

The Use of Animated Video-Based Media in Indonesian Drama Studies Courses as an Effort to Adapt Literary Learning During Covid 19

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Abstract

The application of learning media is one of the main factors in the learning process, especially in the face of pandemics. There needs to be innovation to strive for learners to continue effectively, one of which is by conducting research related to the use of animated video-based media in Indonesian Drama Studies courses to learn literature during covid 19 at the college level. The purpose of this study is to 1) find out the use of animation video-based learning media in Indonesian Drama Studies courses during the Covid 19 pandemic, 2) describe the results of the use of animation video-based learning media in Indonesian Drama Studies courses during the Covid 19 pandemic. The method used is a descriptive qualitative method. It is expected that the existence of animated video learning media helps to distance learning efficiently.

Keywords: Learning media, Animated video, Indonesian drama studies courses, Academic learning.

Introduction

The application of learning media becomes one of the main factors in the learning process. When applying the appropriate learning model, the learning process and learning outcomes will follow expected expectations. According to Tutik Rachmawati et al. (2015: 38-39), learning is the interaction of learners with educators and learning resources in a learning environment. Learning is a tool that educators use to facilitate the process of acquiring knowledge and skills, mastering habits, and forming attitudes and beliefs in learners. In other words, learning is a process that enables students to learn effectively. The learning process can also be viewed as a series of interactions between students and teachers in order to accomplish their objectives, or as educating students.

The learning process can occur anywhere and at any time, in and out of the classroom; activities can even continue at home. The use of information technology can also aid the learning process; lecturers and teachers can use it to facilitate online learning or face-to-face learning. Until now, lecturers have focused exclusively on traditional modes of instruction, namely face-to-face instruction in the classroom.

The world is shocked by the outbreak of a virus called Corona, often called Covid-19 (Corona Virus Diseases-19). The virus began to spread in Wuhan city, China, and spread

rapidly throughout the world, including Indonesia, in just a few months. The Covid-19 outbreak affects many sectors, ranging from the economic social to education. The impact of the emergence of this virus in the field of education made the Minister of Education and Culture (Mendikbud) issue circular No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of Corona Virus Diseases-19. To break the chain of the spread of this virus, the government recommends closing learning activities in schools and universities and implementing online learning.

In the process of online learning, this provides a lot of impacts, ranging from positive to adverse effects. This online learning lecturer must prepare to learn as well and as creatively as possible in providing material. One type of media that is developing is audiovisual media, and one example is teaching media in movies, videos, or animation. Learning with video or animation, according to experts, is more successful than by using only audio or visual media, because in addition to this media is more interesting, with this media also the resulting impact on humans will be more maximal because it can enter through 2 human sensors, namely the eyes and ears. With this media, learners will feel that they seem to be involved in the activity itself, so motivation and interest in learning will increase. According to Edgar Dale, whose book was quoted by Sardiman (2002: 8), a person's learning experience is 75% obtained from the sense of sight (eyes), 13% through the sense of hearing (ear), and the rest through other senses.

The relatedness of animation learning research on the University of Singaperbangsa Karawang Roadmap is the field of Character and competitive Education, more specifically, such as technology supporting education (digital learning), educational innovation in the development of youth skills (especially educators), and industry competence 4.0 towards excellent human resources. In line with this research objective, providing new skills in the development of learning media by using Animaker applications to support the government's role prepares the competence of industry 4.0 educators for excellent human resources. Animaker learning media is also an innovation of learning media based on Information and Communication Technology (ICT) in educator adaptation during Covid 19.

During this adaptation, the Indonesian Drama Appreciation Program of Indonesian Language and Literature Education Study Program uses online media with an animated video application, Animaker. In this study, researchers sought to find adequate, creative, innovative, and adaptive media for online learners at the university level. So this research is titled, "The Use of Animation Video-Based Learning Media in Indonesian Drama Study Courses." With this study, researchers hope to learn media at the college level, especially at the University of Singaperbangsa Karawang.

Researchers limit the problem in Drama Studies courses, especially with learning media during the teaching and learning process during the Covid 19 pandemic. The medium used is digital video animation media, namely Animaker. This research describes the use of Animaker digital media in explaining drama study subject material on youtube channels. The subjects of this research are students of the fifth semester of the Indonesian Language and

Literature Education study program, Faculty of Teacher Training and Education, University of Singaperbangsa Karawang.

Based on the above problem restrictions, the formulation of the problems in this study is:

- 1) How to use animation video-based learning media in Indonesian Drama Studies courses during the Covid 19 pandemic?
- 2) What is the result of using animation video-based learning media in Indonesian Drama Studies courses during the Covid 19 pandemic?

The purpose of this study is:

- 1) Find the use of animation video-based learning media in Indonesian Drama Studies courses during the Covid 19 pandemic.
- 2) Describe the results of animation video-based learning media in Indonesian Drama Studies courses during the Covid 19 pandemic.

The research results are expected to be reference material for writers as lecturers in developing science and for students who will later plunge into the world of education. This research can also provide solutions to problems learned in the Covid 19 pandemic. As well as providing input and information to the University in developing learning media during the Covid 19 pandemic to make improvements in the future.

Literature Review

This research is further from previous research, namely learning using technology in drama appreciation courses at Singaperbangsa Karawang University, Indonesia. In the Drama Appreciation course, I researched how to teach adaptation drama during a pandemic in the classroom. This demonstrates that drama is capable of adapting to new technologies. The study found that appreciating drama performances through the YouTube video channel assisted students in enjoying drama performances at their respective homes during the Covid-19 pandemic, according to the findings (Nurhasanah, Chaerul, Maspuroh, Hartati, Adibah, Kaspin, and Nordin, 2021).

Research now titled *The Use of Video-Based Media Animation in Indonesian Drama Study Courses as an Effort to Adapt Drama Learning in the Covid-19 Period*, related to the topic of research then researchers use reference theories relevant to research problems, including 1) learning media theory, 2) animation theory, 3) Animaker application theory, 4) theory of Indonesian drama study courses, and 5) the theory of academic teaching.

Media is derived from Latin and means "Intermediary" or "Introduction," i.e., the intermediary or delivery of the message's source to the message's recipient. According to Suparman in Rayandra Asyar (2012: 4), media is a tool used to channel messages or information from the message's sender to the recipient of the message. Azhar Arsyad (2011: 7) stated that learning media is a tool in the teaching and learning process both indoors and outdoors that is emphasized on visuals and videos. Meanwhile, Syaful Bahri Djamarah and

Azwan Zain (2010: 121) revealed that the learning media is any tool that can be used as a message channel to achieve learning goals.

Dwi Siswoyo et al. (2007: 137) argue that educational tools are divided into two, namely (1) educational tools that are actions and (2) educational tools in the form of material (aids). When viewed from the above opinion can be concluded that the learning media is one of the educational tools in the form of material aids that serve to achieve educational goals.

Munir (2012:289) states that video is "the most dynamic and effective source or medium of conveying information because the use of video in interactive multimedia will provide a new experience." Agnew and Kellerman in Munir (2012:290) define video as "a digital medium that shows the arrangement or sequence of images and gives illusions, images, and fantasies to moving images." Rayandra Asyar (2012: 74) revealed that video is recording images and sounds in videotape tapes into a magnetic tape that can provide an accurate picture, manipulating time and place.

Animation, more commonly referred to as animated film, is a film created by processing a still image of a hand into a moving image. In animation, a process is used to create motion effects or shape-shifting effects that last a certain amount of time. Animate is a term that refers to the process of bringing objects to life. Animating cartoon images, paintings, dolls, or three-dimensional objects is possible.(Handi Chandra, 2002:1). Munir (2012: 317) states that animation is an activity of turning on or moving inanimate objects (images) into life because animation can explain a concept or process that is difficult to explain with other media to motivate users (students) to play an active role in the learning process.

Brünner (2009: 166-167) argues, *“Der Neuartigkeitseffekt der digitalen Medien und des Internets sowie eine Vielzahl authentischer Materialien, die in digitalisierter Form als Audio, Video, Animation, Grafik, Text, usw. zur Verfügung standen, hat die Lernmotivation der Studenten erhöht”*. This opinion expresses the hope that the new effects brought about by digital media and the internet, as well as various forms of digital media such as audio, video, animation, graphics, and text, can increase learners' motivation for foreign language learning. Additionally, it can be used to guide media selection. Engaging media and activities related to the taught theme will improve learning outcomes.

Roche (2008: 62) classifies digital educational media into three categories: DOS-Programs, Multimedia-Programs (including the video-disc, CD-ROM, and hypermedia variants), and Internet-Programs. These include DOS applications, multimedia applications (e.g., video, CD-ROM, hypermedia/computer-based systems), and Internet applications. This opinion is reinforced by Brünner (2009: 167), who argues as follows.

“Die neuen Technologien bieten für jeden Anwender eine Vielzahl an leicht zu erlernenden Gestaltungsmöglichkeiten, die für viele Lerner sind. Die Möglichkeiten, kreativ zu werden, indem man zum Beispiel Bilder und Animationen einfügt, bedeuten für viele Lerner einen hohen Motivationsfaktor. Die Arbeit in der Fremdsprache Deutsch bringt durch diese motivierenden Elemente einen großen Faktor und wird zum Edutainment (Wortschöpfung aus Education und Entertainment)”.

The above opinion means that new technologies offer each user a wide range of design options that are easy to use in the learning process for learners. This technology also allows its users to be more creative by including images and animations on the media to motivate learners further. A new term in learning using this medium is Edutainment (learning in a fun way).

According to Wells (2007: 6), "Es hat die Animation in neuen Softwareprogrammen für Wissenschaft, Architektur, Gesundheitswesen oder Fernsehjournalismus gefasst. Überall stoßen wir auf die Animation". The quote implies that animation is a novel type of software/media for use in fields such as science, architecture, health, and journalism. Everywhere we look, we see animation. From the definitions of video and animated video above, it can be concluded that the animated video's nature is the movement of one frame with other frames that differ from one another in a predetermined amount of time, creating the illusion of movement; additionally, certain sounds support the movement of the image, such as fragmentation or dialogue, and other sounds. Animated videos are the newest medium to be used in the classroom for foreign language learning. This type of media can boost motivation for learning and provide additional insight into learners. Edutainment is a new term for learning that makes use of this medium (learning in a fun way).

Animaker is one of the innovations that can be used as a substitute for traditional learning media. Educators can create and use the application more easily because it is readily available on an internet page. Animaker is one application that can create animated movements with sounds and transitions to create the illusion of more engaging educational materials. (Munawar, 2020: 313). Educators can use the Animaker application to create educational videos. Certain features of the Animaker application can be used to develop or create animations that enable educators/teachers to complete their work in the form of engaging video content, whether it is instructional videos, tutorials, presentation videos, or infographic videos.

By utilizing learning videos created with animaker.com, educators can simplify and expedite the delivery of instructional materials. Retain knowledge and retain it well because this enables educators to condense the material into a manageable length of time.

Indonesian Drama Studies courses are one of the main courses or in the program's structure called The Study Program Expertise Course in the Indonesian Language and Literature Education study degree program. Participants of this course are students of the Indonesian Language and Literature Education Study Program degree program who have graduated from the introductory course of Literary Studies and Appreciation of Indonesian Drama. This course provides experience to students to conduct studies or study of drama structure, both in the form of written text (script) and staging, by departing on specific approaches or methods and applying drama teaching models.

Following this lecture, students are expected to conduct studies or reviews of drama structure, including written text (script) and staging, using a variety of approaches or methods. This course discussed the distinctions between studying and appreciating drama, the nature of drama studies, the elements and structure of texts and drama staging, and the framework for

various approaches to drama study.(M.H. Abram, Raman Selden, and Donald Keese scheme), and the influence of the world literary school on modern Indonesian drama.

Rusyana (1984, p. 313) suggests that the purpose of academic teaching can be categorized into two parts. First, the purpose of teaching literature for the benefit of literary science. Second, the purpose of teaching literature for the sake of education. For the use of science, the purpose of academic teaching, in the sense of teaching literary science, is to gain knowledge of literary theory, literary history, literary sociology, literary criticism. As for education, the purpose of teaching literature is part of the overall educational objective. This is because learning and teaching literature is part of the educational process.

Furthermore, Rusyana (1984, p. 314) concludes that the purpose of academic teaching is to appreciate the values contained in literature, namely the proper introduction and understanding of literary values, the excitement to it, and the enjoyment that arises as a result of it all. To gain deep contentment, knowledge of literature is needed. Therefore also, the teaching of literature aims to provide knowledge about literature.

Oemardjati (in Abidin 2012, p. 214) According to the author, the purpose of academic learning is to expose students to the values inherent in literary works and to invite them to participate in living the experiences presented. Academic learning, in particular, aims to increase students' sensitivity to sensory values, multiplication values, affective values, religious values, and social values, as reflected in literary works. Literary appreciation coaching, in its simplest form, aims to equip students with listening, reading, writing, and speaking skills related to literature.

Research Background

After being observed based on the situation and conditions that occurred during the current pandemic, there are problems that are often faced by all educators, especially lecturers who are directly related to the education sector, among others:

- 1) The impact of the Covid-19 Pandemic significantly affects important aspects in a country, one of which is in the education sector. Since the pandemic, learning activities have been held online. Where learners are required to learn from home as a form of effort to minimize the spread of the Covid-19virus;
- 2) Since online learning is carried out often students have difficulty in understanding learning materials, as well as a decrease in the level of student focus in learning activities due to lack of supervisory and direction when learning fromhome;
- 3) Decreased student focus on learning activities will lead to less efficient learning that takesplace;
- 4) The demands of lecturers to be able to arrange creative and interesting learning media in the midst of a pandemic so that lecturers must innovate in order to create effective learning forstudents.

Based on the data above, a study entitled Use of Video-Based Media Animation in Indonesian Drama Study Courses as an Effort to Adapt Literary Learning during the Covid 19 Period. The results of this study are expected to provide an alternative to online learning during Covid 19.

Methods

The type of research conducted by researchers in qualitative research. Qualitative research is a type of research whose findings are not obtained through quantification procedures, statistical calculations, or other forms of means by which numbers are used. Qualitative research is the principle of understanding the objects studied in depth.

The approach used in this research is qualitative research. Qualitative research is research whose data is in words that are processed descriptively. Basrowi and Suwandi (in Alfianika, 2018: 24) According to the authors, qualitative research has the following characteristics: scientific foundation, human as a tool, qualitative method, deductive data analysis, theory from the basis, description, a greater emphasis on process than results, the presence of focus-determined limits, the presence of special criteria for data validity, and research results that are negotiated and mutually agreed upon. Thus, the qualitative approach used in this research is self-research, analyzed using qualitative methods, results, and discussion in the form of descriptions, has a research focus, the research results are discussed and mutually agreed upon, and includes unlimited research. Qualitative research objectives typically include information about the critical phenomena being investigated, the participants in the research, and the research locations.

The slice of animation learning research topics on the Roadmap of Singaperbangsa Karawang University is the field of Character and competitive Education, more specifically, such as education support technology (digital learning). Slices of research science and learning media there are also scientific slices with the field of informatics engineering science. ICT-based animation media is expected to support education during Covid 19.

The research subjects used in this study are students of the 2021/2022 school year who contracted Indonesian drama studies courses, semester V, Indonesian Language, and Literature Education study program, Faculty of Teacher Training and Education, University of Singaperbangsa Karawang.

In collecting research data, the authors used the following methods: (1) Observation: This method is used to observe the learning process of Indonesian Drama Studies courses by using animated video media to adapt academic learning during the pandemic. (2) A questionnaire or questionnaire is a set of statements or questions written in sheets of paper or the like and submitted to the research respondent to be filled out by him without intervention from the author or other parties. This method is used to obtain information from respondents related to research questions. The questionnaire is used to measure the learning ability of Indonesian Drama Studies courses by using animated video media to adapt academic learning during the pandemic. (3) Description of the research flow: Researchers conduct literature studies related to theories used in research, then design animation learning media and take learning outcome

data using animation media in Indonesian drama study courses. The data that has been taken is then evaluated. Researchers also used data collection techniques using questionnaires and interviews to corroborate research conclusions. The data is analyzed and described until later concluded as the conclusion of the study results.

The topic and content of the research follow the research roadmap, namely the areas of focus: social humanities, cultural arts, education. This is related to the research topic that the researchers took on, which is associated with the title of research that focuses on education and learning during the covid-19 pandemic by analyzing the influence of the use of animation learning media on Indonesian drama study learning.

Results

Learning media is a tool used by educators in motivating and attracting learners to participate in teaching and learning activities. Learning media functions as a teaching aid that also affects the climate, conditions, and learning environment. Some of the benefits of learning media in the learning process of learners include that learning will attract more students' attention so that it can foster learning motivation, learning materials will be easier to understand by learners, and teaching methods will be more varied.

In research on the use of animated videos in the learning process of Indonesian Drama Studies courses, there are several stages of the learning process through the animation video media conducted by researchers, including the following:

a. Preparation learning

Before conducting the study, researchers prepare in advance the manuscript of animated video material used to teach. After the script of the animated video material is completed, continue with creating an animated video using the Animaker application. Previously, researchers had prepared a Semester Learning Plan shared with students in the form of animated text and videos. The creation of an animated video consists of several materials adapted to the contents of the Semester Learning Plan, such as Drama Classification material, Drama Study Theory, Filth, Directing, and so on. The animated video will be uploaded into the researcher's Youtube channel to be accessed by all students.

b. Implementation learning

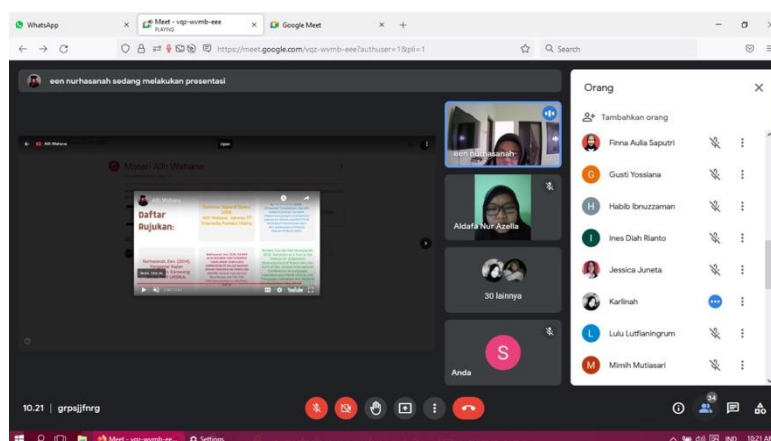
At the implementation stage of the online animated video learning process, before starting the learning, researchers shared google meet links contained in Google Classroom that had been shared before. The lecture begins with greetings, and the lecturer explains what material will be studied today. Before the animated video is played, the lecturer first briefly describes the content of the material, competencies, and learning objectives shared in the animated video through Google Meet. Lecturers divide students into eight groups, each consisting of three to four students.

Furthermore, lecturers play animated videos of learning materials in accordance with the meeting that has been prepared in the Semester Learning Plan. But previously, lecturers appealed to students to listen well and carefully. All students have a very high enthusiasm

when the video is played. It is seen that students are interested in the material delivered through audiovisual media in the form of animated videos using the Animaker application. Students look very concentrated and pay close attention to the video. The atmosphere of online learning feels very calm and fun because the animated videos used by lecturers make students not feel bored and bored and more enthusiastic in following the teaching. Learning using animation video media, student attitudes listen more, pay attention, appreciate and listen seriously; even students are more creative and critical of the aired material.

When the animated video is finished playing, the lecturer explained to each group to discuss and write what they have seen and understood from the animated video containing learning materials into Google documents online. Each group presented the results of their discussions in an online class.

When students are discussing, they look very good in communicating with their peers, expressing opinions and respecting the opinions of other friends, discussing related to the material that will be delivered on online learning. Almost all students participate in their groups to solve problems that have been assigned according to the material provided. But it is undeniable that some students still pay less attention to online classes.



Picture 1. The process of learning animated videos online

After the discussion is over, the lecturer randomly selects the group present online. The first group performs and presents the results of the debate after completing the presentation, giving time to the other group to respond to the results of the first group presentation. It turned out that several students wanted to respond and ask the first group. After completing the first presentation, the second group presentation continued, and so on. Each member of the group presented the discussion results with great enthusiasm and passion. Each question asked by the other group can be answered briefly, densely, and clearly. This indicates that the material delivered by animated video media can be easily understood by students.

After all the groups presented the results of their discussions, the researcher, as a lecturer, explained the material played in the animated video. After explaining, the lecturer opened the question. The question starts with the lecturer first to find out the student's understanding of the material that has been delivered. The student's answer is relatively straightforward and

follows the material submitted, although the lecturer must explain some again. In this case, it proves that animation video learning makes it easier for students to understand and understand the material delivered.

c. Closing online meeting learning

After carrying out Q&A activities, the lecturer concluded the material that has been delivered today and provided motivation for students to continue reading books and studying at home to fill time with positive activities during the Covid 19 pandemic. Online classes close with greetings and check the presence of every student who took the online course today.

With animated video media, students are easier to understand the lecture material because their vision, hearing, and thinking skills are focused on the animated video that is aired. Animated videos also play an essential role in helping lecturers deliver the material as a whole.

At the end of the meeting or the 15th meeting before implementing the Final Semester Exam, researchers distributed questionnaires to all students to find out the results of the use of animation video-based learning media in Indonesian Drama Studies courses during the Covid 19 pandemic. There are eight questions asked to students, and the answer consists of yes or no.

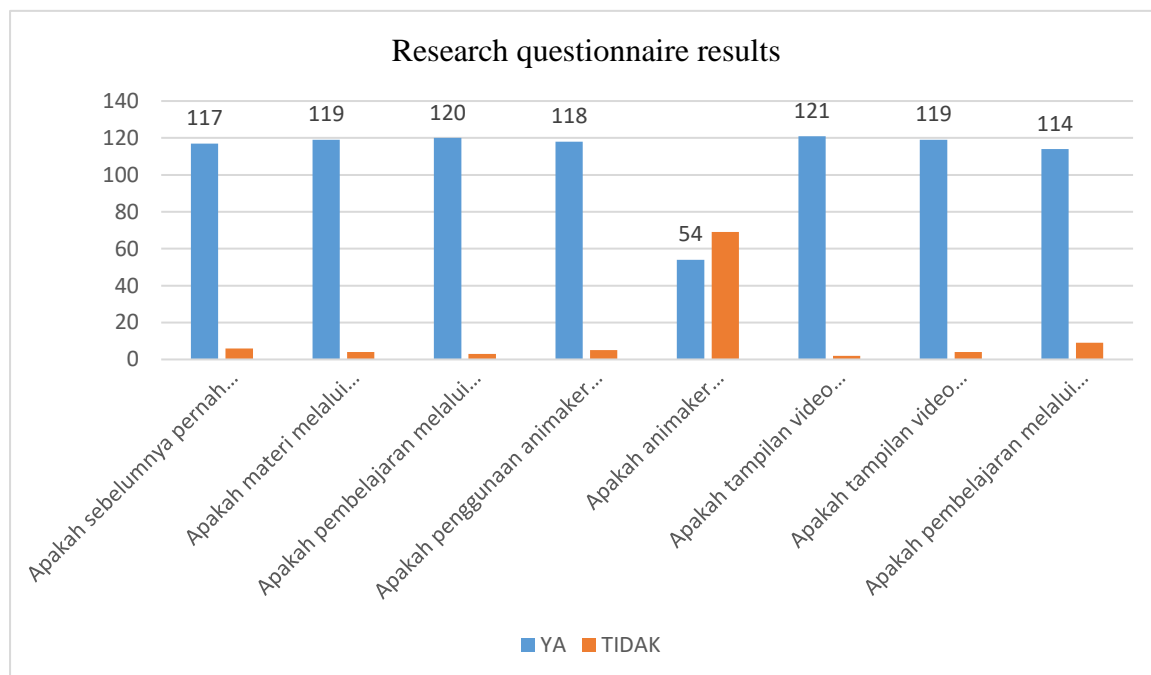


Table 1. Research questionnaire results

Based on the results of respondents who filled out the questionnaire, which amounted to 124 students, the table above showed that the results of the comprehensive student questionnaire based on the questions asked were as follows:

- 1) Have you ever studied animated videos before?

Based on the first question questionnaire, as many as 118 students had studied using animated videos and answered not as many as six students. Previously in the Drama Appreciation course, students had studied using animated videos.

2) Is the material through Animaker easy to understand?

The use of animated video media in the study of Indonesian Drama Studies courses makes it easier for students to understand the material. This is evident in the results of the second question questionnaire that answered Yes as many as 120 students and which answered not as many as 4 students. In addition to the results of the questionnaire, it is proven by discussions between groups able to explain the material that has been studied. The implementation of the material is done by writing scientific work that contains the study of drama scripts and in the form of the online staging of each group recorded via video and then uploaded to the Youtube channel.

3) Is learning through Animaker interesting?

The learning process carried out using animated video media makes students feel happy, unsaturated, and more motivated in learning. Students are more focused when the video is played compared to lecturers explaining the video. This is evidenced by the response to the third question related to learning in animated video media. Students who answered Yes amounted to 121 students, while there were not three people. Teaching media, in general, are packaged excitingly so that students will quickly understand the material delivered.

4) Is the use of animated video media easily accessible?

Ease of access to animated video media makes it easier to learn Indonesian Drama Studies courses online. This is evidenced by the questionnaire results that answered the ease of accessing the animated video media. Yes, numbered 119 and answered, there were no five respondents. The ease of accessing media provides a space for stimulation to learn and makes the learning process more enjoyable.

5) Does learning animated video media consume many internet quotas?

Next, the researchers asked whether learning animated video media spends a lot of internet quota? Respondents who answered No as many as 70 students and answered Yes as many as 54 students. The results prove that online learning using animated video media does not spend the internet quota because videos can be downloaded and watched offline. This makes it easier for students to repeat material that is not yet understood anytime and anywhere.

6) Does the appearance of animated video media match the material?

Learning material becomes the basic concept of making animated video media so that the content of the animated video follows the material delivered. Researchers questioned the suitability of the animated video with the content of the material submitted. As many as 122 answered Yes, and those who answered No as many as two people. This proves that animated videos used as learning media conform to the material delivered by lecturers.

7) Does the display of animated video media support the content of the material?

Animation video as a tool in the learning process. It is necessary to pay attention to the display of animated videos in supporting the material's content to clarify, facilitate and accelerate the delivery of material to students. The delivery of the material as a whole helps students understand the content of the lecture material. Based on these considerations, the questionnaire question relates to the appearance of animated video media with the material's content. The questionnaire results of respondents who answered Yes as many as 120 students and who answered No four students. The results showed that the animation video media in the study of Indonesian Drama Studies courses supported the content of the lecture material.

8) Does learning through the medium of animated video feel easier?

Based on the questionnaire results, students find it easier to understand the material delivered using animated video media. Students understand the material more easily. This is evidenced by the number of respondents who answered Yes, as many as 115, and answered Not only nine students.

Based on the results of learning questionnaires, engaging animated video media facilitates the learning process and understanding of the material. Students' knowledge is seen based on discussions between groups, writing scientific papers containing the study of drama scripts, and online staging in video recordings.

Discussion

The use of animated video media in Indonesian Drama Studies courses, in the Indonesian Language and Literature Education study program, Faculty of Teacher Training and Education, Singaperbangsa Karawang University has advantages: (1) The use of animated video media in the learning process will encourage the senses to be more active because by watching animated videos, students will hear, see and develop their imagination. (2) Watching animated videos will add vocabulary to the writing of drama dialogue. (3) Animation video media makes it easy to understand the material concisely, solidly, and transparent, (4) Animation video media attracts students to understand the material, especially the theories of performance assessment and drama script. (5) animated video media makes it easier for students to explain the theory and results of drama script studies to other students when discussing or presenting. (6) If the material is not yet understood, the advantages of animated video can be played repeatedly until students can understand the material as a whole. (7) Students become more active in the learning process, namely recording material that has not been understood and exchanging information about the contents of the video with other students.

Conclusion

The learning process using animated video media has proven to be more effective in helping lecturers and students achieve expected learning goals. The use of animated video media can be implied in the development of science, especially in Indonesian drama studies courses. Based on the results of questionnaires on students using the media of animated video learning courses of Indonesian Drama Studies, namely learning becomes more exciting and fun, so

that students are eager to follow the learning thoroughly, easier to understand the material, not too much spend internet quota and display animated videos accordingly and support the content of the material. Nearly 98% of the 124 students who filled out the questionnaire online liked learning using animated video media.

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