

Analysis Of The Practicality Of Educational Animation Learning Media Based On Linktr.Ee On Explanatory Text Material For 11th Grade Students Of State High School 4 Tanjungpinang For The 2023/2024 Academic Year

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Abstract. Learning media actually aims to make it easier to achieve learning goals. However, easy use will increase the function of the learning media. Therefore, this research aims to see the practicality of educational animation learning media using the Linktr.ee platform in explanatory text material for class XI students at SMA Negeri 4 Tanjungpinang for the 2023/2024 academic year. Data was collected through a media practicality questionnaire by students involving 6 students for small groups and 30 students for large groups. Data analysis was carried out using quantitative descriptive methods. The results of this research show that educational animated learning media using the Linktr.ee platform is very good for use in learning with the percentage of trials with students showing an average of 93% with the criteria "very practical" from small groups and an average of 84% with the criteria "very practical" from a large group.

1 Introduction

According to Gagne & Briggs [1], learning media encompasses all physical tools used to convey the content of teaching materials. Meanwhile, according to Hamalik [1], learning media are aids used to achieve optimal results in the teaching and learning process. The limited use of learning media leads to student boredom in the learning process. The development of more varied learning media will help make the learning process more effective in teaching explanatory texts.

An explanatory text is a comprehensive text that explains the relationship or process of a phenomenon based on facts [2]. Researchers chose explanatory texts as content for media development to enhance learning in the subject matter. The use of media facilitates active student participation and makes learning more effective.

Effective learning is supported by a high level of curiosity among students, meaning that if the learning process is solely focused on the teacher, books, and written materials, it will create a monotonous and boring classroom atmosphere. The use of learning media helps to smooth out the entire learning process, thus requiring new innovations to liven up the classroom atmosphere and make it more engaging. According to Levie and Lentz [1], the functions of learning media are as follows: (1) attention function, which is capable of

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attracting students' attention, (2) affective function, where the information presented can evoke emotional responses from students, (3) cognitive function, which helps accelerate understanding of the information presented in the media, and (4) compensatory function, which assists students who have difficulties or challenges in understanding the material through the content provided. The functions of a learning media are directed towards achieving learning objectives [3].

Based on the results of interviews with teachers and students, it was found that there is still a lack of learning media in the teaching process. From the students' needs, it is evident that they require varied learning media to support active participation and understanding of the material. The use of learning media can also help make the material more engaging.

Based on the issues discussed, the researcher is interested in conducting development research by testing an educational animation media product based on linktr.ee in multimedia form to help create innovations in the learning process. This media is named linktr.ee-based educational animation because it presents animated video content that contains knowledge about explanatory texts. There are several factors that need to be considered in the selection of learning media [3–5]. Researchers create media by considering several criteria to develop tools that can assist in delivering material, ensuring that it is not just a matter of reading but becomes engaging and easy for students to understand.

2 Methods

The type of research used is research and development (R&D). Development research is a process to create products that can be used in teaching and learning activities [6]. Development research is a type of research that produces products. In the field of Education, the products produced are teaching and learning aids. The product developed by the researchers in this study is an educational animation media based on linktr.ee.

This research uses the 4D development model. (Define, Design, Development, Dessiminate). According to Thiagarajan et al. in [7], the 4D model consists of four steps, starting from the definition phase, followed by design, development, and dissemination. This research, the stage carried out by the researcher only reached the development stage. The researchers could not carry out the dissemination stage due to time constraints.

The research procedure carried out by the researcher is as follows. First, the definition stage, which includes initial and final analysis, student analysis, task analysis, concept analysis, and learning objective analysis. Second, the design stage, which involves test preparation, selection of learning media, and format selection. Third, the development stage, where the designed media is then developed. This stage involves the practicality of the media by students, consisting of small and large groups. The aim is to assess the practicality of the media that has been designed in the learning process.

This research has two test subjects, namely a small group and a large group. A small group trial involves 4-14 respondents, while a large group consists of 15-50 respondents [8]. The small group in this study consists of six students from class XI IPS 3. The large group includes all students from XI IPS 3, totaling 30 students.

This research includes two data collection instruments, namely an interview sheet and a student practicality questionnaire. This research uses quantitative descriptive data analysis techniques. Quantitative data is obtained through research instruments during trials, which are analyzed using score acquisition.

The survey that has been distributed will be processed with a presentation of percentages using a Likert scale as the measurement scale. The Likert scale is used to develop instruments that measure the attitudes, perceptions, and opinions of an individual or a group of people regarding the potential and issues of an object, the design of a product, the process of creating a product, and the products that have been developed or created [9]. The Likert scale is

structured in the form of statements followed by four responses. To make it clearer, it is presented as follows.

Table 1. Student Practicality Assessment Questionnaire Scores

Qualification	Score
Strongly Agree	5
Agree	4
Somewhat Agree	3
Disagree	2
Strongly Agree	1

The scores obtained can be analyzed by calculating the average of the responses by looking at the scores for each answer given by the respondents. The researchers accumulated the scores into a percentage value (%) using the formula $P = FN \times 100$.

The results obtained were then transformed into statements. The aim is to determine the assessment category of the practicality of the media that has been developed. The categorization of media practicality assessment is as follows.

Table 2. Convert Practicality Scores

Percentage	Qualifications
81%-100%	Very Valid and Very Practical
61%080%	Valid and Practical
41%-60%	Fairly Valid and Fairly Practical
21%-40%	Less Valid and Less Praktical
0%-20%	Not Valid and Not Practical

3 Result and Discusson

3. 1 Practicality in Small Groups

The number 1 in the diagram represents the aspect of usage in terms of the benefits of linktr.ee-based educational animation media in understanding the material, which received an average score of 90%, qualifying as very practical. The number 2 in the diagram indicates the assistance of the media in enhancing learning motivation, which received an average score of 93%, qualifying as very practical. The number 3 in the diagram reflects the media's assistance in increasing knowledge, which received an average score of 87%, qualifying as very practical. The number 4 in the diagram represents the assessment of ease of use, which received an average score of 93%, qualifying as very practical. The number 5 in the diagram indicates the ease of understanding the material in the media, which also received an average score of 93%, qualifying as very practical. The number 6 in the diagram refers to the statement about the use of easily understandable language, which received an average score of 90%, qualifying as very practical. The number 7 in the diagram pertains to the statement regarding the ease of answering questions using the media, which received an average score of 100%, qualifying as very practical. The number 8 in the diagram relates to the statement about the attractiveness of the design and colors, which received an average score of 97%, qualifying as very practical. The number 9 in the diagram indicates that students' interest in

using media received an average score of 93%, qualifying as very practical. Based on the nine aspects, if we calculate the overall average percentage of the practicality of the media in the small group, it can be stated that the practicality scale is 93% with a qualification of very practical.

Table 3. Results of Media Practicality in Small Groups

No	Indicator	Percentage	Qualifications
Assistance			
1.	The educational animation media based on linktr.ee helps me understand explanatory texts.	90%	Very Practical
2.	The educational animation media based on linktr.ee helps me increase my motivation to learn.	93%	Very Practical
3.	The media helps students enhance my knowledge about explanatory texts.	87%	Very Practical
Ease			
4.	The media is easy to use.	93%	Very Practical
5.	The material is easy to understand.	93%	Very Practical
6.	The language used is easy to comprehend.	90%	Very Practical
7.	I am able to answer the questions found in the educational animation media based on linktr.ee.	100%	Very Practical
Interes			
8.	The design and colors of the media are appealing.	97%	Very Practical
9.	I am interested in using the educational animation media based on linktr.ee in learning about explanatory texts.	93%	Very Practical
Average		93%	Very Practical

The percentage of the practicality results of the media in the small group for each aspect is as follows.

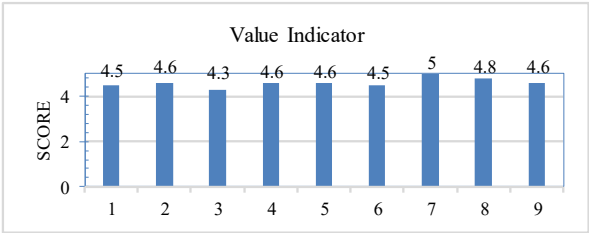


Fig 1. Diagram of the Practicality Results of Media in Small Groups

3.2 Practicality in Large Groups

After conducting practical exercises in small groups, the researcher also carried out practical exercises in large groups. The results are presented in the table below.

Table 4. Results of Media Practicality in Large Groups

No	Indicator	Percentage	Qualifications
Assistance			
1.	The educational animation media based on linktr.ee helps me understand explanatory texts.	82%	Very Practical
2.	The educational animation media based on linktr.ee helps me increase my motivation to learn.	83%	Very Practical
3.	The media helps students enhance my knowledge about explanatory texts.	79%	Practical
Ease			
4.	The media is easy to use.	89%	Very Practical
5.	The material is easy to understand.	83%	Very Practical
6.	The language used is easy to comprehend.	89%	Very Practical
7.	I am able to answer the questions found in the educational animation media based on linktr.ee.	81%	Very Practical
Interes			
8.	The design and colors of the media are appealing.	89%	Very Practical
9.	I am interested in using the educational animation media based on linktr.ee in learning about explanatory texts.	83%	Very Practical
Average		84%	Very Practical

The percentage of the practicality results of the media in the large group for each aspect is as follows.

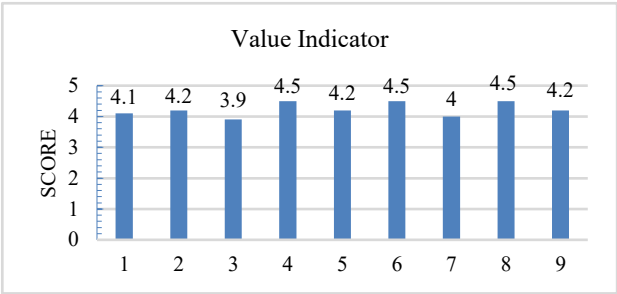


Fig. 2. Diagram of the Practicality Results of Media in Large Groups

The number 1 in the diagram represents the aspect of usage in terms of the benefits of educational animation media based on linktr.ee in understanding the material, which received an average score of 82%, qualifying as very practical. The number 2 in the diagram indicates the assistance of media in increasing learning motivation, with an average score of 83%, qualifying as very practical. The number 3 in the diagram reflects the media's assistance in knowledge enhancement, which received an average score of 79%, qualifying as practical. The number 4 in the diagram pertains to the assessment of ease of use, which received an average score of 89%, qualifying as very practical. The number 5 in the diagram relates to the ease of understanding the material through the media, which received an average score of 83%, qualifying as very practical. The number 6 in the diagram refers to the statement regarding the use of easily understandable language, which received an average score of 89%, qualifying as very practical. The number 7 in the diagram concerns the statement about the ease of answering questions using the media, which received an average score of 81%, qualifying as very practical. The number 8 in the diagram addresses the statement regarding the appeal of design and color, which received an average score of 89%, qualifying as very practical. Finally, the number 9 in the diagram reflects the statement about students' interest in using the media, which received an average score of 83%, qualifying as very practical. Based on the nine aspects, if we calculate the overall average percentage of the media's practicality in the large group, it can be stated that the practicality scale is 84%, with a qualification of very practical.

After the practicality of the media in small and large groups, the researcher then made revisions based on the critiques and suggestions provided by the students. The aim is to make the developed media even more practical than before. The critiques and suggestions given by the students from both the small and large groups are as follows.

Table 5. Criticism and Suggestions from Students.

Critique	Suggestion
There are still obstacles when accessing educational animation videos and natural phenomena on the drive.	Resolve these issues by uploading educational animation videos and natural phenomena to the YouTube channel.

The discussion consists of the practicality of the developed media. The practicality of educational animation media based on linktr.ee for explanatory text material. According to

both the small group and the large group, the revision that researchers need to make is addressing the access constraints to videos via Google Drive, which hinder the learning process using that media. The student has suggested uploading the video on the YouTube platform. The use of learning media aims to facilitate students in absorbing, receiving, and understanding the material presented by teachers or educators [10]. Based on this, if there are still obstacles in the media, it will create difficulties for students in the learning process.

4 Conclusion and Recommendations

This development research uses the 4D model, with the stages carried out up to the development stage. The practicality of the media received an average score of 93% with the qualification of "very practical" for small groups and an average score of 84% with the qualification of "very practical" for large groups. In other words, the evaluation results of the media's practicality indicate that the linktr.ee-based educational animation media is very valid and practical for use in Indonesian language learning activities for 11th-grade high school students, particularly on the topic of explanatory texts.

The recommendation from this development research is that the use of learning media should also be applied to other learning materials. This aims to make it easier for students to understand the material presented and to achieve the expected learning objectives.

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