine the effectiveness of using *motion graphic learning media* for the history of the Herman Willem Daendels (1808-1811) government seen from the difference in the average learning interest of students at SMA Negeri 1 Bangsri.

Method

This research uses the research and development method or Research and Development. *Research and development (R&D) is used to produce a specific product and test its effectiveness* (Sidik, 2019). To produce a particular product, research is used, which is a needs analysis, and to test the effectiveness of the product so that it can function in the broader community, research is needed to test the product's effectiveness (Sugiyono, 2015, p. 407).

The steps of the research and development process show a cycle, which begins with a need, a problem that must be solved using a particular product (Sukmana, 2009, p. 165). There are ten steps in the development stage: potential and problems, data collection, product design, design validation, design revision, use trial, product revision, product trial, design revision, product revision, and mass production. In this study, researchers will not carry out all stages due to time and cost limitations. Therefore, this research is only carried out until the sixth stage (Mufidah, 2014).

The steps above are grouped into three steps of research and development: a preliminary study, examining theories, and observing existing products or activities. Second, new products or activity programs should be developed; third, new products or activity programs should be tested or validated. Development activities were carried out through several trials with limited and broader samples. Product testing is conducted by experiments (Sukmadinata, 2009, p. 57). The data collection techniques and research instruments are interviews, observations, and document studies. Interviews were conducted to learn more in-depth from respondents (Chan et al., 2019). Observation is carried out to collect data by making observations on ongoing activities. Meanwhile, documentation is carried out to find data on matters or variables through notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, ledgers, agendas, and so on (Suharsimi Arikunto, 2010, p. 274). Questionnaires are conducted to collect data by providing written questions to respondents. The data analysis techniques used in the preliminary study were data and source triangulation (Octaviani & Sutriani, 2019).

In data analysis techniques in development studies, researchers use qualitative, and quantitative descriptive analysis techniques (Prasetyo, 2012). The data analysis techniques used in the evaluation study are descriptive, presentative, and hypothesis testing. The hypothesis test includes an analysis prerequisite test and a t-test. The prerequisite test has a normality test and a homogeneity test (Compiler, 2014).

Results and Discussion

The Learning Process of Indonesian History

The learning conditions of Indonesian History in grade XI of SMA Negeri 1 Bangsri in this study are focused on students' interest in learning history and learning media. Therefore, to improve learning media that can increase students' interest in learning history, it is necessary to develop media that suits the needs of students. In the study, the researcher developed learning media in the form of motion *graphic videos* that have been adjusted to the applicable rules in preparing learning media and students' learning needs. The learning media in the form of motion *graphic videos* was chosen because, according to the results of the interviews at the time the researcher conducted a needs analysis, this medium was very suitable for the student's needs. During the interview, most students answered that they prefer learning using learning media, especially videos. According to the students, the use of learning media in the form of videos can make the learning process more enjoyable, not dull, and not sleepy.

The above is very much by what is in the form of video motion graphics. Motion *graphic* videos are animation videos that have been developing lately. Motion graphics videos are relatively new in Indonesia, for example, and are now widely used in public service advertising because of their very communicative nature. In addition, *motion graphic* videos contain symbols and graphics and can be combined with audio, narrative, music, typography, and photos or images, so the resulting video looks very attractive. For this reason, the researcher finally chose a motion graphic video that was developed according to school needs analysis. For this reason, researchers need to compile *motion graphic* videos to be developed as a history learning medium. Because this learning media in the form of *video motion graphics* can make students more interested, make it easier for students to learn, and can foster students' curiosity.

Results of Learning Media Product Development

In developing motion graphic video learning media, the researcher conducted an initial design of learning media based on the results of the needs analysis that had been carried out previously. The process of making or preparing learning media in the form of video *motion graphics of the* History of the Government of Herman Willem Daendels (1808-1811) goes through several stages, namely the pre-production stage, the production stage, and the post-production stage.

First, the pre-production stage. At this stage, the researcher prepared the materials to produce learning media in video *motion graphics* of the History of the Government of Herman Willem Daendels (1808-1811). The materials used in compiling the production are tools used to design *motion graphic videos* and materials in literature studies to compile the material's content. The tools prepared to compile *the motion graphic* video include a laptop equipped with *Adobe Photoshop CS5* software and *Adobe After Effects CS5*. For the study of the literature used in the preparation of the material, it was obtained from several book references. The following is a list of references used by researchers in compiling learning media in the form of video motion graphics on the History of the Government of Herman Willem Daendels (1808-1811).

Second, the production stage. In this stage, the researcher begins to compile and make *motion graphic* videos. This concept-making activity is also known as *storyboarding. A storyboard* is a series or design written and arranged in the form of a script, narrative, music, symbols, images, graphics, typography, colors, and duration. Third, the post-production stage. At this stage, the design corresponding to the storyboard is compiled in *Adobe After Effects CS5 software.* After adjusting the script, narrative, music, symbols, images, graphics, typography, colors, and duration, motion graphic videos can be made. The process of making motion graphic videos is called the rendering process. The rendering process takes approximately an hour, with the

final video in .mpg format. After the *motion graphic video* is finished, the final process or finishing is the creation of *a vcd cover, a VCD box cover, a vcd box,* and the addition of a user manual.

Learning Media Eligibility Results

The product is a video learning media *motion graphic* of the History of the Government of Herman Willem Daendels (1808-1811), which has been developed by researchers; before being used or tested in the field, it must meet several stages. These stages will later aim to determine whether the *motion graphic* video developed by the researcher can be said to be feasible. There are two stages, namely Phase I and Phase II. At this stage, the determinants of *the eligibility of motion graphic* videos are validators or experts. There are four validators in the assessment of *video motion graphics* that the researcher has developed, which the researcher has discussed in the research results. From the results of the four validators, it can be concluded that in the validation phase I, *the motion graphic* video developed by the researcher obtained good results and can be used with a few revisions. Meanwhile, from the validation phase II, it was found that *the motion graphic video* developed by the researcher obtained excellent results and was suitable for use without revision. Product validation by material and media experts is carried out in two stages. After obtaining the results of the first stage of product validation assessment through a questionnaire, the researcher then makes improvements or revisions according to the suggestions given by the experts. The component of the motion graphic video learning media product assessment has referred to the rules for the preparation of learning media. The recapitulation of the results of product validation assessments by material experts and media experts can be seen in the table below.

Table 1. Recapitulation of product research results by material experts Phase II

It	Aspects Indicator	Introduce yourself	Criterion
1	Material Accuracy	100%	Excellent
2	Clarity Level	97,14%	Excellent
3	Composition Serving	98%	Excellent

4	Relevance to Learning Objectives	97,5%	Excellent

Table 2. Recapitulation of product assessment results by media experts Phase II

It	Aspects Indicator	Presented	Criterion
1	Display Suitability	86%	Excellent
2	Clarity Voice	90%	Excellent
3	Music Presentation Components	80%	Good
4	Writing Material	100%	Excellent
5	Presentation to Student Understanding	92%	Excellent

For the final result, this *motion graphic video* obtained a validation assessment in terms of material experts reaching a percentage of 97.91% which is included in the "perfect" criteria and a validation assessment in terms of media experts reaching a percentage of 89.6% which is included in the "perfect" criteria.

Effectiveness of the Use of Learning Media

The research using video *motion graphics* of the History of the Government of Willem Daendels (1808-1811) as a learning medium showed effective and feasible results. This can be seen from the data of *pre-test* and *post-test* results in the experimental and control classes and student and teacher responses in assessing the feasibility *of motion graphic* videos. In this study, before the *motion graphic* video was tested, the researcher selected a class using a random sampling technique by randomly selecting which class XI would be used as research. Finally, the researcher chose class XI IIS 1 as the control class and class XI IIS 4 as the experimental class. These two classes will later be tested *pre-test* and *post-test* to determine students' learning interests. For the experimental class, in addition to the *pre-test* and *post-test*, a response

questionnaire was also carried out to determine how feasible and effective the *motion graphic video was*.

The following facts were found for the results of pre-test and post-test, control class and experiment. Based on the results of the calculation of the control class, *the pre-test* got an average score of 76.1, and the post-test results got an average score of 83.3, which showed an increase of 7.1. For the results of the calculation of the experimental class, the pre-test got an average score of 75, and the *post-test* results got an average score of 88.2, which showed an increase of 13.2. This shows that there is a difference in the average score difference between the control class and the experimental class. In the experimental class, the average results were found to be greater than the average results of the control class. Therefore, using *motion graphic* videos can be declared effective as a learning medium.

In addition to the pre-test and post-test results *of* the experimental and control classes, the highest and lowest scores were also better for the experimental class than the control class. For the control class, the highest score in the pre-test was 92, and the highest in the post-test was 100. Meanwhile, the lowest score in the control class was 71, and the t-value in the post-test was 69. For the experimental class, the highest score in the pre-test was 97, and the highest in the *post-test* was 100. Meanwhile, the lowest score in the control class was 70, and the t-score on *the post-test* was 76. This shows that the use of motion graphic video learning media has an effect on the level of students' interest in learning history.

An overview of the level of students' interest in learning during the *pre-test* and *post-test* in the control class and experimental class is presented in the following table.

Table 3. The level of interest in learning the experimental class and the control class

Source of Variation	Experimental Classes		Control Classes	
	Pre-test	*Post-test*	*Pre-test*	*Post-test*
σ Students	39	39	39	39
Average grade	75	90,2	76,1	85
Value highest	97	100	90	92
Value Lowest	70	76	71	69

The development of learning media in the form of video *motion graphics of the* History of the Government of Herman Willem Daendels (1808, 1811) received a positive response from students in grades XI IIS 1 and XI IIS 4 as well as history teachers in grade XI at SMA Negeri 1 Bangsri. The development of learning media in the form of video *motion graphics of the* History of the Government of Herman Willem Daendels (1808-1811) can be used as one of the solutions for learning history in the classroom related to the problem of learning media.

Conclusion

Based on the results of the research conducted by the researcher and the discussion presented, the conclusion obtained from this study is the learning process at SMA Negeri 1 Bangsri, using PowerPoint learning media and video slides that are less detailed in terms of material. Therefore, it is necessary to develop learning media that is considered more attractive, complete, and by history learning.

Second, the development of learning media for the History of the Government of Herman Willem Daendels (1808-1811) is adjusted to the analysis of learning media needs, namely the results of interviews with history teachers and students, observations, and document studies. Third, history learning media in the form of *video motion graphics of the* History of the Government of Herman Willem Daendels (1808 1811) developed by researchers has been declared suitable for use as a learning medium in the subject of the sub-chapter of the History of the Government of Herman Willem Daendels (1808-1811). This is because the history learning media in the form of motion graphic videos obtained a validation assessment in terms of material experts reaching a percentage of 97.91%, which is included in the "perfect" criteria and a validation assessment in terms of media experts reaching a percentage of 89.6% which is included in the "perfect" criteria.

Fourth, history learning media in the form of video *motion graphics of* the History of the Government of Herman Willem Daendels (1808 1811) is effective in learning Indonesian History in grade XI of SMA Negeri 1 Bangsri. This is based on the average result of students' learning interest in the experimental class, which has a better difference of 13.2 than the average learning interest of the control class, which is only 7.1.

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