

TEACHERS' AND STUDENTS' PERCEPTION OF ANIMATION VIDEO BY ANIMAKER IN BLENDED LEARNING

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Abstract

In the post-COVID-19 pandemic era, the learning style of young learners has changed from online learning to blended learning. It means that young learners must adapt to face-to-face and online learning. It also causes the teacher to prepare on how to make effective blended learning, which demands the teacher to prepare the learning material both in face-to-face and online learning. In addition, in teaching young English learners, especially young learners, the learning media used must be exciting and compelling. Currently, the use of animation videos is constructive for young learners during the COVID-19 pandemic because the contents are delivered to keep them learning even if they learn independently. This study aims to delve into the teachers' and students' perceptions of the use of animation videos by Animaker as learning media in blended learning in the post-pandemic era. This study used a descriptive qualitative method explained through in-depth interviews with two teachers and ten EFL students in an elementary school. The result explained that audio-visual media in the form of animation videos by Animaker effectively to be used in blended learning. Because the animation videos were attractive, the students were motivated to learn. The implementation was also flexible that could be learned anytime and anywhere. However, some platform limitations, such as limited export time and limited characters used for free users, became a disadvantage. This article is expected to help teachers develop engaging learning media that motivate young learners.

Keywords: Learning media, young learners, English teacher, post-pandemic era

INTRODUCTION

The new learning adaptation in the post-pandemic era or 'post-pandemic' adapts blended learning. Blended learning combines the best face-to-face and online learning characteristics that uses e-learning to avoid boredom and improve learning achievement (Khoiroh & Lilik Anifah, 2017). Meanwhile, blended learning in the post-pandemic has the same combination that online learning is authentic (Tom Foley & Alicia Curtin, 2022). They stated that online learning is authentic because it is after the emergency of online learning during the COVID-19 pandemic.

However, that is an issue with implementing blended learning, primarily when it is conducted online. What happened in online learning during the COVID-19 pandemic is that some students are less enthusiastic about participating in class (Efriana, 2021). Efriana also

stated that although the students were facilitated well, they were lazy in the task submission, making it starchy, e.g., from a week to two weeks. According to Natalya & Halim (2021), students' academic motivation decreased after a year learned from home. Therefore, the teacher must prepare more interesting learning media to motivate students to participate in class.

On the other hand, because the post-pandemic era changed the learning system into blended learning, the teacher must prepare the learning media used in face-to-face and online learning. Therefore, teaching audio-visuals is the best choice to use by the teacher in teaching English. According to Dian & Gabriela (2021), audio-visual is the combination of audio and visual that can be used as an optimal material explanation. The audio-visual can also replace the teacher's role, especially in an online class, because the content can be adjustable and developed. An example of audio-visual that is frequently used is video. Video contains visuals and audio that are created as what the creator wanted. The content can be a teaching demonstration, slide show explanation, presentation, etc. On the other hand, if a primary school teacher wants to explain material in those ways, it will make the students feel bored. Thus, the teacher needs an exciting way to explain material through audio-visuals.

Animation video is a way to solve the problem. Previous studies have been conducted about the use of animation videos as learning media. According to Laksmi et al. (2021), using Pow Toon animation videos to teach English, especially in primary school, effectively promotes the students' motivation. It is because young learners like animation, such as cartoons, anime, etc., that attract them. It is a line with Barut Tugtekin & Dursun (2022) that interactive videos and animated videos improve learning motivation. Meanwhile, Pujiani et al. (2022) stated that using animation videos effectively improves vocabulary mastery for young learners in online learning. The implementation is effective in that the students feel motivated to learn English. Furthermore, in the blended learning context, the use of animation videos effectively motivates students in a science course (Utami & Amaliyah, 2022). Thus, it will be adequate to use by the teacher to teach audio-visuals using interactive animation video.

Based on previous studies, it can be seen that learning is not only about learning outcomes, but the learning includes its process that contains the experiences and feelings of what is learned and how it is implemented. It is because learning is an active process that the

learning is evaluated through experiences besides gaining knowledge (Lamatokan, 2018). Therefore, an understanding based on experiences is important to be investigated in order to determine something. According to Sekuler & Blake (1990), the human's feelings about a particular thing that is gained consciously and unconsciously through visual or auditory senses are called human perception. It means that the opinion of something after experiencing something is called the perception of something. The perception can generate an evaluation or judgment on a particular topic which can be used to assess something, whether it is good or not, effective or not. Thus, by applying this theory to this study, the use of animation video by Animaker can be assessed and evaluated through the perception during the implementation of animation video as learning media.

Furthermore, there is no or less study explaining the elementary school teachers' and students' perception of using animation video by Animaker as learning media in blended learning in the post-pandemic era. Within this situation, three main research questions should be solved. Firstly, how is Animaker used as a tool for creating animation videos by looking at the teachers' perception? Secondly, how effective is animation video by Animaker as learning media for EFL young learners in English learning by looking at the teachers' and students' perceptions? Lastly, How is the implementation of animation video by Animaker in blended learning in the post-pandemic era?

METHOD

A descriptive qualitative method was used to delve into the use of Animaker as a tool to create interactive animation videos for young learners. The participants in this study were teachers and students. The information was collected through in-depth interviews with the teachers and students about their perception of audio-visual media, the advantages and disadvantages of animation video by Animaker, and the implementation of animation video in blended learning. Moreover, the interview also asked about the teachers' perception of using Animaker as a tool to create animation videos.

This study used a purposive sampling technique which used a sample of teachers and students who had experience teaching and learning English using animation video by Animaker in blended learning in the post-pandemic era. The samples of this study were two

EFL elementary school teachers and ten EFL elementary school students at SD Negeri 3 Rendang. The samples were interviewed during the implementation of blended learning in the post-pandemic era. The participants used were two teachers who taught in fifth and sixth grades, and five students in each grade were asked to know their testimony about the implementation of animation video. The interview discussed and focused on the participants' opinions about using animation videos. Thus, this sample can generalize the result on teachers' and students' perceptions of using animation video by Animaker as learning media.

The interview used four steps of qualitative data analysis by Miles & Huberman (1994), called interactive model data analysis. The steps consisted of data collection, data reduction, data display, and conclusion drawing or verification. These steps explained the result of data collection.

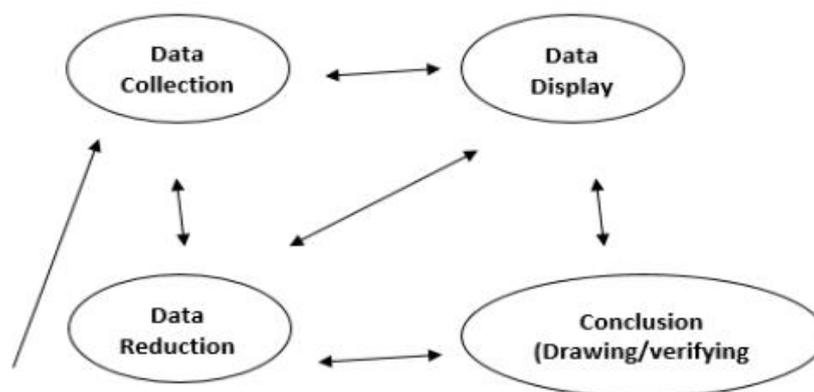


Figure 1. Interactive Model Data Analysis by Miles & Huberman (1994, p.12)

FINDINGS AND DISCUSSION

The result of the analysis explained the finding from the qualitative data analysis, which was collected from the interviews. Furthermore, the discussion explained the interpretation of the study based on the findings.

Findings

Based on the interview result, three main questions were asked to answer the problem statement to the teachers and the students. The questions were about the teachers' perception of using Animaker as a tool to create animation videos, teachers' and students' perceptions of the use of animation videos by Animaker as learning media, and the implementation of animation video by Animaker in blended learning.

From the teachers' view, the use of Animaker as a tool to help create animation videos for the EFL young learners in English learning was so helpful. The teachers argue that Animaker helps them to create Animation videos easily through the templates provided. Meanwhile, it has many features, including various characters with gestures, transitions, voice-over, and text-to-speech. Furthermore, the content of the video can be adjusted to the goal of the learning, which means the teachers can make customized videos for their students. These results were stated by Teacher 1 and Teacher 2.

"It is easy to use because it has a lot of features, such as characters, movements, effects, and voice-over. I also can create a video based on what I want to make so that I can create a video based on the topic I will teach. It is not like a YouTube video that cannot be changed" – Teacher 1

"From the features, I like the text-to-speech feature because I can change the text into the voice I want. So, I can adjust the voice based on the characters of the animation." – Teacher 2

However, using animation videos by Animaker had limitations in its features, and the teacher consumed more time to create the video. This result was argued by Teacher 2

"Many limitations exist on the platform, such as video time export was limited to 5 minutes for free users, and the process of making the video needs more time than searching a related video on YouTube." – Teacher 2

Therefore, Animaker is a beneficial tool that helps teachers create learning material presented through audio-visual media.

Meanwhile, the use of animation videos by Animaker as learning media is divided into two sections, the teachers' perception and students' perception. From the teachers' perception, animation videos can make the teacher deliver the material more effectively, which attracts the students' attention. This result was stated by Teacher 1

"When using animation video media, I think the students want to watch the video focussed that they can learn through it. I can explain the material more effectively." – Teacher 1

In addition, from the students' perception, the animation video was interesting because they liked animated things. They also felt motivated to learn English. Besides it, the learning media was flexible to learn, meaning that they could learn anytime and anywhere. These results were stated by Student 1 and Student 7.

"I like animation videos because it was fun. I can listen and watch the material rather than listen or read only." and I enjoyed learning English. – Student 1

"In blended learning, I could watch the video at home or at my friend's house. And I could watch the video anytime I want" – Student 7

Thus, the use of animation video by Animaker is effective to be used as learning media for English learning.

Furthermore, the implementation of animation video by Animaker in blended learning explained the implementation in two categories, face-to-face learning and online learning. From the teachers' perception, using Animaker helps create learning material for both face-to-face and online learning. Meanwhile, the learning media can be used in many activities because it can be adjusted to the content that will be explained. These results were based on the statement from Teacher 1.

“By using Animaker, I can create one learning material which can be used for both online and face-to-face learning. And it can be adjusted to many activities, such as warming up, main, and closing activities.” – Teacher 1

Meanwhile, from the students' perception, the use of animation video is flexible to be used for blended learning. It was proven by the statement from Student 5

“It is flexible that I can watch it on the WhatsApp group or watch it together in front of the class.” – Student 5

Thus, animation video by Animaker in blended learning is effective to be implemented.

Discussion

Audio-visual Media in Young Learners' Context

In blended learning, audio-visual media provides an opportunity to learn more optimally for young learners. Based on the findings, young learners like audio-visual media more than other learning media, such as visual and audio media. According to Shafira & Rosita (2022), learning with audio-visual media attracts students' attention to English learning. In addition, according to Negara (2017), teaching with audio-visual media improves students' learning outcomes. It means audio-visual media is an excellent deal to be used in teaching, especially for English subjects. For example, an English teacher can teach the students through a device that shows audio (sounds, speech, etc.) and visual (pictures, frames, etc.). It can be in the form of video, and one of the videos that attract students, especially young learners, is animation video.

Furthermore, audio-visual media helps the children's understanding because, according to Bétrancourt & Chassot (2008), it visualizes what we want to explain or share to be understood. In addition, animation focuses on the cognitive role. Young learners like it

because animation is more expressive, interactive, and unique. Therefore, the teacher needs a tool or platform that helps in creating content of audio-visual, especially animation videos.

The Role of Animaker as a Tool to Create Animation Video

Making an animation video is known to be expensive, complex, and takes a long time to make it. However, if the teacher can develop it in the learning context, it will help educate the students, especially young learners. Although such an animation video exists on YouTube to provide an explanation for the students, it is not enough to explain material like the teacher's purpose in learning and how to relate it to the student's understanding and experience. So then, a teacher should develop animation videos to motivate the students at a time teaching them.

Animaker is a free platform that provides a bunch of useful features that can be used to create content creation, especially for animation. Animaker has various characters in the form of animation that the teacher can use to start developing an animation video. Each character contains a lot of expressions that can figure out what the creator what to express in the video. Besides that, there are also a lot of items and properties (animated) to support the event or actions happening in the video. The teacher can also add music and voice-over to be used as back sound and audio conversation in a particular activity. The voice-over can be added manually by self-record it using human voice or can use software that is converted from text to speech. Meanwhile, the platform's user interface is easy to use that helps new content creators, especially teachers who are new to content creation. If it is still confusing, the teacher can use a template to assist in organizing content to make it structured well. Thus, by using Animaker, the teacher will have an opportunity to be creative and innovative in motivating young learners using animation videos.

The Advantages and Disadvantages of Animaker

Animaker is a tool that has advantages and disadvantages based on the teachers' experience using it and its terms and services. The advantage of using Animaker as a tool to create animation videos is that it is free to use. The users can access many features, such as character designs, character expressions and movements, text-to-speech, self-recording, etc., on

Animaker to create animation videos. But, to open all of the features, the users should buy a subscription to get full access based on the packages offered. In addition, it is easy to use because Animaker has a lot of templates, and the interface is easy to understand. It is more effective rather than creating animation manually, which takes a long time. However, the disadvantages of Animaker are limitations on the use and features for free users. Meanwhile, it also needs time to learn how to make animation videos. Moreover, the video should be shared on other platforms, such as LMS or class groups, if the teachers want to use the video as learning material.

The Implementation of Animation Video for Young Learners in Blended Learning

In blended learning, the animation video is effective in helping the students' issues with it. The use of animation videos can be adjusted to the goals of the learning. It can be focused on vocabulary mastery, listening skills, reading skills, writing skills, and speaking skills. It is also can be used for integrated skills, such as listening and speaking skills or reading and writing skills. However, how to implement it for face-to-face and online learning should be known. The implementation can be seen as follows:

Face-to-Face Learning

In face-to-face learning, the teacher can use animation video as the learning media by projecting them through a projector in front of the class. In the initial activity, the teacher can use Animation videos as warming-up activities. It can be in the form of sing-alongs, games, etc. The role of animation video is to instruct the students to watch and learn through it. Meanwhile, the role of the teacher is to control the class situation and facilitate them. In addition, for the main activity, the role of the animation video is to instruct the students to learn. The students will watch the video and listen to the material taught in the video. By using this method, the teacher can provide a focus situation where the students will watch the video to learn the material. And the teacher controls the class situation and helps the students during the learning.

Furthermore, if the facilities are adequate, such as students can bring devices, the teacher could share the video to be watched by the students on their devices. For the closing activity, an animation video can be created to adjust the goal and purpose of the learning. It

can be asking for the conclusion, question and answer session, quiz, and more. The use of animation videos can be adjusted to the learning goal. It can be put in the initial activity, main activity, or closing activity only. It can also be combined with other learning media based on the creativity of the teacher.

Online Learning

In the context of online learning, the teacher can use animation videos as the learning material for the students. The teacher uses animation video as the media for self-learning, synchronous and asynchronous learning. In synchronous learning, the teacher will share it through a share screen during the online meeting using a video conference meeting (Zoom, Google Meet, etc.). It can be the same activity as the face-to-face learning activity in the initial, main, and closing activities. But, it is just conducted through online platforms. In this case, the students will watch it on their own devices at their own houses. Meanwhile, in asynchronous learning, the teacher can share the video through LMS or a class group that has been created before. Therefore, the student can watch it repeatedly for a better understanding and raise their motivation.

CONCLUSION

Teaching English is essential for young learners in the post-pandemic. The trend of blended learning expects the teacher how to develop learning media that can be used in face-to-face learning and online learning. One way to do that is by using audio-visual media that is creative and innovative. The audio-visual in the form of animation video is effective in raising the students' learning motivation and preventing them from boredom. The animation video is developed through Animaker to decrease budget use, time consuming, and difficulties in teaching young learners effectively and attractively. By using Animaker, English primary school teachers can teach English effectively to young learners in blended learning in the post-pandemic.

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