

Development of Animation-Based Fairy Tales Learning Model for Elementary School Students

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Development of Animation-Based Fairy Tales Learning Model for Elementary School Students

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This research aims to develop an animation-based fairy tale and to determine its effectiveness as a teaching model for elementary students. For this study, a quantitative approach and inferential statistical analysis technique with t-test independent samples was used. Models were tested using a sample of 55 students from elementary schools to secondary schools in Yogyakarta. The result show that students achieved a higher learning interest ($m=4.45$) under the animation-based fairy tale model. Teachers are encouraged to use this model to cultivate active and enthusiastic students who are engaged in the learning process. This model, in turn, promotes higher academic achievement.

Key words: *animation-based fairy tale model, teaching model, elementary school, Learning Model, Tale, Animation.*

Introduction

A fairy tale is a simple imagination story which facilitates the delivery of moral values (education) and amusement. Fairy tales are often shared intergenerationally and give insight into important moral values based on the conditions of their origin. Further, it can be established that a fairy tale is a delineation of people's authenticity, which is reflective their behaviour and the overall culture of a society (Triyanto & Agus, 2007).

Based on the research of Kovalchuk (2015), it is understood that fairy tales grow and develop through people who relate to the stories through shared life experiences. Simple children's tales represent a community and express reality by connecting the peculiarities of the natural world and animals in a society.



Fairy tales are generally consumed through various forms of media including books, television, CDs, and DVDs. Other presentations can be in the form of theatre, drama, and opera. Fairy tales are also shared by reading, listening and watching. Watching allows people to observe the roles clearly and attractively. Through performance, fairy tales possess value that could be received by the audience due to the movement of the characters. Music can also render similar outcomes. Due to recent developments in IT, fairy tales are slowly being forgotten by many children. They prefer watching film and playing games on cell phones and computers. Research by Joseph Frank (Asfandiyar & Iskandar, 2007) notes that fairy tales can be an effective method in developing cognitive, affective, and conative aspects of children.

Donggeng is an important genre in literature due to its ability to enrich imagination and develops a student's future characteristics, namely, sensitivity in socializing, friendliness, respect for others, positive thinking, curiosity and responsibility (Kiliç, 2015; Ab Rashid, Supian & Bojei 2018). In line with the prior research, Tucker (1972) also found that fairy tales such as folklore and legend contained interesting plots that help students to learn and absorb the values of social life. The model of story-telling in the schools generally is done by reading from the story books, using illustrations, flannel board, dolls, and finger dolls (Fadillah, 2010). Those models are not interesting to children due to the children's preoccupation with IT.

Animated media enriches a student's experience and cultivates competition through the learning material. Studies by Agina, and Rahmattullah (2011) and Abdurashed (2017) explain that the use of animation in learning may improve quality of learning output. It is the same as the research of (Rotbain, Marbach-Ad, & Stavy, 2008) where various models of animation-based learning was found to improve student's achievement. It becomes evident that the animation-based fairy tale needs to develop in order to bring back the appeal of fairy tales and improve student achievement.

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Materials and Methods

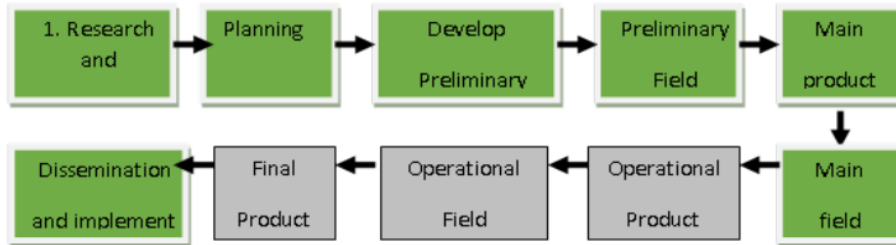
Study Area

This study was conducted in the Yogyakarta area. The experiment of fairy tale animation-based learning was held in the Sonosewu Yogyakarta Elementary School. The object of the study was the model of animation-based fairy tales. The subject of the study were the students of grades 3A and 3B in Sonosewu Elementary School .

Procedures

¹² A Research and Development (R&D) model based on the work of Gall, Borg, & Gall, (2003) was utilised. This model involves a ten-step procedure outlined in Figure 1. For the purpose of this study, only steps 1 to 6, were used due to time constraints.

Fig. 1. Research stages Research and Development



Data Analysis

To understand the effectiveness of the learning outcomes of using animation-based fairy tales, an inferential statistical analysis technique with t-test independent sample was used to analyse the data.

Result

Development of Animation-Based Fairy Tale Learning Model

The development of the animation¹³-based fairy tale learning model was conducted in 7 steps. These included research and information collecting, planning and development of a preliminary form of product, preliminary field testing, main product revision, main field testing³² and dissemination and implementation. During the research and information collecting phase, based on the results of the interview, it was discovered that student's knowledge about fairy tales were lacking. It was also discovered that teachers had not implemented the animation-based fairy tale learning in the classroom.

In the planning step, thematic learning model was chosen to develop animation-based fairy tale learning. Based on the previous research of Depdiknas Trianto (2011) and AlAli (2016) it is suggested that using thematic learning as learning model is an example of integrated learning models. The term thematic learning is a form of integrated learning which uses themes that link subjects in order to provide meaningful experience for students. In the Development of Preliminary Form of Product phase, five steps were followed as illustrated in Fig. 2.

Fig. 2. Develop preliminary form of product steps



Basic Material which was determined by the researcher. Yogyakarta fairy tales were chosen. In Yogyakarta, CandiSewu (RoroJonggrang) and Kali Gajah Wong are two well known fairy tales. The assessments used in this study were Indonesian language evaluation and moral value (PKn) evaluation.

Concept of Learning Activity of animation-based fairy tale learning model ³⁰ can be seen in the following Table 1.

Table 1: Model Learning of Activity of animation-based

Steps	Teacher's Behavior
Phase-1 Introduction	<ol style="list-style-type: none"> 1. Correlating recent material and past material 2. Motivating students 3. Giving question for students to know requirement concepts which are got by students 4. Explaining learning theme 5. Explaining learning objectives from moral value (PKn) and Indonesian Language subjects (KD and Indicator)
Phase-2 Material Presentation	Presentation of concepts required by student through animation-based fairy tale
Phase-3 Guiding Training	<ol style="list-style-type: none"> 1. Distributing the book and evaluation sheet 2. Asking student to do the evaluation sheet 3. Giving guidance as needed



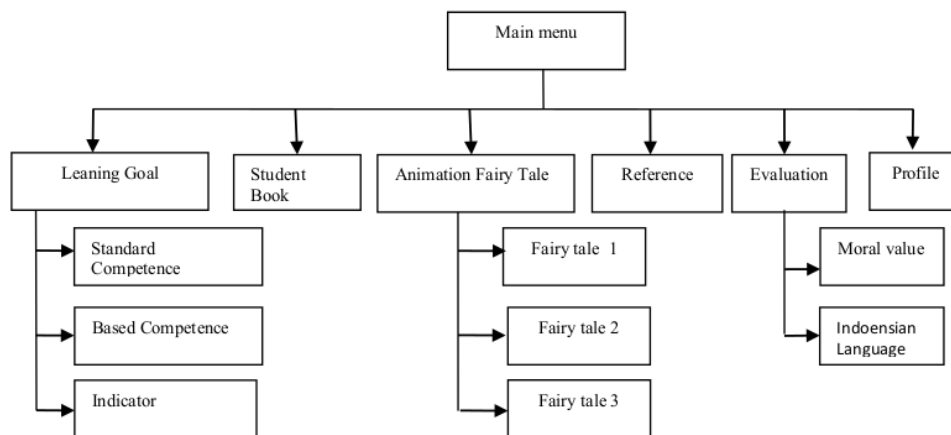
Phase-4 Comprehension and feed back	1. Asking student to read the answer of the evaluation 2. Confirming the student's answer 3. Giving feed back to the students answer 4. Giving reflection to the student's answer
Phase-5 Evolving by giving chance to follow up and training and implementation	1. Guiding students to conclude the learning material 2. Giving homework
Phases-6 Analysing and evaluating	Teacher helps students to reflect or evaluate the result of the task.

This model of animation-based fairy tale focused on the second phase of this research. It consists of the following steps.

1. Students pay attention to the media of animation-based fairy tale which are the Kali Gajah Wong and CandiSewu tales.
2. Students tell the story orally by their own sentences in front of the other students.
3. Students conclude the messages portrayed in the stories and mention the moral values that form those two tales.

Animation-based is a learning supportive system from the learning model. The design of the media is shown in the following schema (Fig. 3).

Fig. 3. The Design of The Media





The concept for the draft product was validated by learning model experts, IT experts, Civics material experts and Indonesian material experts. Based on the expert's assessment, it can be concluded that the quality of learning media implemented for this animation-based fairy tale learning model provided a good criterion for the project.

At the Preliminary Field-testing stage, on the learning model was tested on 5 grade 3A elementary school students from SD Sonosewu and elementary school students.. Based on a student's response questionnaire data and teacher's response questionnaire, it was determined that the quality of the animation-based fairy tale learning model was classified as a useful resource. In the main product revision stage, adjustments to the design were carried out. These revisions were made in accordance with the results of the assessment and input provided by the model experts and material experts. In the Main field-testing stage, it was found that the data description for the control class and experimental class were as follows (Table 2 and 3).

Table 2: Description of The Control and Experimental Class

	Control class				Experimental class			
	Min Value	Max Value	Mean	Elementary School	Min value	Max value	Mean	Standard deviant
Civics Achievement	6 5	8 5	73.78	4 . 6 7 1	7 5	9 0	81.59	4 . 7 8 7
Indonesian Language Achievement	6 0	7 0	65.39	3 . 2 0 1	6 6	8 5	75.77	5 . 5 7 1

Table 3: Effectiveness of Animated Fairy Tales Learning Models

Aspects	t - value	Significance value	Explanation
Civics Achievement	- 5 . 5 3 8	0 , 0 0 0	There is a significant difference
Indonesian Language Achievement	- 7 . 7 0 7	0 , 0 0 0	There is a significant difference

Based on the t-test data, it can be said that the significance value of Civics and Indonesian Language achievements is smaller than 0.05 so that H_0 is rejected and H_a is accepted. This shows that there are differences in Civics and Indonesian Language achievements between those who use fairytale learning models based on animation and lecture models. The negative value of t indicates that Civics and Indonesian Language achievements in animation-based fairy-tale learning groups are better than Civics achievements and Indonesian language achievement in the learning model is superficial. Thus, it can be concluded that the animation-based fairy tale learning model can be used to improve the achievement of Civics and Indonesian Language

Based on field trial data in grade 3, the animation-based fairy tale learning model is was found to be engaging for students. This is identifiable from the average score of students' interest in the developing animation based fairy tale learning model with average 4.45, which is classified as a very interesting criteria.



Discussion

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Based on the results of the study, it can be concluded that the learning achievement of moral value and Indonesian language using animation-based fairy tale learning model is effective. It can also be said that this method of teaching is more effective than using an explanation-based learning model. Learning by using a story telling method is important for students for children ranging from kindergarten to 6-12 year old students. This model enables them to think logically and critically (Sumiati & Asra, 2011). Joseph Frank as cited by Asfandiyar & Iskandar (2007) states that fairy tales can be an effective method to develop cognitive, affective, social and conative aspects of children. This statement is in accordance with research conducted by Satinem and Achmad HP (2015) who studied the learning process of using folklore as a thematic approach when applied to the third grade elementary school students. It was proved to be effective because the process of integrative folk lore learning is done by integrating four components of language skills into activities based on the chosen theme. These components are defined as listening, speaking, reading, and writing; It was found that this method created a fun and engaging learning experience.

Story telling functions as a strategy in growing a positive attitude for children (Burns, 2001; Albasu & Nyameh 2017). Fairy tales or stories have the function of entertainment and education, but also allow children to experience emotion, use their imagination and creativity while improving language competence, in addition to cultivating language skills and vocabulary. Perhaps most importantly, fairy tales can create a space of thought for children to become critical thinkers.

Fairy tales create a conceptual framework which allows children to think and form a whole experience from the knowledge they acquire (Ahyani, 2010; Alberti, 2017). These stories cause children to map experience mentally and to see an image in their heads. This statement is supported by Itadz (2008), who explains that the fairy tale allows children to establish a point of view which helps children navigate the concept of morality and self. In addition, fairy tales improve children's verbal skill, motivate children to write, open children to knowledge.

Based on the theory of Gestalt learning (Rusman, 2013), objects or specific events must be viewed as a holistic manner. It can therefore be said that to fully understand an object/event it must be understood in its whole form. Learning will be more meaningful if the material is circulated according to this idea. This notion demonstrates that in order to achieve learning goals, notice must be given to the intrinsic details of learning structures and components of the learning process. The developed fairy tale thematic learning model demonstrated in this study enables a whole learning experience so children able to comprehend the meaning of the material.



Umaya, Suwandi, Budiyono, & Andayani (2017) prove that local stories/ tales adapted to learning media were effective learning innovations to facilitate students learning. The fairy tale learning model developed in this study was supported by animation-based learning media. Based on the research of Mayer & Anderson (1992), the most effective learning media included instructional images where the images and words appear together in one space and time.

Based on theory of Neocit (Munir, 2008), the benefits of animation are:

- a. Bringing information in one basis form which is performed.
- b. Creating an emphasis because changing and moving information can attract audience attention to see and motivate them to act.
- c. Preserving a visual connection and attract audience's attention unconsciously from the prepared theme.
- d. Students will learn fast and possess good attitude.
- e. Flexible, practical, consistent, and attractive.

According to Harrison and Hummellcit (Rahmattullah, 2011), animation-based media enriches experience and students competence in various subjects. The use of animation in learning activities can improve the quality of process and result of learning. In the research conducted by Rosen (2009) it was also proved that the learning environment supported by animation-based media had a large impact on the process of transferring knowledge and students motivation.

These theories explain that the thematic learning model implemented will result in a broad learning method so that students can grasp the meaning of the a subject. The fairy tale learning model can improve achievement because cultivating positive attitude leads to a more open learning process. This serves as a conceptual framework to think and map experience mentally through images as well as open children's minds to new knowledge. This learning model which is completed by animation can also make the information clearer and emphasizes the important information so that students can gain a deeper comprehension of the subject. The animation-based fairy tale learning model makes learning interesting for students resulting in improved comprehension. Finally, this animation-based fairy tale learning model improves the process of learning and student's learning achievement.



Conclusion

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Based on the discussion above, this research draws the following conclusions:

- a. Development of animation-based fairy tale learning model was conducted in 7 steps. These included Research and Information collecting, Planning, Develop Preliminary Form of Product, Preliminary Field testing, Main Product Revision, Main Field Testing, and Dissemination and Implementation.
- b. The validation of the draft product was conducted by the learning model expert, IT expert, oral value material expert, and Indonesian Language material expert. Based on the results, it can be concluded that learning media for the animation-based fairy tale learning model was included in good criterion.
- c. The animation-based fairy tale model is effective to improve moral value and Indonesian language achievements. Based on the t-test, it can be seen that the achievement significant score of moral value and Indonesian language subject is lower than 0.05, so that H_0 is rejected, and H_a is received.

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