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Motion Graphic Animation Video Media for Class VII Social Studies Subjects

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya inovasi dalam pengembangan media pembelajaran yang dapat mendukung hasil belajar siswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan proses pengembangan media video animasi motion graphic pembelajaran, serta menganalisis validitas pengembangan media video animasi motion graphic pembelajaran pada mata pelajaran IPS kelas VII. Penelitian ini termasuk dalam jenis penelitian pengembangan dengan menggunakan model ADDIE sebagai panduan dalam proses pengembangannya. Subjek yang terlibat dalam penelitian ini yaitu 1 ahli isi pembelajaran, 1 ahli desain pembelajaran, dan 1 ahli media pembelajaran serta subjek uji coba produk terdiri dari 3 siswa untuk uji coba perorangan dan 6 siswa untuk uji coba kelompok kecil. Metode yang digunakan dalam pengumpulan data penelitian ini adalah kuesioner dan tes. Analisis data dilakukan melalui analisis deskriptif kuantitatif. Hasil uji validitas media video animasi motion graphic pembelajaran dinyatakan valid berdasarkan penilaian dari para ahli, uji perorangan dan kelompok kecil. sehingga produk dapat dinyatakan valid. Berdasarkan hasil penilaian tersebut, dapat disimpulkan bahwa media video animasi motion graphic pembelajaran memiliki kualifikasi sangat baik dan layak untuk diterapkan dalam proses pembelajaran di kelas VII mata pelajaran IPS. Hasil penelitian ini berimplikasi terhadap peningkatan motivasi dan minat belajar siswa, serta meningkatkan keterampilan dalam menggunakan teknologi, sehingga dapat menunjang aktivitas siswa dalam pembelajaran.

ABSTRACT

This research is motivated by the need for more innovation in developing learning media to support student learning outcomes. The purpose of this research is to describe the process of developing learning motion graphic animation video media and analyse the validity of the development of learning motion graphic animation video media in social studies class VII. This research is included in the type of development research using the ADDIE model as a guide in the development process. The subjects involved in this study were one learning content expert, one learning design expert, one learning media expert, and product trial subjects consisting of 3 students for individual trials and six students for small group trials. The methods used in collecting data in this study were questionnaires and tests. Data analysis was carried out through quantitative descriptive analysis. The results of the validity test of the learning motion graphic animation video media were declared valid based on the assessment of experts and individual and small group tests. So that the product can be declared valid, based on the results of the evaluation, the learning motion graphic animation video media has excellent qualifications and is feasible to be applied in the learning process in class VII social studies subjects. The results of this study have implications for increasing student motivation and interest in learning, as well as improving skills in using technology so that it can support student activities in learning.

1. INTRODUCTION

Along with the development of the times, in this modern era the progress of information and communication technology has developed so rapidly. The benefits of this development can be felt in various aspects of human life. One of these aspects is the educational aspect. The rapid development of information and communication technology requires the world of education to continue to adapt to these developments in order to improve the quality of education, especially in the learning process (Pramana et al., 2020; Putri et al., 2022). However, currently the education system in Indonesia is undergoing changes, this is due to the

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Coronavirus Disease-19 (Covid-19) pandemic which is attacking the world and also having an impact on Indonesia. The pandemic condition does not allow the process of learning activities to run normally (Hanif, 2020; Kemdikbud, 2021). In the current pandemic situation and condition, utilizing technology in education is considered important to support learning. This is in line with the role of technology, information and communication, namely providing new innovations in order to improve the quality of education, especially in support the learning process in particular to achieve learning objectives.

Learning is a process of interaction between students and educators and learning resources in the learning environment (Pasal 1 UU Nomor: 20 Tahun 2003). With the implementation of learning activities between students, educators, and learning resources can develop students' self-potential to be more optimal. In the process, ideal learning has three components that must be related and mutually supportive. Components in learning including students, educators, and learning resources or media (Rusdiansyah & Leonard, 2020; Zaki & Islam, 2022).

One of the important subjects to be developed at school is social science. Social Sciences is a field of study that studies, examines, analyzes, symptoms and social problems in society by reviewing various aspects of life as a combination (Afrina et al., 2021; Putri et al., 2022). IPS is the result of a combination or combination of a number of subjects such as geography, economics, history, anthropology, and politics. The purpose of IPS education is to foster students to become good citizens, who have knowledge, skills and social care that are useful for themselves as well as for society and the State. In order to achieve the IPS objectives, a teacher must be able to facilitate students to become good citizens through the learning process in class (Sutrisman, 2023; Wicaksono, 2023).

Unfortunately, the facts in the field show that the implementation of social science learning has yet to be maximized. Based on interviews with seventh-grade social studies teachers at SMP Muhammadiyah Karangasem, information was obtained that using media in learning activities could have been more optimal, causing students to get bored quickly in learning. In addition, the interest in studying social studies for class VII students at SMP Muhammadiyah Karangasem is still relatively low because there is yet to be available learning media that attracts student learning interest. Students need to pay more attention to the teacher in the learning process (Meisa et al., 2024; Wisada et al., 2019). There is more material than the available teaching time, so media is required to present material systematically, concisely, and easily understood way by students so that learning can run effectively and efficiently.

Based on the explanation above, to overcome the problems at SMP Muhammadiyah Karangasem, media is needed as an innovative and creative solution. Learning animation video media is one of the innovative and creative media that can be developed in learning. Media is anything that is used to convey messages and can stimulate the thoughts, feelings, attention, and willingness of learners so that they can encourage the learning process. The use of learning media aims to make students easily understand subject matter that is difficult to understand, and learning objectives can be achieved. Learning media has the benefit of clarifying the presentation of messages so as not to focus too much on verbal, overcoming the limitations of space, time, and the senses (Saputri & Saifuddin, 2022; Wahyuni & Yokhebed, 2019). The important role of learning media is to facilitate students in understanding the content of learning material so that it is more optimal (Efendi et al., 2020; Susanti et al., 2021). The use of interesting learning media will make learning that is usually only centered on the teacher and reading books can now turn into student-centered learning. There are several types of learning media, one of which is video learning media. Video media consists of a mix of audio, video, text and animation. With the use of animation the learning process can be more effective and efficient.

This research is supported by the results of previous research which stated that animated learning videos would make the learning process more effective because they could overcome space and time limitations, help explain abstract concepts, so that it would be easier for both teachers and students to carry out their obligations (Hanif, 2020; Prasetya et al., 2021). The innovation effort in this research is by improving the production quality of learning animation video media which consists of increasing the use of image quality, increasing video editing, and using visual and audio effects so that the resulting video media becomes more attractive. Another innovation that was made was to add interactivity to the animated video media being developed. The use of interactive videos in delivering learning material can attract students' attention during the learning process (Octavyanti & Wulandari, 2021; Syah & Harsono, 2020). Interactivity in this media is by embedding a question in the learning video media so that students can find out the learning outcomes. Previous research has found that embedding questions in videos is the most efficient format that can be used in video learning (Dewi & Negara, 2021; Rice et al., 2019). The results of this study also show that embedding questions in videos can improve students' ability to remember material for further assessment. By adding interactivity to the animated video media developed, it will make students participate and interact more in learning.

Animation is a scientific discipline that combines elements of art with technology (Mahardika & Mustaji, 2020; Revlinasari et al., 2021). Art elements play an important role in producing creative images and ideas, while technology plays a role as a tool that enables the recording and animating of these works of art. Nowadays, the use of animation in learning has many benefits. One of them is that animation can help visualize difficult and abstract concepts. In line with previous studies stating that animated motion graphics has the advantage of being able to create interest and learning motivation of students, clarify abstract things and convey a more real picture (Efendi et al., 2020; Revlinasari et al., 2021). In the form of learning videos, animations can explain subject matter in an interactive and entertaining way. Animated videos can also prevent students from getting bored because they are able to create a learning atmosphere that is fun, relaxed, and humorous, while still containing the main aspects and elements of relevant learning materials (Hanif, 2020; Wicaksono, 2023). So it can be concluded that the use of animation can increase students' interest and understanding of learning material and can make learning more interesting.

The animation used in this media development research is motion graphics animation. Efforts to develop motion graphic animation video media have been carried out a lot. Among them is previous research which succeeded in developing motion graphic animation video media in history subjects, the subject matter of pre-literate Indonesia, which was proven to be able to improve student learning outcomes. The results of previous research, namely the development of motion graphic animation media in learning activities have proven to be effective in increasing learning outcomes on forms of ASEAN cooperation for class VIII SMP (Mahardika & Mustaji, 2020; Saputri & Saifuddin, 2022). This development research is also supported by previous research which proves that the learning motion graphics animation video media developed is valid and effective suitable for use in the learning process (Efendi et al., 2020; Semara & Agung, 2021). Previous research stated that the use of animated motion graphics can be a solution that aims to be able to handle the limitations between space and time and create a passion for learning (Meisa et al., 2024; Revlinasari et al., 2021). Other previous research also states that using motion graphics attracts students' attention more, can increase student focus and enthusiasm for learning (Lukman et al., 2019; Rusdiansyah & Leonard, 2020). The novelty value of this research lies in the innovation in learning approaches that utilize motion graphic animation video technology as a teaching medium. This approach offers a more exciting and interactive way to deliver social studies material, which is different from conventional methods that are more text-based and lecture-based.

Thus, the use of innovative and creative learning animation videos can be an effective solution in improving the quality of learning in the era of information and communication technology development. This study aims to describe the process of developing learning motion graphic animation video media and analyze the validity of the development of learning motion graphic animation video media in social studies class VII. This research is expected to help students and teachers in learning activities. With this research, students are expected to understand the material quickly, and learning objectives can be achieved optimally.

2. METHOD

The method used in this learning motion graphic animation video media development research is the ADDIE model, consisting of five stages, namely: (1) the analysis stage, (2) the design stage, (3) the development stage (4) the implementation stage and (5) the evaluation stage. The selection of the ADDIE model is based on considerations because this model is arranged systematically and sequentially as an effort to solve learning problems related to learning resources that suit the needs and characteristics of students (Agung, 2017; Tegeh & Sudatha, 2019). The advantage of this model is that it has 5 stages that are easy to understand and apply to developing development products such as textbooks, learning modules, learning videos, multimedia, and so on. The ADDIE model consists of 5 stages, namely Analysis, Design, Development, Implementation, and Evaluation.

The validity and subject of the learning video media trials were carried out by 1 learning content expert, an instructional design expert 1 person, learning media expert 1 person, individual trials with 3 students consisting of 1 student with high ability, 1 student with medium ability, and 1 student with low ability, as well as small group trials with 6 students consisting of 2 students with high ability, 2 students with medium ability, and 2 students with low ability.

The methods used in collecting data in this study were questionnaires and tests. The questionnaire method (questionnaire) is a way to obtain information through a series of questions addressed to research respondents to be answered in writing. Questionnaires were used to obtain review data from learning content experts, learning design experts, learning media experts, individual trials, and small group trials. The test method is a way of obtaining data in the form of tasks that must be done by a person or group of people being tested (testee), and from the test can produce a score (interval). The test method used in this

study is an objective test, this test is conducted to test the effectiveness of the media on student learning outcomes. The grid of instruments for experts and product trial subjects, presented in Table 1, Table 2, Table 3, and Table 4.

Table 1. Grid of Learning Design Expert Instruments

No.	Aspect	Indicator	Amount grain
1	Media	a. Animated title b. User target	2
2	Objective	a. Indicators with basic competence b. Objectives with the formulation of indicators and basic competencies c. Objectives with the ABCD format	3
3	Strategy	a. Material presentation b. I illustration/example c. Feedback d. Interest and involvement of learning objectives using animation e. Presentation of material with target characteristics	5
		Amount	**10**

Table 2. Grid of Learning Media Expert Instruments

No.	Aspect	Indicator	Amount grain
1	Appearance	a. Size and font b. Picture c. Audio use d. A animation e. Media packaged attractively	12
2	Accessibility	Easy to use	2
		Amount	**14**

Table 3 . Expert Instrument Grid Content Learning

No.	Aspect	Indicator	Amount Grain
1	Material Structure	a. Indicators with basic competence b. Material with learning indicators c. The material is in accordance with the learning objectives	3
2	Content Material	a. Material presentation b. Relevant illustrations/ examples c. Pictures clarify the learning material d. Complete presentation of material e. Feedback	5
3	Language	a. Use of sentences in animation b. Use of language with students	2
4	Evaluation	a. Question work instructions b. Questions with appropriate material	2
		Amount	**12**

Table 4. Individual and Small Group Test Instrument Grids

No.	Aspect	Indicator	Amount grain
1	Media	a. Animated title b. Picture c. Audio use d. Size and font e. A animation f. Display and sound g. Material and animation can motivate learning	7

No.	Aspect	Indicator	Amount grain
2	Material	a. The use of examples makes it easier to understand the material b. The material is easy to understand c. The material is in accordance with what is learned in school	3
3	Design	a. An interesting animation b. Color c. The contents of the material and animation are interesting d. The material is easy to understand e. Easy to understand language f. Images are easy to understand	6
4	Benefit	Animations make learning easy	1
		Amount	**17**

Method is a data analysis method used in this development research. Quantitative descriptive analysis is a data processing method that is carried out systematically regarding an object studied in the form of numbers and percentages to obtain general conclusions. After the data analysis is complete, the data can be converted into a table of attainment levels with a scale of 5. The table of attainment levels of a scale of 5, presented in Table 5.

Table 5. Conservation Achievement Level Scale 5

Achievement Rate (%)	Qualification	Information
90-100	Very good	No need to revise
75-89	Good	Little revision
65-79	Enough	Revised to taste
55-64	Not enough	Many things were revised
0-54	Very less	Repeated product creation

3. RESULT AND DISCUSSION

Result

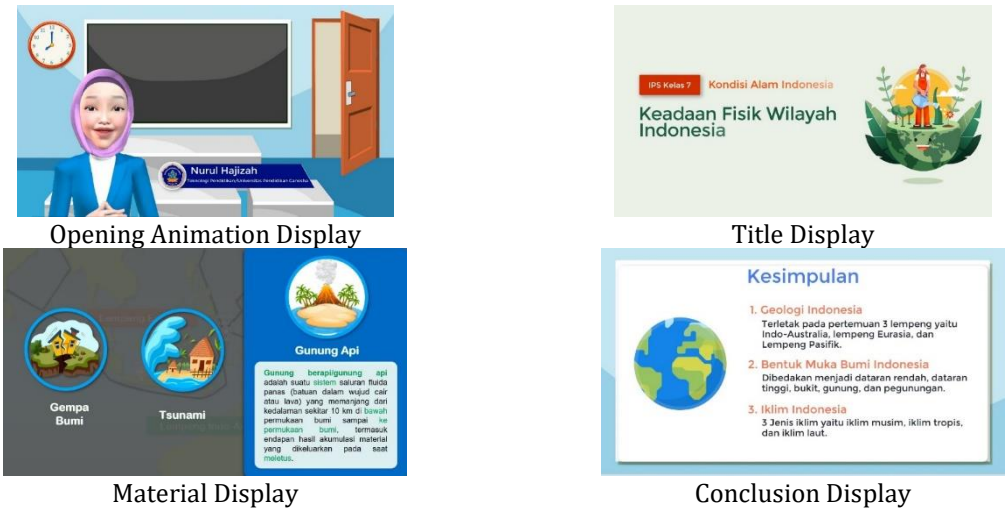
The product results in this development research are animated video media learning motion graphics on social studies subjects for class V II in junior high school. In the process, This motion graphic animation learning video media uses the ADDIE development model. Based on previous research, it states that the development of learning videos using the ADDIE model has proven effective in creating valid, quality, and usable products in the learning process. The ADDIE development model has 5 (five) development stages, namely: (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation. The discussion of the process of developing learning motion graphic animation video media using the ADDIE development model is as follows.

Stage is the stage of a analysis. The analysis stage is carried out to determine the conditions and needs needed in the development of learning media. Analysis activities include the following activities. (a) Competency analysis, to find out what competencies must be mastered by students after using the product development. (b) Analysis of student characteristics, with regard to the condition of students who will be the target users of the product development. (c) Analysis of school facilities and environment to support the learning process.

Second stage is the design stage. At this stage, 3 (three) planning stages were carried out, namely: (a) Determining the software to be used in producing instructional video media. (b) Making flowcharts and storyboards as a reference in product development. (c) Developing instruments for review and assessment related to the validity of the media products being developed.

Stage is the stage of development. At the development stage, the activities carried out are producing learning video media, namely selecting and determining the applications to be used to make learning videos. Prepare illustration images, learning materials, backsound , sound effect, choose color or text which will be used to create learning video media. Record voice using the Voice Narration feature in the Camtasia 2019 software for narration of learning video media. Create an animated presenter character using the Loomie Live app. Making animations that will be displayed in learning videos using the Microsoft Powerpoint 2021 application. The process of editing images, text, video, audio, backsound, sound effects and arrange layouts

using Camtasia 2019 software. So that motion animation video media products learning graphics finished. The results of the process of developing learning motion graphic animation video media can be presented in Figure 1.



Opening Animation Display | Title Display

Material Display | Conclusion Display

Figure 1. The Results of the Development of Instructional Motion Graphics Animation Video Media

Stage is the implementation stage. Implementation stage, the results of the next development stage are implemented in learning to determine the effectiveness, attractiveness and efficiency of learning after using the developed media. Product development is implemented in practice in the field to determine the extent to which product development can achieve the expected goals or competencies. As for what is done at this stage includes conducting validity tests and product trials to determine the feasibility and quality of the media that has been developed. The validity test of the material aspect was validated by learning content experts, the design aspect validity test was validated by learning design experts, and the media aspect validity test was validated by learning media experts. Product trials carried out including individual trials and small group trials.

Stage is the evaluation stage. At the evaluation stage, the implemented product will be evaluated and reviewed by experts, both learning content experts and design experts learning , and learning media experts. In individual tests and small group tests students also provide assessments and evaluations on learning video media products. At this stage the aim is to determine the feasibility and be able to evaluate the products that have been developed.

Motion graphic animation video media received good to very good ratings from experts and test subjects. The results of the assessment of the learning content expert test obtained a percentage of 75% with good qualification , the results of the learning design expert test assessment obtained a percentage of 90 % with very good qualifications, the results of the expert test of learning media obtained a percentage of 92.85 % with very good qualifications, the results of the individual trial assessment obtained a percentage of 91.36 % with very good qualifications, and the results of the small group trial assessment obtained a percentage of 91.76 % with very good qualifications. Based on the results of this assessment, it can be concluded that the learning motion graphic animation video media is in very good qualifications and is suitable for use in learning. The developed media is able to present material in an interesting, interactive way, and helps students understand learning better.

Discussion

Discussion on the validity of instructional motion graphic animation video media was determined based on the results of a questionnaire assessment from experts and trial subjects, including: (1) learning content experts, (2) instructional design experts, (3) instructional media experts, (4) individual trials, (5) small group trials. The discussion regarding the validation results of the development of learning motion graphic animation video media is as follows.

Based on the results of the learning content expert test, motion graphic animation video media for learning obtaining a percentage of 75% with good qualifications and suitable for use in learning. This good qualification is obtained from the suitability of the indicators with basic competencies, the suitability of the material with the learning indicators, the scope of the material according to the learning objectives. Indicators and learning objectives that are appropriate to the material being taught can improve the quality of learning for the better (Astra et al., 2020; Pramana et al., 2020). The results of this study are in line with

previous research, which states that the clarity and relationship between learning indicators, essential competencies, learning objectives, material, and the suitability of evaluation with learning objectives contained in the learning media will facilitate students' understanding of learning material so that learning objectives can be achieved optimally (Semara & Agung, 2021; Wicaksono, 2023). The suitability of images to clarify learning material also received good qualifications. The use of appropriate images can clarify the message of the material being conveyed and can be easily understood by students. The role of visuals in learning is to emphasize information that is abstract in nature to be more concrete, so that the information conveyed becomes clearer and easier to understand. Good qualifications are also obtained from the suitability of using language with students. The use of appropriate sentences and language can facilitate the delivery of material to be clearer and easier for students to understand. The choice of words and sentences in compiling a teaching material should use simple, clear, and adapted sentences based on the level of intellectual maturity and knowledge of students. So that the information contained in the learning motion graphic animation video media can be conveyed clearly and easily understood by students. There are slight revisions in the learning video media on the aspect of material structure, and revisions have been made according to the input of learning content experts. So that the learning video media developed is suitable for use in the learning process.

Based on the results of the learning design expert test, learning motion graphic animation video media obtain yield percentage 90,00 % with very good qualifications and suitable for use in the learning process. The acquisition of very good validity qualifications in the learning design aspect is influenced by the clarity of the animated title and the clarity of the user's goals. This is also consistent with the results of previous research which revealed that the clarity of the title and user goals in learning media or learning materials can provide initial information to users about the contents of the media or learning materials (Efendi et al., 2020; Siddiq et al., 2020). In this research on motion graphic animation video media, the acquisition of very good qualifications is also influenced by the suitability of indicators with basic competencies, the suitability of learning objectives with the formulation of indicators and basic competencies, the suitability of learning objectives with the ABCD format. This is in line with previous research which states that the suitability and linkages between basic competencies, indicators, learning objectives and the provision of material will facilitate learning for teachers and students, so that this can have a positive impact on student learning outcomes and the achievement of learning objectives optimally (Dwiqi et al., 2020; Meisa et al., 2024).

This learning motion graphic animation video media also equipped with the accuracy of the way the material is presented and the use of illustrations or examples, giving feedback, triggering interest and involvement of the target, the suitability of the presentation of the material with the target characteristics. The suitability of the target users of the learning video media developed must be precise so that trigger target interest and engagement, so students can easily understand the material learning. Appropriateness of the characteristics of the audience (students), in the use of video media must be right on target so that it can be digested properly by students who are the target subjects. The use of animation triggers interest and involvement of learning objectives also obtains very good qualifications. Previous research found that the use of animated video media was more effective in increasing student learning motivation than the use of image media (Saputri & Saifuddin, 2022; Semara & Agung, 2021). This is because the use of animated videos in learning can create high enthusiasm and interest in students, so that students more easily understand the material being taught.

Based on the results of the learning media expert test, motion graphic animation video media for learning obtaining a percentage of 92.85 % with very good qualifications and is suitable for use in the learning process. Acquisition of very good validity qualifications in the aspect of learning media is influenced by the suitability of choosing fonts, text readability, letter presentation, image quality, background, image attractiveness make it easier for students to clarify material , make it easier to understand material, and is able to attract attention in the learning process. Material can be clarified by using pictures that are able to convey the many meanings of the message to be conveyed. The learning motion graphic animation video media that is developed is effectively influenced by the accuracy of the size and type of letters. Text is a basic component that plays an important role as a supporter in explaining something, with the clarity of the text used it can certainly be interesting for students in the learning process (Prasetya et al., 2021; Susanti et al., 2021). The accuracy of text selection can make it easier for students to read and understand material in learning video media, so that information can be conveyed properly. The acquisition of very good qualifications was also achieved due to the suitability of the use of background music and the accuracy of the sound effects used to add to the atmosphere and complete the visual presentation. In motion graphic animation media learning there are additional sounds including narration, background music, and sound effects. This is in line with previous research which revealed that the addition of sound serves as an explanation that supports visuals and gives a dramatic impression in motion graphics

(Prasetya et al., 2021; Zaki & Islam, 2022). So that the sound can clarify the material and images displayed on the learning video media. Previous research has found that learning videos can help facilitate the student learning process (Octavyanti & Wulandari, 2021; Yendrita & Syafitri, 2019). Very good qualifications are also obtained from ease of use, media that is easy to use can provide students with comfort in accessing material. This opinion is also supported by the results of previous research which states that the ease of using learning media will provide students with comfort in using the media, as well as make it easier for students to access teaching materials independently. So that user convenience can facilitate students in understanding the material when using learning media in the learning process.

The discussion is based on the trial aspect. Based on the results of the trial, motion graphic animation video media for learning obtained 91.36% individual test results and 91.76% small group trial results with very good qualifications, so they are suitable for use in the learning process. Acquisition of very good qualifications can be achieved due to the clarity of the title of the animation, the clarity of the images, the clarity of the use of audio so that the resulting media attracts students' attention more and provides an understanding of the material or content of the lesson being delivered. Acquisition of qualifications can also be obtained from the material presented according to what students learn at school . The presentation of the material on the developed learning video media has been adjusted based on the material being studied by students so that learning objectives can be achieved to the fullest. Very good qualifications are also obtained from animations that facilitate learning videos. This is in accordance with previous research which states that in learning, animated video media can facilitate understanding, strengthen students' memory, and help understand material, by linking activities to daily life (Izzaturahma et al., 2021; Revlinasari et al., 2021). This is also supported by the results of previous research which said animated learning videos would be more effective in facilitating the learning process because they can overcome space and time limitations and are able to help explain abstract concepts more clearly and interestingly, so that both teachers and students will find it easier to carry out their obligations (Izzaturahma et al., 2021; Prasetya et al., 2021). The use of animated video media in learning can facilitate understanding and strengthen students' memories in understanding material (Dewi & Negara, 2021; Saputri & Saifuddin, 2022). With the use of animation the learning process can be more effective and efficient. So that the use of animation in learning video media is feasible and effective in the learning process.

Based on these results and discussion, motion graphic animation video media for class VII social studies subjects can make it easier for teachers to convey material, from a lot of material to a short so that learning time becomes more effective and efficient. The use of learning media can provide great benefits in learning activities, so that learning becomes more interesting and can increase students' understanding of learning material (Apriansyah, 2020; Lukman et al., 2019). By utilizing motion graphic animation video media as learning media, it can have an impact on increasing motivation and interest student learning. As well as students can have skills in using technology, so that it can support student activities in learning. In its development, this research has limitations, namely the instructional video media developed is only intended for class VII junior high school students and the content in this media is only developed for social studies subjects. Suggestions for further research are that the instructional video media that has been developed can be used optimally as a source of reference in similar development research and content in the media can be widely developed so that it can help facilitate students' understanding in the learning process.

4. CONCLUSION

Based on the data analysis and discussion that has been carried out, it can be concluded that the development of learning *motion graphic animation video media* for social studies class VII has achieved very good qualifications and is feasible to be applied in the learning process. These results were obtained through validity tests conducted by experts and also through product trial subjects. The learning *motion graphic* animation video media that has been developed is adapted to the needs analysis using the systematic ADDIE model. This makes this learning media very effective for use in the learning process, because it can make it easier for students to understand the subject matter and increase student interest in learning.

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