DEVELOPING ANIMATED VIDEOS-BASED TEACHING MATERIALS FOR CREATIVE WRITING LEARNING: SHORT STORY BUILDING BLOCKS

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ABSTRACT

This research aims to serve the development of teaching materials based on Powtoon animation videos for learning creative writing material for building short stories. The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model was used to develop these materials. The needs analysis phase was carried out using an electronic form and received 52 completed questionnaires. The validation results of two experts show that the media and animated video material are very valid and can be used as a learning medium for writing short stories with an average score of 96%. It is hoped that the development of teaching materials based on Powtoon animated videos can support a more effective and interesting learning process, especially for Generation Z who grew up amid technological advances and learn by observing visually.

INTRODUCTION

The advancement of information technology is very fast, therefore the process of adaptation and acquisition of technology with the aim of supporting and improving the quality of the learning process must not stop. Students now grow up in an environment full of technology, and this presents new challenges for educators to present learning materials that are interesting and in accordance with the characteristics of students.

The rapid development of technology gave rise to various new learning vehicles. On the other hand, these developments also require teachers to follow these developments. Efforts to present new learning resources continue to be carried out so that learning objectives can be achieved optimally (Churiyah et al., 2020; Susilawati, 2021). In addition to using information technology-based vehicles, learning success is also determined by the suitability of learning resources with learning styles. It is important to see how the learning style of students before deciding on the type of teaching material developed.

Each generation has its own character, and is no exception when following the learning process. Students who are now in college can be classified into Generation Z who were born in the digital world or often termed digital natives. This generation was born between 1995 to 2010 (Seemiller & Grace, 2016). Generation Z grew up with easy access to a variety of information, therefore if the material presented is not in accordance with their 'tastes', it is certainly difficult for them to see and understand. The problem that arises is that often people feel they can understand
students even though there is a gap because most teachers are digital immigrants who speak different languages in front of digital natives (Çimen & Hangül, 2021; Prensky, 2001).

The solution that can be done to adjust to the needs of the times is to present videos as a learning vehicle. Generation Z is a generation that learns by observing visually. The presence of teaching material videos is expected to satisfy the curiosity of those who like to explore independently and find a concept intrapersonally. Generation Z is a generation that is accustomed to self-study by paying attention to other people’s work and then adjusting it to their own preferences (Kohnová et al., 2021; Seemiller & Grace, 2017).

Creative writing competence is an ability that must be possessed by students of the Indonesian language and literature education study program (Winarni et al., 2021). To support this, various ways are needed to help students master these competencies. One of the genres that is the focus of creative writing courses is short stories. Mastering short stories requires an understanding of theory and practice. However, through observation, it is known that the learning media used in lectures is still less varied. This is one of the obstacles for students in understanding learning material.

Writing is essentially a process of communication, conveying messages in the form of ideas and ideas, to others through written language as a tool (Rivers, 1981; Syafii’ie, 1988; Tarigan, 1987). Two types of writing are known based on the type of writing produced. First, scientific writing that produces scientific papers, journal articles and others. Second, creative writing, which produces works such as poetry and prose. On the other hand, mastery of this ability requires a process because writing is the last language ability after listening, speaking, and reading (Tarigan, 2008).

Scientific writing and creative writing have different characteristics and workflows. Both types of writing demand different patterns when taught (Taqwiem & Luthfiyanti, 2022). The focus of this research is creative writing in the short story genre. Short stories as the name implies are short stories that are dense because they are composed of no more than 10,000 words and contain one sharp conflict so that they can be read in a short time (Nurgiyantoro, 1998; Sumardjo, 2001).

Animated videos are chosen because they have advantages in grabbing attention, provoking emotions, helping to understand concepts, and accommodating students who are not good at reading text (Levie et al., 1982). The use of technology in learning, such as animated videos, can be a solution to increase students’ interest and understanding of the material. Powtoon, as one of the popular animation video creation platforms, offers convenience in presenting information in a visually attractive manner. Animated videos have the advantage of conveying information briefly, concisely, and interestingly so that it can increase student learning motivation.

Advances in information technology are changing the way of learning and teaching. Generation Z, born between 1995 and 2010, are digital natives who demand a more dynamic and engaging approach to learning. Animated videos are emerging as a promising solution as they can grab attention and accommodate visual learning styles. However, in the field of Indonesian language and literature education, especially in the context of creative writing such as short stories,
there are not many teaching materials that utilize animated videos. Powtoon, as a popular platform for animated video creation, offers great potential to fill this void.

Video is one of the interesting media because it combines various things such as motion pictures and sound to convey information. Animated videos are one type of video that is able to provide a good and fun learning experience. For example, Powtoon was developed as a learning medium to improve students' ability to think critically with a high level of validity supported by good practicality (Haryadi et al., 2022). In the context of creative writing, Powtoon is also often used as a medium to improve the ability to write short stories with good success judged from through performance (Fatmawati & Rusmawati, 2015).

This research aims to serve the development of teaching materials based on Powtoon animation videos for learning creative writing material for building short stories. The difference between this research and previous research is that the concept of animated videos designed to be as effective and efficient as possible according to student needs. In addition, this study also uses Powtoon animation videos for higher education levels that are very different from the use of Powtoon in schools both from the content of the material, the concept of animated videos, and the packaging or appearance of the video itself. The potential use of animated videos in learning is quite large, there are not many teaching materials that utilize Powtoon animated videos as learning media, especially for creative writing materials for short story building elements. Therefore, the development of teaching materials based on Powtoon animation videos for learning creative writing material for short story building elements is considered necessary to support a more effective and interesting learning process. The necessity also becomes the contribution of the research, which means that the researchers would like to give more insight into the development of learning media for students.

METHOD

In relation to the purpose of research, the appropriate design for this research is research and development. Research and development in education as a process to develop and validate products in the field of education. This research design is also one of the effective strategies to improve the quality of education. This development research used the ADDIE model which consists of analysis, design, development, implementation, and evaluation.

The First Stage was the needs analysis stage. The Research Team at this stage formulated research instruments in which there were various questions related to media needs and the characteristics of the media that students want. There were 22 questions presented in the form of electronic forms that were distributed online. This form was chosen because it is practical in capturing answers from respondents.

The second stage was product design. At this stage, products in the form of animated videos are designed. The design begins with a discussion with the team regarding the limitations of the material to be presented. Furthermore, researchers began to collect and inventory various materials related to the building blocks of short stories. The discussion continued to aspects of the type of application that will be used to create animated videos, what elements will be included, themes,
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characters, and the overall appearance of the video you want to make, as well as agreeing on other aspects related to visuals. At this stage, the product design is agreed and validated so that researchers already have an idea of the final product results that are worked on.

The third stage was the development stage which means that at this stage the design or design agreed in the previous stage is realized. The application used to create animated videos is powtoon. The edited and well-stated text is then transferred as text in an animated video spoken by a character with sufficient explanation. The text is not left alone but is equipped with a voice recording so that the characters seem to speak to the audience. This is done in the hope that the video becomes interesting and not monotonous.

The fourth stage is implementation. The products that have been produced in the previous stage were tested in the field which in the context of this research are students of the Indonesian language and literature education study program, Faculty of Teacher Training and Education, Lambung Mangkurat University. The class where the implementation of animated video products is a large class with 34 students.

The fifth stage is the evaluation stage. The resulting product is validated by two experts, namely media experts and material experts. Media experts are expected to provide assessment and input related to the animation videos produced while material experts will provide assessments from the point of view of content or content. The results of the validation questionnaire will be the basis for revising the product. The validation calculation is based on the formula:

\[ P = \frac{f}{N} \times 100\% \]

Information:
- \( P \) = Presentation validation
- \( f \) = Number of scores obtained
- \( N \) = Max score

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<thead>
<tr>
<th>No.</th>
<th>Percentage (%)</th>
<th>Criterion</th>
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<td>81%-100%</td>
<td>Very Valid</td>
</tr>
<tr>
<td>2</td>
<td>61%-80%</td>
<td>Valid</td>
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<tr>
<td>3</td>
<td>41%-60%</td>
<td>Quite Valid</td>
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<tr>
<td>4</td>
<td>21%-40%</td>
<td>Less Valid</td>
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<td>5</td>
<td>0%-20%</td>
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This evaluation stage is also equipped with a questionnaire that targets students to get their responses after participating in learning using animated video media containing short story building element material. Some of the questions asked targeted their responses about the clarity of the video content, the systematicity of the content, ease of access, and the attractiveness of the video concept.
RESULT AND DISCUSSION

Results of the Analysis Phase

The needs analysis phase was carried out using an electronic form and received 52 completed questionnaires. Based on the results of the filling, it is known that students who are interested in visual media are 86.6% and those who are interested in learning using audio media 53.8%, while those who are interested in learning with text only 65.5%. These results provide a basis that indeed video-shaped media is more desirable than other types of media so that the development of animated videos is appropriate because it suits the needs of respondents.

More specifically on the video characters of interest, respondents' answers stated that shorter video lengths were preferred by around 84.6% compared to those who liked long videos 34.6%. In general, all respondents expressed interest if creative writing learning was presented with animated video media around 78.8%.

![Image of animated video opening sequence](image.png)

**Figure 1. The Opening Sequence**

The image above is the initial display of the animated video containing the title of the material to be presented. The image is dominated by green to make it more interesting and inconspicuous when watched by students. The character has not appeared on the start page because of the start page so that the audience is not distracted and can focus on the title of the material that is the learning objective.

Results of the Design Phase

The design phase produces a script to be narrated in addition to the text presented in the animated video. The agreed script is presented in a short and concise form including the theory of the building blocks of the short story so that the final product is not too long. In addition, this stage also agrees on the dominant colors, typeface, and characters used as elements in making videos. Some of the elements used are already available in the templates provided by the Powtoon application.
Development Stage Results

This stage results in a product that is ready for trial. The duration of the animated video of the short story building material is 3.09 seconds in the form of mp4 file extensions. Here are the results of the animated video screen capture.

Figure 2. Title Page

Picture number 2 is an animated video display that explains the definition of a short story. This display is equipped with characters so that it is not monotonous and voice recordings that become narrators when the material is displayed. The presence of voice is expected to complement the explanation presented in text form. Character movements and animations are made to support the material presented.

Figure 3. Narration

The third image is an example of a material narrative text that explains the theory of the building blocks of short stories. Elements discussed include themes, plots, characters and
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characterizations, settings, language styles, points of view, and conflicts. Briefly, the content of the text in the video combines and combines various definitions related to the building blocks of literary texts briefly but still comprehensively with the hope that students can more easily understand the theory conveyed.

Results of the Implementation Phase

Trials carried out on the product were carried out in a large class of 34 people. In general, the trial process went smoothly and according to plan. Lecturers open learning by conveying learning objectives and making perceptions related to previous meetings. After there is a simple discussion at the beginning of learning and conditioning students, the video is played in front of the class using a projector. Students are enthusiastic about watching the video playback from beginning to end. This is also confirmed in the results of the student response questionnaire distributed after learning ends online.

Results of the Evaluation Phase

At the evaluation stage, it is carried out by asking 2 experts, namely media experts and material experts to assess the products produced. The percentage obtained based on the results of media expert validation is 95% while the validation results from material experts are 97%. From these results, it can be concluded that animated videos for learning creative writing with the content of short story building elements are included in the very valid category.

Discussion

This development research was carried out with the ADDIE model which produced an animated video containing creative writing materials aspects of short story building elements with a duration of 3.09 seconds in mp4 format. The stages carried out from the beginning until the product is realized are the stages of analysis, design, development, implementation and evaluation.

The initial stage is a needs analysis which is very important in order to obtain data on the condition of students related to devices and their tendency towards various commonly used media. The result is that visual media is more desirable than text or sound media alone. At this stage, it is also revealed that they prefer if the duration of the video presented is not too long.

The second stage is carried out by discussing and formulating material and maturation of the concept of animated videos. Limited time and energy made researchers agree to use Powtoon because it provides various conveniences in the video making process such as the availability of templates both images and audio, as well as features to design characters that match the video concept. The selected audio or background music is tried not to interfere with the narration and text of the material presented. The selection of colors that match and are not too diverse is also expected to help students stay focused without being distracted by colors that are too contrasting. Since the beginning of knowing the tendency of students to short videos, researchers try to keep videos no longer than 5 minutes but the material presented remains comprehensive. The typeface and size are also adjusted for maximum readability of the text. Various design agreements were
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brought to the third stage to be realized in the form of animated videos. In the third stage, the researchers collaborated to realize the animated video. After that, the fourth stage is scheduled, namely field tests in large classes. After the field test, media validation is carried out by media experts and material evaluation by material experts. The validation results of the two experts show that the media and animated video material are very valid and can be used as a learning medium for writing short stories with an average score of 96%. It should be noted that every aspect that goes through there are various revisions that are carried out repeatedly until finally the product is declared ready to be tested and validated.

CONCLUSION

The development of teaching materials using Powtoon animation videos for creative writing and short story building is crucial to improve learning quality. Animated videos can convey information concisely and interestingly, increasing student motivation. Generation Z, digital natives, may struggle with material that doesn't suit their learning style. Short stories, a form of literary work, are built on themes, plot, characterization, setting, point of view, language style, and extrinsic elements like social, religious, background, cultural, and values. The ADDIE model is used to develop these materials.

The needs analysis stage involves formulating research instruments to understand media needs and students' desired media characteristics. The design stage involves designing Powtoon animation videos based on design designs. The development stage involves creating Powtoon animation videos based on design designs. The implementation stage involves testing the products in the field, such as students at Universitas Lambung Mangkurat. The evaluation stage involves validating the products by media and material experts. The resulting animated video product is highly valid and can be used for short story learning.

REFERENCES


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