

Blora Local Wisdom 2D Animation Video-Based Learning Media Development in Improving 5th Grade Students' Writing Skills

Galih Cahya Pratama^{1✉}, Ali Sunarso², Panca Dewi Purwati²

¹ Universitas PGRI Semarang, Indonesia

² Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

19 July 2022

Accepted:

13 August 2022

Published:

30 September 2022

Keywords:

Animated Media,
Local Art and Culture
of Blora, Writing a
Story

Abstract

The problem that SDN Bacem 01 Blora facing is the lack of local wisdom-based learning media and students' poor writing skill. This research aimed to develop 2D animation video based on Blora's Local Knowledge as a learning media to improve 5th grade students' ability in writing imaginative text. This research was using Research and Development Method (R&D) with ADDIE (Analysis, Design, Development, Implementation, and Evaluation) as the development procedures. The sample of this research was 5th grade students' of SDN Bacem 01 Blora and SDN Bacem 02 Blora. Questionnaires consisted of media expert, materials expert, teachers' response, observers' response, and students' response were the tools to obtain the data needed. The results of this research gained 93% of media expert, 96% of materials expert, 87% of teachers' response, 89% of observers' response, and 82% of students' response. In conclusion, 2D animation video-based media development was feasible to be utilized to improve students' ability in writing imaginative text based on Blora's local wisdom.

✉ Correspondence address:

Dukuh Gesik Desa Sumberejo Rt 02 Rw 01 Ngawen Blora

E-mail: galihblora407@students.unnes.ac.id

p-ISSN 2252-6404

e-ISSN 2502-4515

INTRODUCTION

Education is a deliberate and systematic learning. The growth of civilization depends on education. One of the most powerful tools to build up civilization is language. In terms of academics, language holds a very powerful role as the medium to achieve learning objectives. Mastering a language that is being used in the classroom lead to the success of learning process, where the materials will be perfectly conveyed and accepted (Pranata et al., 2021). The interaction that happens in the classroom is the main core of a learning process. A good learning process involving learning models and media as a means to support the learning activities. Utilizing a creative and upgraded learning media to meet the learning needs will help the learning process to run well (Vuk, 2023).

Teaching Bahasa Indonesia is one of the most important aspects to be taught to the students in elementary school as it will help them in mastering language skills namely reading, writing, speaking, and storytelling (Nuryanah et al., 2021). Appropriate strategies are needed so that the students can have proper growth in the classroom. Every aspect of language needs a curriculum and proper teaching methods to stimulate the students to be keen on language learning. Hence, a learning process shall come as creative and as enjoyable as possible to make sure the students carry on with the learning process (Chrisyarani, 2018).

The problem is students' writing skills are far from competent. 5th grade students in SDN 01 Bacem and SDN 02 Bacem still lacking in many aspects of writing. This can happen because of the lack of proper learning media and the frequency in adding Blora's local art and culture to the learning process was few and far between, as well as the learning materials about Wayang (Javanese traditional puppets) that is rarely being taught in the classroom (Edney & Pedley, 2020). Apart from that, teachers were mostly implementing teacher-centered method in the classroom where they lecturing the students without actually using supportive media that are suitable with the materials the students needed of the teaching

method widely used (Hidayanti et al., 2021). Unfortunately, students' level in writing imaginative text is quite lacking. Students face many difficulties that make them passively interact during Bahasa Indonesia classes (Achmad, 2018).

Students' skills in storytelling are also lacking. Many of the students are having difficulties when being asked about Blora's local art, Barong. They could not name the characters and their personalities, or even the types of the Barong itself (Aini et al., 2020). In line with that, students could not perform good writing skill even when they are asked to write about their daily life. This indicates that the students are badly needed mentoring program to improve their skills so it will increase the quality of local wisdom education as well (Izzaturahma et al., 2021). One of the factors that caused students' poor ability is the painful fact that the teachers themselves are lacking in language skills. The bad habit of teachers in preaching the students with theories instead of using relevant media related to storytelling worsen the case (Puspita & Diana, 2021). Writing fantasy stories has so many advantages in helping the students to express themselves through words without any interlocutors in conveying a topic. The need of strong mental and courage to carry a direct conversation with someone cause them the inability to convey the message (Indriani, 2019).

Students will easily understand the materials with the use of engaging and suitable learning materials instead of the conventional learning media that only contains material without any visualization that help the students to absorb it (Anjarsari et al., 2020). Learning media contain specific instructional purposes that can be the tools used to convey information to the receiver. One of the media that motivates the students to learn new language is digital comic, a digital-based novel that not only shows the storyline but also games, animations, film, or even applications that facilitates the reader to have an enjoyable experience in reading every story (Lapon et al., 2020). Oftentimes, teachers find it difficult in deciding the proper learning media in teaching imaginative text writing because of the inadequate learning media provided by the schools.

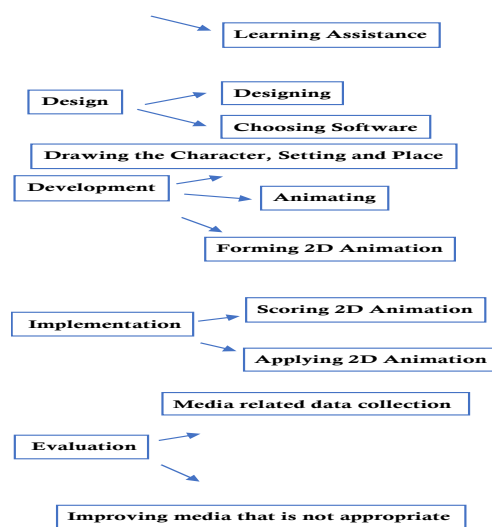
This thing alone put a huge pressure on them to carry on the learning process with preaching method instead of using appropriate learning media that easily bore the students (Hudhana, 2019).

The learning process begins with material introduction regarding the local wisdom of Blora. The teacher must ensure that the students fully understand the materials before proceeding to continue. Next, the teacher will presents a 2D animation video as a learning medium that was made by writing a story about Barong and then create the figures, characters and setting by using the assistance of CorelDraw. Hereinafter, each character will go through editing process in video editing software. Voice-dubbing is the next step, and it will be done by recording the audio based on the story. This kind of media will easily be understood by its audience (Nathalia Angelina et al., 2021). One of the benefits of using video as a medium is the convenience in presenting the materials effectively and efficiently. Utilizing video as a media will create a real effect on the students in mastering the modul. Animation video give the students new kind of learning experience from abstract to concrete so that the students will be able to develop more learning interest (Khoiriyah et al., 2018).

This research aimed to improve elementary school students' writing skills of imaginative text, also giving them new learning experiences related to Barong. This research was also giving more benefits in giving new experiences to the students related to 2D animation video about Blora's local art and culture, Barongan Blora (Damayanti et al., 2022).

METHODS

This research was using Research & Development (R & D) method (Kurniawati, 2021). The research and development in the field of learning using research findings and invention in creating new outcome and procedure by carrying field testing research, evaluating, and any sorts of refining until they meet the specified criteria for effectiveness, quality, or standards. Research method in creating new products or outcomes shall go through the test to make sure it will benefit the community (Dewi et al., 2018). Development procedure is the process of creating useful products that will be beneficial for this research, in this case the procedure being used was ADDIE. This model consists of five stages namely analysis, desain, development, implimentation, and evaluation (Solekhah et al., 2020). The steps in ADDIE method can be seen in Figure 1.



A questionnaire consists of the questions regarding their agreement towards users' demand. given to the responder to collect their response Data analysis will be performed to obtain the

score of each description in the questionnaire. Quantitative data obtained from media experts, material experts, and teachers' response which then will be analyzed using likert scale (Syarifuddin, 2021). Qualitative data collected

from learning media experts, materials experts, and teachers' response will be modified into quantitative data (Izzah et al., 2020). The grading provisions can be seen in Table 1.

Table 1. Score grading

| Description | Score |
|-------------|-------|
| Excellent | 5 |
| Good | 4 |
| Fair | 3 |
| Poor | 2 |
| Very Poor | 1 |

- Collect the data from the questionnaire then calculate the score obtained from the questionnaire validation results.
- Sum up the overall score for each questionnaire.
- Calculate the percentage using formula:

$$\text{Percentage \%} = \frac{\text{Total Score}}{\text{Total of Maximum Score}} \times 100\%$$

- Modify the percentage score into qualitative sentences to find the scoring criteria.

Score grading criteria and appropriate percentage range guidance completion can be seen in Table 2.

Table 2. Percentage Range and Criteria

| Interval (%) | Interpretation |
|--------------|----------------|
| 0 – 20 | Very poor |
| 21 - 40 | Poor |
| 41 – 60 | Fair |
| 61 - 80 | Good |
| 81 - 100 | Excellent |

The results of each item classified as feasible if it acquires 81% - 100% total with excellent criteria, 61% - 80% with good criteria, 41% - 60% with fair criteria, 21% - 40% with poor criteria, and 0% - 20% with very poor criteria.

The results of students' response by a total of 6 students from the 5th grade of SDN Bacem 01 Blora (small scale) and a total of 13 students from the 5th grade of SDN Bacem 02 Blora (large scale) will be reconstruct from letters into score with scoring guidelines that can be seen from Table 3.

Table 3. Students' Score Guideline

| Description | Score |
|-------------|-------|
| True | 1 |
| False | 0 |

Sugiyono (Marpaung & Siagian, 2020) stated that the quantitative data obtained from the students as responders with Guttman Scale would be analyzed using Likert Scale.

RESULTS AND DISCUSSION

2D Animation Video-Based media development based on Blora's local wisdom was using ADDIE model that consists of five main stages namely analysis, design, implementation, and evaluation (Herlina & Saputra, 2022).

Analysis

The first stage in research is analysis. This stage is mainly to collect and obtain valid information regarding the topic before creating a

product. Developmental observation was carried out based on the results of the interviews with two different schools involved, SDN Bacem 02 Blora and SDN Bacem 01 Blora. Based on the information obtained, both schools were facing the same problem, innovative learning media and the second, teachers were being used to only using preaching-method instead of providing visualized media that can attract students' attention.

Design

The first step in this stage was to write a story about Blora's local culture, Barongan. The next step was to create the figures and setting of the story using the assistance of CorelDraw. After finishing the design, the next step was recording session to dub the animation based on the story. There was a suggestion to use Boya mic to produce a nice and clear sound. The last step was to combine the design of the figure and setting, audio-dub, then animated it using video editing software such as Kinemaster, or Adobe Premiere Pro Cc.

Development

Below are the steps in developing 2D animation products. First, scripting. To write is not only pouring your thoughts into words. To write means to compose paragraphs that contain ideas. Scripting was done purely from the writers' own ideas that were influenced by one of Blora's local cultures, Barongan. This step was done by creating some dialogues between each character inside the story. Writing is a process of creating new products by pouring your thoughts into words which later can be defined as story or knowledge.

Second, visualize the characters using a software called CorelDraw. CorelDRAW is a vector graphic software based in Ottawa, Canada. Its latest type is type 17 X7 launched on March 27, 2014. On the contrary, CorelDRAW X3 was launched 8 years earlier on January 17, 2006. CorelDRAW was originally available in Windows 2000, CorelDRAW Linux and Mac OS, but unfortunately discontinued due to poor sales performance. This software really help in an effort to digitalized Blora's local culture, Barongan (Bugdayci & Selvi, 2021). The process of designing Barongan in CorelDraw can be seen in Figure 2.

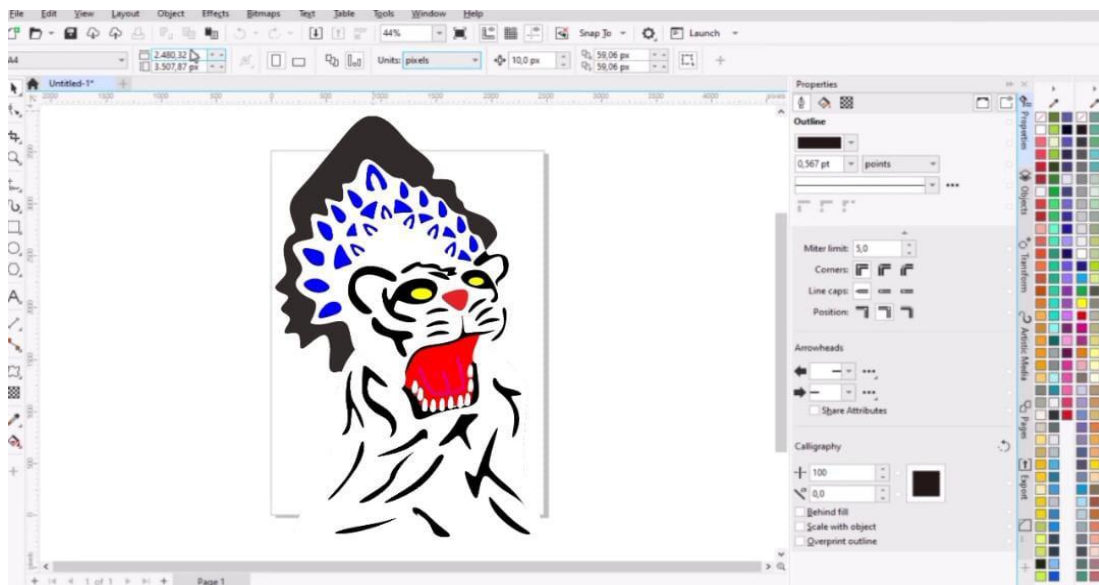


Figure 2. CorelDraw and the Process of Designing Animation Character of Barongan

Third, voice-dubbing. The process of recording the audio being done after finishing the design. A unique and humorous voice over will

affect the quality of the animation. Make sure to reduce any noises to make the audio clear. Boya mic placed on the wall is one of the tools that can

prevent unwanted noises (Hasan & Chumairoh, 2021).

Fourth, building animation components. After the scripting, designing, and voice-dubbing process finished, the next step was to finalize the animation by combining all components into one animated video. In this stage, the components would be edited with the assist of video-editing

software like Adobe Premiere Pro cc or Kinemaster (Hasan & Chumairoh, 2021). After designing the character, the next step was to make the character alive which means to animate the characters. This process could be done by using Adobe Premiere Pro cc and or Kinemaster app. The process of editing the video can be seen in Figure 3.



Figure 3. Adobe Premiere Pro CC Software and Kinemaster

Fifth, the product of 2D animation video. Animation is a moving picture created using computerized technology (Ariani & Ujianti, 2021). In this era of technology, making animation can be done in many ways, either conventional or digital. Along with that, the type

of animation was also multiplied. There are various types of animation that can be used for learning media for education purposes (Putra, 2019). The final product of animation after going through the last process can be seen in Figure 4.



Figure 4. 2D Animation Video Product Available on Galih Cahya Pratama Youtube Channel (https://www.youtube.com/watch?v=RmRUff0A_HQ)

On the figure above, (a) showed the Barongan that learned how to fly, and then (b) showed the inside part of Barongan's Palace, (c) showed the Palace's guard, and then (d) showed the battle of Barongan and Dragon.

Implementation

Implementations is basically about the feasible test for a learning media and media and materials validation through Likert Scale and Guttman (Syafdaningsih & Pratiwi, 2022).

Validity Test Results Description

Validity test carried out to know whether the learning media is eligible to be utilized in the research. This validity test was done by some media and materials experts. Media and materials

experts would fill out a questionnaire and do the scoring according to the guidelines to make sure that the learning media meet the aim of this research which was to improve 5th grade students' ability in writing imaginative text. maka dapat dikategorikan sebagai berikut. The test can be categorized into some criteria below.

Media validation was carried out by an expert in media, Mr. Edi Waluyo, because he can provide critical assessment and optimizing the learning media and made a clear judgement whether this learning media was suitable to be applied to 5th grade students, especially those in Blora Regency. Based on the judgement given by Mr. Edi, this media categorized as feasible with some alteration. Table 4 shows the validation test results done by media expert.

Table 4. Media Expert Validation Test Results

| Assessment Aspects | Score | Ideal Score | Percentage (%) | Interpretation |
|----------------------|-------|-------------|----------------|----------------|
| Product Design | 23 | 25 | 92 | Excellent |
| Product Utility | 25 | 25 | 100 | Excellent |
| Product Contribution | 22 | 25 | 88 | Excellent |
| Total | | | 280 | |
| Average | | | 93 | Excellent |

Based on the results shown in Table 4, it can be seen that Product Design gained a percentage of 92 % categorized as excellent. Product Utility gained a perfect score of 25 or 100% categorized as excellent. The last one is the Product Contribution which gained a total percentage of 88%, also categorized as excellent. The average score based on media validation is 93% and categorized as excellent.

Data obtained from the table above concludes that this validity test, that 2D animation video-based learning media based on Blora's local wisdom is very feasible to be experimented on 5th grade students at elementary school.

The validity test results proven the learning media to be feasible, so it is expected to be able to improve students' writing skills, especially in writing imaginative text for it had been analyzed

beforehand by the media expert and went to alteration process.

Materials Validation was carried out by Mr. Tommi Kurniawan, the Dean of the Language and Art Faculty. Some of the lecturers recommended him to be chosen as the Materials Validator Expert as he is exceptional in materials validation, especially in the use of language in a learning media. It is essential to make sure that the validator is an expert in his field so that the materials that later on will be given to the students are of a certain quality and is beneficent. Materials validation is so helpful in the process of developing the appropriate learning media to be utilized in school to improve students' writing ability. Table 5 shows the materials validation test results done by expert.

Table 5. Materials Expert Validation Test Results

| Assessment Aspects | Score | Ideal Score | Percentage (%) | Interpretation |
|--------------------|-------|-------------|----------------|----------------|
| Compatibility | 15 | 15 | 100 | Excellent |
| Feasibility | 19 | 20 | 95 | Excellent |
| Presentment | 9 | 10 | 90 | Excellent |
| Competence | 20 | 20 | 100 | Excellent |
| Total | | | 385 | |
| Average | | | 96 | Excellent |

ed on the data shown in Table 5, learning materials compatibility gained a total score of 15 or 100% which means it can be categorized as excellent. For its feasibility aspect, the learning materials gained a percentage of 95% indicated that it is excellent. The presentation indicator of the learning materials also gained an excellent result with a total score of 9 out of 10 points or 90% percentage. The competence indicator of the learning materials gained a perfect score of 20 points or 100% and categorized as excellent as well. From those aspects mentioned, the average score gained for the learning materials is 96% and categorized as excellent. These results can be used as a reference if needed and 2D animation video is acknowledged to be feasible to be utilized in the classroom to improve students' writing skills especially in writing imaginative text. Nevertheless, the development of this learning media is still needed so that the quality of this media will remain good or even increase. The developing

process involves changing or adding more appropriate phrases into the materials to make it more comprehensive and easier to understand.

Teachers' Response Questionnaire Validation. Validasi angket Tanggapan Guru. The validation of teachers' response questionnaire was useful in deciding whether the 2D Animation Video-Based media is eligible to be used. Homeroom teachers of the 5th grade students from SDN Bacem 01 Blora and SDN Bacem 02 Blora were filling out the questionnaire divided into two scales of experiment. The first one was the small-scale test which was conducted in SDN Bacem 01 Blora with 6 students being tested. The teacher responsible for filling out the form was Bagus Prasetyo. Meanwhile, the large-scale test was conducted in SDN Bacem 2 Blora with 13 students being tested and the teacher responsible for filling out the form was Siti Maisaroh. The results of teachers' response questionnaire can be seen in Table 6.

Tabel 6. Teachers' Response Questionnaire Scoring

| Name | Institution | Score | Ideal Score | Percentage (%) | Interpretation |
|---------------|--------------------|-------|-------------|----------------|----------------|
| Bagus | SDN Bacem 01 Blora | 42 | 50 | 84 | Excellent |
| Prasetyo | SDN Bacem 02 Blora | 45 | 50 | 90 | Excellent |
| Siti Maisaroh | | | | 174 | |
| Total | | | | 87 | Excellent |
| Average | | | | | |

Table 6 above shows the results of teachers' response questionnaire scoring performed by two homeroom teachers from two different schools. The results indicates that 2D animation video based on Blora's local knowlegde as a learning media categorized as excellent as it gained a total percentage of 84% from the small-scale test at SDN Bacem 01 Blora involving 6 students from the 5th grade and 90% from the large-scale test at

SDN Bacem 02 Blora involving a total of 13 students from the 5th grade.

These results can be used as a reference if needed and 2D animation video is acknowledged to be feasible to be utilized in the classroom to improve students' writing skills especially in writing imaginative text. 2D animation video based on Blora's Local wisdom as learning media is also expected to give the students new learning

experience and improve their creativity throughout the learning process.

Observer questionnaire in improving students' ability in writing imaginative text is based on the problems discovered during the pre-research stage. The survey conducted on 7-9 August 2023 found that students' ability in writing imaginative text was poor. By means of this, a questionnaire is needed to find out the results and strengthen the statements so that the students will

have an improvement in their learning achievements.

This observer questionnaire was filled out by 6th grade homeroom teachers. Homeroom teachers from the 6th grade are considered senior and capable in this matter so it will make the results more valid in improving students' ability in writing imaginative text using 2D animation video based on Blora's local wisdom as a media. Table 7 is the observer questionnaire in improving students' ability in writing imaginative text.

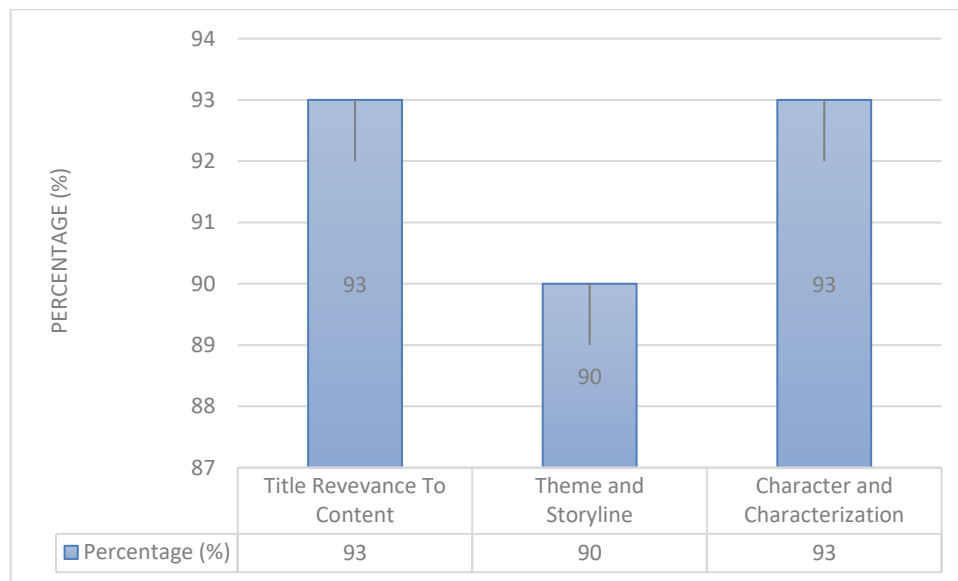


Figure 5. Observer Questionnaire in Improving Students' Ability in Writing Imaginative Text

These results can be used as a reference if needed and 2D animation video based on Blora's local wisdom, Barongan, is acknowledged to be effective in improving students' writing skills especially in writing imaginative text. This statement is supported by data obtained from the questionnaires that were being filled in by the capable teachers from both schools. Excellent percentages gained prove that 2D animation video based on Blora's local wisdom was effective in improving students' ability in writing imaginative text. Furthermore, this learning media can also be used as a medium in teaching Bahasa Indonesia in the classroom.

Students' Response Questionnaire. This questionnaire was filled out by 5th grade students of SDN Bacem 01 and SDN Bacem 02 Blora to

found out whether the product is suitable to be utilized in the classroom. There were only two students in total that were being chosen to fill out the questionnaire, 1 from each school.

The questions being presented in the questionnaire were adjusted to their age and thinking ability, so it contained simple questions only for the students to be able to answer them. Before actually filling out the questionnaire, students were given instruction to choose the most suitable answer based on the reality because there are no correct or wrong answers. They only required to check the "correct and wrong" columns or can be identified as Guttman scale, so they did not have to overthink about it. Table 8 shows the results of students' response questionnaire.

Tabel 8. Students' Response Questionnaire

| Instance | Score | Ideal Score | Percentage (%) | Interpretation |
|--------------------|-------|-------------|----------------|----------------|
| SDN Bacem 01 Blora | 16 | 20 | 80 | Good |
| SDN Bacem 02 Blora | 17 | 20 | 85 | Excellent |
| Total | | | 165 | Excellent |
| Average | | | 82 | |

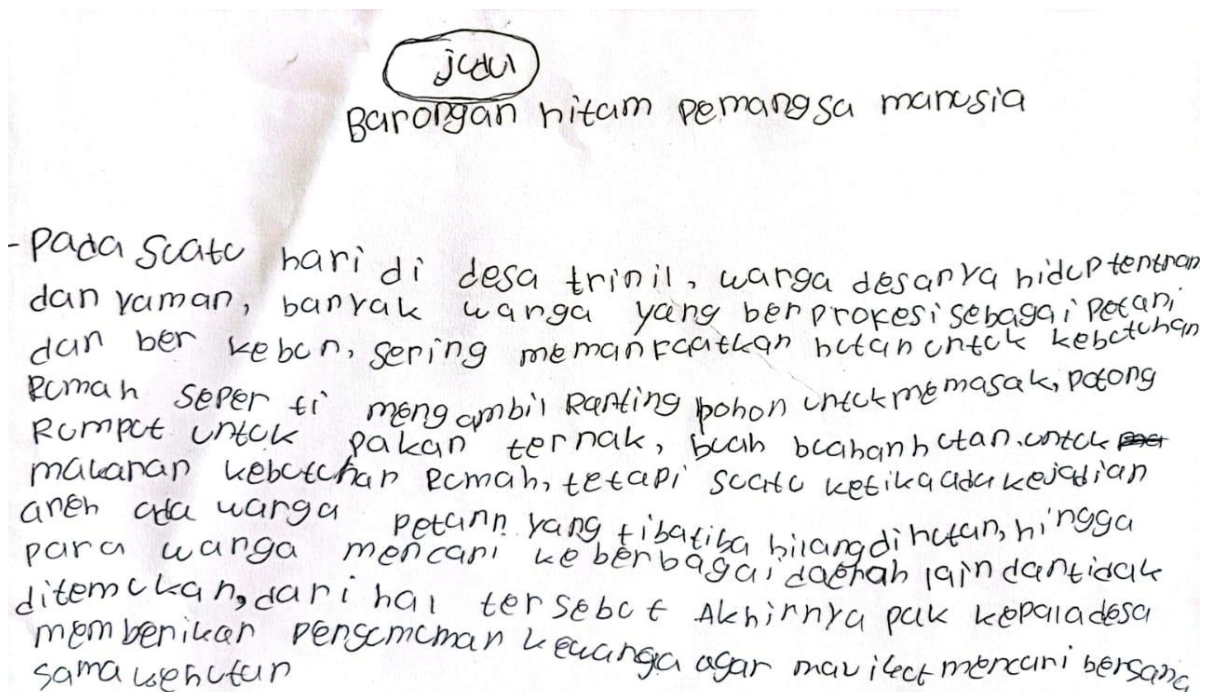
Table 8 above shows the results of students' response regarding 2D animation video based on Blora's local wisdom, Barongan as a learning media. It can be seen that both students considered the media excellent because it gained a total percentage of 80% from SDN Bacem 01 and 5% from SDN Bacem 02 Blora. The overall average score gained from the questionnaire conducted by one of the schools was 82%, once more considered excellent.

From the data above, the 2D animated video based on Blora's local wisdom considered eligible to be utilized on other schools in Blora Regency as a perfect medium to be used in improving students' ability in writing imaginative text regarding local's art and culture, especially Barongan. This learning medium can also be

applied at some specific schools in Blora Regency to give the students new learning experience that is beneficial for them.

Barongan Animation Findings

The finding suggested that Barongan tells a story about a peaceful kingdom of White Barongan which continuously being disturbed by evil giant dragon. The prince of the kingdom did not let it slide, so he kept practicing his magic skills. In the end, the prince conquered the battle against the dragon and defeated it. Finally, the Giant White Dragon obeyed and served the kingdom so the entire kingdom could live in peace. Attachment to students' imagination text can be seen in Figure 6.

**Figure 6.** story title and first paragraph

The title is interesting, and very appropriate first paragraph already show the conflict and to the content of the story, the main sentence and storyline, and the storyline is connected.

Para warga pun mencari rak tani yang hilang di hutan tersebut, warga terus mencari hingga waktu sore hari salah seorang warga tersebut menemukan ada sesosok barongan hitam yang sangat ganas sedang memangsanya, orang tersebut lari dan melapor kepada kepala desa bersama rombongan warga langsung menuju lokasi yang terdapat barongan hitam yang terlihat sedang memakan rusa saja dan barongan hitam yang entan kemana

Figure 7. second paragraph

In the second paragraph the theme and readers more interested in reading the next storyline are appropriate and lead to the actual paragraph. This is very good and can make

kepada tidak menemukan jejak barongan hitam akhirnya warga desa triplet kembali pulang karena sudah malam ingatkan kesokan harinya warga berdiskusi untuk mencari tahu bagaimana cara menangkap barongan hitam, banyak warga yang menyarankan mendambungkan daun agar bisa menangkap barongan hitam tersebut apabila ada seorang warga mendengar kabar rak tani di hutan tersebut berangkat desa berangkat mendambungkan rak tani

Figure 8. third paragraph

third paragraph, the storyline shows the make the reader more interested in reading until conflict in the story, and the characters and the end of this story. characters in the story are visible, so this will

warga ben bondong bonding dengan rak tani karena sudah pusing hutan dan secara bersama-sama mereka pakat membacakan ayat ke-1 dan akhirnya barongan hitam memang rakat wajahnya kerawasehng di bacakan ayat ke-1 barongan hitam bercahaya menyala sesosok orang ternyala ada di hutan dan tersebut akhirnya mengaka telah mendengar dan di peris hal yang akan untuk siapa maula yang ditunggu menjadi barongan hitam lagi

Figure 9. fourth paragraph

In the fourth paragraph and at the same made interesting and gives rise to the story's time the last paragraph, the ending of the story is message, and the story created by the students

shows a good level of imagination, because they are able to create an interesting storyline, even if it is only a few paragraphs.

Evaluation

In this session of the stage, the product needs to be upgraded. It is a crucial part in developing 2D animation video as learning media. Inputs obtained from the validity test would be the guidelines in this process. All components shall be assessed to know which part of this media that was still lacking in order to make beneficial, effective and efficient learning media. The results of the validity test suggested that the implementation of 2D learning media in the learning process was eligible. This result was in line with previous research because 2D animation contains story and the visualization of Blora's local wisdom. Next is the media and materials validation conducted by experts and teacher and students' response which suggested that the media being used in this research considered feasible. 2D animation media was worth to be used for education purposes depends on students participations (Nuryanah et al., 2021).

CONCLUSION

The results of this study suggested that 2D animation was very effective and efficient to be used as a learning media, especially during Bahasa Indonesia class as an effort to improve students' writing skills. This also could be a way of introducing local culture through digital media. These statements are supported by the excellent score given by the media and materials expert which indicates that this media was very eligible to be used for educational purposes.

ACKNOWLEDGMENT

The utmost gratitude shall be express to every party involved in this research for the endless support and assistance, especially media validation expert, Mr. Edi Waluyo, materials validation expert, Mr. Tommi Yuniawan, the Headmaster of SDN Bacem 01 and SDN Bacem

02 Blora for the heartwarming welcome and helpful assistance throughout the research.

REFERENCES

- Achmad, H. (2018). Penggunaan Media Gambar untuk Meningkatkan Kemampuan Menulis Cerita Pendek Bahasa Inggris di SMAN 3 Mataram. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 4(1), 41–47. <https://doi.org/10.33394/jk.v4i1.900>
- Aini, I. N., Zulaeha, I., & Sumarti, S. S. (2020). The Effectiveness of Learning to Write Narrative Text Using Problem Based Learning and Discovery Learning Based Learning on Parenting Pattern. *Journal of Primary Education*, 9(4), 413–421. <https://journal.unnes.ac.id/sju/index.php/jpe>
- Anjarsari, E., Farisdianto, D. D., & Asadullah, A. W. (2020). Pengembangan Media Audiovisual Powtoon Pada Pembelajaran Matematika Untuk Siswa Sekolah Dasar (Development of Audiovisual Based Powtoon Media in Mathematics Learning for Elementary School Students). *JMPM: Jurnal Matematika Dan Pendidikan Matematika*, 5(2), 40–50. <https://doi.org/10.26594/jmpm.v5i2.2084>
- Ariani, N. K., & Ujianti, P. R. (2021). Media Video Animasi untuk Meningkatkan Listening Skill Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(1), 43–52. <https://doi.org/10.23887/paud.v9i1.35690>
- Bugdayci, I., & Selvi, H. Z. (2021). Do Maps Contribute to Pupils' Learning Skills in Primary Schools? *Cartographic Journal*, 58(2), 135–149. <https://doi.org/10.1080/00087041.2020.1760625>
- Chrisyarani, D. D. (2018). Pengembangan Media Boneka Tangan dengan Metode Bercerita untuk Siswa Kelas V SDN Sudimoro 2 Kabupaten Malang. *Jurnal Bidang*

- Pendidikan Dasar*, 2(1), 57–62.
<https://doi.org/10.21067/jbpd.v2i1.2199>
- Damayanti, N. S., Handoyo, E., & Suratno, S. (2022). Developing A Local Wisdom-based Interactive Flipbook with the Problem-based Learning Model to Enhance Critical Thinking Skills. *Journal of Primary Education*, 11(1), 178–190.
<https://journal.unnes.ac.id/sju/index.php/jpe%0ADeveloping>
- Dewi, T. K., & Yuliana, R. (2018). Pengembangan Media Pembelajaran Scrapbook Bahasa Indonesia Kelas III Sekolah Dasar. *Jurnal Umk*, 9, 19–25.
<https://doi.org/10.24176/re.v9i1.2804>
- Edney, M. H., & Pedley, M. S. (2020). Writing Cartography's Enlightenment. *Cartographic Journal*, 57(4), 312–334.
<https://doi.org/10.1080/00087041.2020.1884428>
- Hasan, L. N., & Chumairoh, K. A. (2021). Pengembangan Media Pembelajaran Video Animasi Dongeng untuk Pembelajaran Menyimak Cerita Di Kelas III SDN Sukabumi VI Probolinggo. *BARADHA: Jurnal Pengembangan Bahasa, Sastra, Dan Budaya Jawa*, 17(1), 1–18.
<https://ejournal.unesa.ac.id/index.php/baradha/article/view/38258>
- Herlina, P., & Saputra, E. R. (2022). Pengembangan Media Power point Sebagai Media Pembelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Basicedu*, 6(2), 1800–1809.
<https://dx.doi.org/10.31004/basicedu.v6i2.2207>
- Hidayanti, Z. A., Purnamasari, H., & Sarmi, N. N. (2021). Pengaruh Penggunaan Media Wayang Kertas Animasi Hewan Terhadap Kemampuan Menulis Teks Fabel Siswa Kelas Vii Mts Husnul Khotimah Kampek. *Jurnal Bahasa Indonesia Prima (BIP)*, 3(2), 108–119.
<https://doi.org/10.34012/bip.v3i2.1943>
- Hudhana, W. D. (2019). Pengembangan Media Video Scribe dalam Peningkatan Kemampuan Menulis Cerpen Berbasis Karakter Siswa Kelas X SMA se-Kabupaten Tangerang. *Pena : Jurnal Pendidikan Bahasa Dan Sastra*, 9(1), 31–46.
<https://doi.org/10.22437/pena.v9i1.6839>
- Indriani, M. S. (2019). Meningkatkan Kemampuan Menulis Cerita Fantasi dengan Penggunaan Video Anak “Malin Kundang.” *Jurnal Penelitian Dan Pengembangan Sains Dan Humaniora*, 3(2), 56–64.
<https://doi.org/10.23887/jppsh.v3i2.21273>
- Izzah, L., Adhani, D. N., & Fitroh, S. F. (2020). Pengembangan Media Buku Dongeng Fabel untuk Mengenalkan Keaksaraan Anak Usia 5-6 Tahun Di Wonorejo Glagah. *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 7(2), 62–68.
<https://doi.org/10.21107/pgpauddrunojoyo.v7i2.8856>
- Izzaturahma, E., Mahadewi, L. P. P., & Simamora, A. H. (2021). Pengembangan Media Pembelajaran Video Animasi Berbasis ADDIE pada Pembelajaran Tema 5 Cuaca untuk Siswa Kelas III Sekolah Dasar. *Jurnal Edutech Undiksha*, 9(2), 216–224.
<https://doi.org/10.23887/jeu.v9i2.38646>
- Khoiriyah, S. U., Djatun, R., & Suwandi. (2018). Penggunaan E-Comic Pada Pembelajaran Menulis Cerpen Sebagai Pengembangan Media Pembelajaran Untuk Sma Di Kota Semarang. *Jurnal Penelitian Bahasa, Sastra, Dan Pengajarannya*, 1(1), 20–29.
<https://doi.org/10.26877/teks.v1i1.2752>
- Kurniawati, R., & Setyaningtyas, E. W. (2021). Pengembangan Media Animasi Cerita Bergambar Berbasis Android untuk Penguatan Pembelajaran bagi Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2199–2208.
<https://jbasic.org/index.php/basicedu/article/download/4226/2074>
- Lapon, L., De Maeyer, P., De Wit, B., Dupont, L., Vanhaeren, N., & Ooms, K. (2020). The Influence of Web Maps and Education on Adolescents' Global-scale Cognitive Map. *Cartographic Journal*, 57(3), 221–234.

- <https://doi.org/10.1080/00087041.2019.1660512>
- Marpaung, I. Y. O., & Siagian, S. (2020). Pengembangan Media Pembelajaran Bahasa Indonesia Berbasis Macromedia Flash Professional 8 Kelas V SD Swasta Namira. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 3(1), 28–40. <https://doi.org/10.24114/jtikp.v3i1.5003>
- Nathalia Angelina, G., & dkk. (2021). Pengembangan Media Video Animasi Berorientasi Membaca Pemahaman Dengan Strategi Directed Reading Thinking Activity (DRTA) Pada Muatan Bahasa Indonesia. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(1), 100–108. <https://ejournal.undiksha.ac.id/index.php/JJL/article/view/32453>
- Nuryanah, N., Zakiah, L., Fahrurrozi, F., & Hasanah, U. (2021). Pengembangan Media Pembelajaran Webtoon untuk Menanamkan Sikap Toleransi Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3050–3060. <https://doi.org/10.31004/basicedu.v5i5.1244>
- Pranata, K., Kartika, Y. W., & Zulherman, Z. (2021). Efektivitas Penggunaan Media Film Animasi Terhadap Peningkatan Keterampilan Menulis Cerita. *Jurnal Basicedu*, 5(3), 1271–1276. <https://jbasic.org/index.php/basicedu/article/view/867>
- Puspita, S. M., & Diana, A. (2021). Peningkatkan Kemampuan Bercerita Dengan Menggunakan Media Film Animasi Siswa. *Jurnal Pesona*, 7(2), 170–176. <https://doi.org/10.52657/jp.v7i2.1508>
- Putra, G. L. A. K. (2019). Pemanfaatan Animasi Promosi Dalam Media Youtube. *Prosiding Seminar Nasional Desain Dan Arsitektur (SENADA)*, 2, 259–265. <https://cashbac.com>
- Solekhah, I., Khasanah, N., & Hariz, A. R. (2020). Pengembangan Media Pembelajaran Ular Tangga Bercerita Berbasis Pendidikan Karakter Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Kelas X Pada Materi Ekosistem Di Ma Hidayatul Muftadi'in. *BIOEDUCA: Journal of Biology Education*, 2(1), 40–51. <https://doi.org/10.21580/bioeduca.v2i1.5998>
- Syaifandingsih, S., & Pratiwi, W. (2022). Pengembangan Video Cerita Anak Tema Budaya Lokal. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4199–4209. <https://doi.org/10.31004/obsesi.v6i5.2336>
- Syarifuddin, Ilyas, J., & Sani, A. (2021). Pengaruh Persepsi Pendidikan & Pelatihan Sumber Daya Manusia Pada Kantor Dinas Kota Makassar. *Bata Ilyas Educational Management Review*, 1(2), 51–56. <https://doi.org/10.37531/biemr.v1i2.102>
- Vuk, S. (2023). Development of creativity in elementary school. *Journal of Creativity*, 33(2), 1–8. <https://doi.org/10.1016/j.yjoc.2023.100055>