THE EFFECTIVENESS OF USING THE DORATOON ANIMATION MAKER LEARNING MEDIA IN SEMANTIC COURSES IN INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDENTS FBS UNIMED

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Abstract

This study discusses the effectiveness of learning Semantics courses using learning media based on Doratoon Animation Maker for students in the Indonesian Language and Literature Education Study Program. The purpose of this study was to see the effectiveness of Doratoon Animation Maker's teaching materials in the utilization of the learning process in Semantics courses. This population is all fourth semester students of the 2022/2023 academic year of the Indonesian Language and Literature Education Study Program. The sample of this research is the fourth semester students of regular class A in the 2022/2023 academic year of the Indonesian language and literature study program. The research instruments used were observation, questionnaires, and special tests. This research uses the Research and Development method. The results of this study, namely before using Doratoon Animation Maker learning media in Semantic learning get an average score of 67, 3 and after using Doratoon Animation Maker based learning media get an average of 85, 5.

Keywords: *Doratoon Animation Maker;* Teaching Materials; Semantics

1. INTRODUCTION

Learning activities are the most basic activities in the whole educational process. That is, the success of education is highly dependent on how the learning and learning process is designed. The material and learning activities provided are integrated and interrelated with one another (Tambunan et al., 2022). One of them is the use of technology to improve the quality of education. The use of technology in education allows for more varied, easier and more enjoyable learning activities, including the use of materials in learning both at school and in college. The teacher's role is crucial in identifying the best technology tools and guiding students to be strategic, self-regulated language learners when using technologies. A teacher without ample knowledge and skill in evaluating and utilizing effective technological tools may not be a good teacher in the Digital Age (Zhou & Wei, 2018) .

A lecturer must require the development of teaching materials in certain subjects. One of the courses for teaching Indonesian language and literature is Semantics. For this reason, lecturers and students must have a good understanding of the material and its application. However, so far most of the teachers and students only use material that does not change from year to year in the learning process. This is based on observations made by the Department of Indonesian Language, Department of Linguistics, Medan State University. language and literature. This causes boredom and apathy in learning. And this can affect the inability to achieve learning goals such as semantic learning. Problems faced students should be overcome immediately, as the problems can affect negatively to the student's academic achievement (Mantasiah et al., 2020) .

According to (Pujiastutik, 2017) , teaching materials can be visualized in various forms and formats that are more dynamic and interactive, thus motivating students to stay involved further in the learning process. According to Achmad (Kurniawan, 2019), good teaching materials must pay attention to (1) the preparation of an outline of the contents of teaching materials, (2) writing the contents of teaching materials, (3) the layout and use of illustrations in teaching materials, (4) the

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use of language in teaching materials. teaching, and (5) integration of audio and video media in teaching materials.

According to (Munawar et al., 2020) , teaching materials are one of the important tools used by teachers to deliver material, because they can be used to obtain feedback from the sender of the message to the recipient. The existence of teaching materials stimulates the thoughts, feelings, interests and attention of students so that the learning process occurs in the classroom. Use of Materials is material designed to help educators carry out the learning process in the classroom.

One approach to presenting material in a concise, simple, clear, and interesting way is the use of media (Ainina in Pradilasari et al., 2019) . *Mobile learning* is a term for a learning model that involves mobile devices (Bambang in Faqih, 2021) . This means that a learner or student who uses the application can access learning materials anytime, anywhere. Because this media is not limited by space and time.

To understand the current situation of mobile learning in teaching for the development and promotion of future studies (Chang & Hwang, 2019). One of the technologies that are used as an educational tool in many higher education institutions around the world is videos (Hertzog in Apriyanti et al., 2021) .

Learning media must also be adapted to students' learning styles, namely visual, auditory and kinesthetic. Therefore, the media used must have three main media elements, namely images, sound and motion (Susilana & Riyana in (Ridha et al., 2021) . Video media is a tool used by educators. Video media is a tool used by educators to stimulate the emotions, thoughts, and desires of students by expressing ideas, ideas, messages in audiovisual.

Many creative and interesting materials are used in the teaching and learning process, including materials based on *Doratoon Animation Maker. Doratoon Animation Maker* is one of the companies engaged in the field of information and communication technology. By using *Doratoon Animation Maker,* we will find it easier to create animations for videos or presentations. Based on the opinion above, it can be concluded that *Doratoon Animation Maker* is one of the services that can be accessed online to make a presentation more attractive by adding animation in the form of cartoons and varied transition effects so as to make the presentation more interesting. Animation models and other cartoon objects make this service very suitable for making learning media, especially for students who like a relaxed and non-formal atmosphere in classroom learning so that the learning process becomes more creative. According to (Efendi, 2019) animation is an option to support the learning process that is fun and interesting for students and also strengthens motivation. In addition to helping students to facilitate understanding of teaching materials, it also provides meaningful experiences for students so that they can arouse students' interest in the teaching and learning process.

According to (Muhibah, 2021) , Animation-Based Learning videos have the advantage of learning methods that are not boring and there are animations to stimulate visualization in capturing the material to be conveyed. Animation-Based Learning Videos can be a solution for educators to deliver material so that students don't get bored in doing online learning.

Apart from these advantages, videos also have disadvantages. Anderson (in Prastowo, 2014) reveals the shortcomings of video in general, namely, video teaching materials emphasize too much on the importance of the material rather than the process of developing the material, videos cannot be interspersed with spoken explanations because they can be distracting, and videos are too fast, not everyone can follow them carefully. good. There are no more reviews or reviews from this *Doratoon Animation Maker* user. Especially in Indonesia, people don't know much about *Doratoon AnimationMaker animation.* As a great cartoon video app, Doratoon helps to achieve the best interaction to create the best video with advanced editing features for the best communication (Geeks Around Globe).

Semantics involves the study of meaning, including word, phrase and sentence (Yule in Devina, 2022) . According to the researcher, semantics is a branch of linguistics that studies meaning, both lexical meaning and grammatical meaning (Nikmah, 2019) . The object of semantic study, namely meaning, is at all or at all levels of this construct. Meaning is at the level of phonology, morphology, and syntax (Kusmana, 2014) .

Effectiveness is a measurement in the sense of achieving predetermined goals, then effectiveness can be defined by doing the right job (Drucker in Izzudin & Suharmanto, 2013) . Indicators of effectiveness in this case are in the form of learning outcomes using the *Doratoon Animation Maker learning media* for the Semantics course for students of the UNIMED Language and Literature Education Study Program which are better, there is a significant increase in learning outcomes, student learning activities and learning outcomes can reach the KKM.

Therefore, based on the explanation above, the authors are interested in conducting research with the formulation of the problem how the effectiveness of learning using the *Doratoon Animation Maker learning media* for students in semantic courses is.

2. IMPLEMENTATION METHOD

This research was conducted at the Indonesian Language and Literature Education Study Program, FBS Unimed, in January-November. The research method is *Research and Development (R&D).* The research and development (R&D) method according to (Sugiyono, 2015) is a research method used to produce certain products and test the effectiveness of these products. As the name suggests, research and development methods. The research referred to here is to test the *Doratoon Animation Maker -Based Learning Media* which is carried out in the Semantic learning process in the Indonesian Language and Literature Education Study Program FBS Unimed. The development in question is how to develop learning media based *on Doratoon Animation Maker* in the Indonesian Language and Literature Education Study Program FBS Unimed after testing.

The population of this study is all fourth semester students of the 2022/2023 academic year of Indonesian Language and Literature Education Study Program. The sample of this research is the fourth semester students of regular class A in the 2022/2023 academic year of the Indonesian language and literature study program. The research instruments used were observation, questionnaires, and special tests.

3. RESULTS AND DISCUSSION
Research result

Researchers used the test method, namely *pre-test* before applying the *Doratoon Animation Maker -based learning media* and *post-test* after applying it. The test was used to determine the effectiveness of the application of learning media based on *Doratoon Animation Maker* in the Semantics course of Regular a Semester IV students in the 2022/2023 academic year of the Indonesian Language and Literature Education Study Program. After the researchers saw *the pre-test* and *posttest,* between the tests before applying the *Doratoon Animation Maker -based learning media* and after applying it, differences were found between the two.

No	Student name	Score		D=XY	D
		Pre-test (X)	*Post-test (Y)*		
1	Della Putri Rahmadani	66	85	-19	361
2	Chairun Nisa	67	83	-16	256
3	Ayu Angely Br. Galingging	65	85	-20	400
4	Damyyanus Tarigan	70	80	-10	100
5	Anggreini Riana Br. Pasaribu	70	87	-17	289

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6	Aulia Rahma	65	89	-24	576
7	Aprilya Siahaan	67	88	-21	441
8	Agape Viandasari Sinaga	66	80	-14	196
9	Rianti	65	82	-17	289
10	Rezki Antaio F. Ginting	75	90	-15	225
11	Yoyuti Sonata Capah	74	85	-11	121
12	Evi Rizkita Dewi	60	83	-23	529
13	Dita Ananda Br. Gurusinaga	67	85	-18	324
14	Agnes Endwitri Sihombing	70	80	-10	100
15	Tiara Elizabeth Siagian	60	85	-25	625
16	Septiana Pradyta	66	87	-21	441
17	Roita Sinaga	65	80	-15	225
18	Alpiani Br. Dance	70	89	-19	361
19	Fania Nurtriana	75	85	-10	100
20	Lami Karyani Dicsi Sidarauk	67	88	-21	441
21	Sita Gresela Br. Pandia	60	89	-29	841
22	Odilia V. Simorangkir	70	85	-15	225
23	Ayu Aldina Afriyanti	65	80	-15	225
24	Syifa Hayati	75	90	-15	225
25	Leni Purwanti	67	85	-18	324
26	Azmi Fadhilah Munthe	65	87	-22	484
27	Novita Sari Pardosi	65	80	-15	225
28	Pearl Salsabila Rangkuti	65	90	-25	625
29	Elijah Milane Nainggolan	60	85	-25	625
30	Syarah Ihsani	66	90	-24	576
31	Pearl Fauzuah Putrimina	70	90	-20	400
32	Fadilla Widyananda	75	90	-15	225
		2,153	2,737		
		67, 3	85.5		

Based on the results of research conducted at the Indonesian Language and Literature Education Study Program, it can be concluded that the scores obtained by students before using *Doratoon Animation Maker -based learning media* were 60 points for the lowest score and 90 points for the highest score. The average score is 67.3 with a standard deviation of 4.35 and a standard error of 0.77. This is based on the fact that students have not been treated with *Doratoon Animation Maker -based learning media* so that their scores are low. Semantics without using learning media based on *Doratoon Animation Maker* is divided into four categories, namely very good at 0%, good at 0%, quite good at 87.5% and not good at 12.5%. Based on these findings, the results obtained are not the expected results, the results of Semantic learning are still below the competency standard. It can be seen in the following table:

Table 1. Identification of Result Trends Before Using Learning Media Based *on Doratoon Animation Maker*

No	Reach	Absolute Frequency	Relative Frequency	Percentage
1	86-100	0	0%	Very good
2	76-85	0	0%	Well
3	61-75	28	87.5%	Pretty good
4	0-60	4	12.5%	Not good
Total			100%	

Relative Frequency Formula = Absolute Frequency: Number of Students x 100%

Based on the results of research conducted at the Indonesian Language and Literature Education Study Program, it can be concluded that the score obtained by students after using *Doratoon Animation Maker -based learning media* is 80 points for the lowest score and 90 for the highest score. The mean score was 85.5 with a standard deviation of 3.52 and a standard error of 0.62%. From the data presented, Semantics using the *Doratoon Animation Maker learning media* is more effective than not using it. Semantics using learning media based on *Doratoon Animation Maker* is divided into four categories, namely very good at 43.75%, good at 56.25%, quite good at 0%, and not good at 0%. Based on these findings, the results obtained are the expected results, the learning outcomes of Semantics have reached the competency standard. It can be seen in the following table:

Table 2. Identification of Result Trends After Using Learning Media Based *on Doratoon Animation Maker*

No	Reach	Absolute Frequency	Relative Frequency	Percentage
1	86-100	14	43, 75%	Very good
2	76-85	18	56.25%	Well
3	61-75	0	0%	Pretty good
4	0-60	0	0%	Not good
Total			100%	

Discussion

***Doratoon Animation Maker* -Based Learning Media for Semantic Courses for Indonesian Language and Literature Education Study Program Students**

Based on the two results above, it can be concluded that learning Semantics courses after using *Doratoon Animation Maker -based learning media is* more effective than before using *Doratoon Animation Maker* -based media. It is evident from the two results above, which show that the average score of students in the Semantic course before using *Doratoon Animation Maker -based learning media is* 67, 3 and after using *Doratoon Animation Maker -based learning media* is 85. 5. It can be concluded that the Semantic eye after using *Doratoon Animation Maker* -based media is more effective than before using *Doratoon Animation Maker-based learning media.*

4. CONCLUSION

Based on data analysis after using learning media based on *Doratoon Animation Maker,* the overall average score was 85.5 with a standard deviation of 3.52 and a standard error of 0.62% of the 32 students sampled. In the normality test after using -based learning media *Doratoon Animation Maker* with Liliefors test with the acquisition of L count = 0, 857 > L table = 0, 886. This shows that identification after using learning media based on *Doratoon Animation Maker* is normal because students' scores are generally in the very good category. While the average value before using learning media based on *Doratoon Animation Maker* was an average of 67.3 with a standard deviation of 4.35 and a standard error of 0.77 with 32 students being the sample. Before using learning media based on *Doratoon Animation Maker,* the test used in testing the normality of the data is the same as the formula used after using learning media based on *Doratoon Animation Maker* using the Liliefors test L count = 0.129 > L label = 0.886 and this proves that the data before using the learning media based on *Doratoon Animation Maker* is normally distributed

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