



Development Of Animated Video Media For Beginning Reading Of Grade I Students In Elementary School

Ciana Aning Putri¹ , Zaka Hadikusuma Ramadan²

Riau Islamic University, Pekanbaru, Indonesia

¹cianaaningputri@student.uir.ac.id , ²zakahadikusumaramadan@edu.uir.ac.id

Pengembangan Media Video Animasi Untuk Membaca Awal Siswa Kelas I Sekolah Dasar

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ABSTRACT

Abstract: Beginning reading activities have always been taught since elementary education in grade 1. However, not all students have the ability to read from the start of elementary school. Because every student has a different background and condition when they enter elementary school. Therefore, initial reading skills need to be redeveloped through teaching that is implemented with learning models and media presented by teachers or educators. When reading, the eyes will recognize the word while the mind connects it with its meaning. In order to create good relations between educators, students and parents of students, preparation of learning objectives is very important in the series of learning design development. At this stage, the teacher will determine the learning objectives that become a reference for determining the type of learning materials, learning strategies, learning methods, and learning media that will be used in the learning process. Learning materials can not only be channeled through material books, but the development of learning media in this 2-dimensional form can also be an innovation in developing models and teaching materials in class. The results showed that learning activities in class I still used simple media in reading activities. Not all students have the ability to read the beginning. Animated videos for beginning reading are appropriate for use in classroom learning activities.

Keywords: read the beginning, animated video

Abstrak: Kegiatan membaca awal selalu diajarkan sejak pendidikan dasar yaitu kelas 1. Namun, tidak semua siswa mempunyai kemampuan membaca sejak awal sekolah dasar. Sebab setiap siswa mempunyai latar belakang dan kondisi yang berbeda-beda ketika memasuki bangku sekolah dasar. Oleh karena itu, keterampilan membaca permulaan perlu dikembangkan kembali melalui pengajaran yang dilaksanakan dengan model pembelajaran dan media yang disajikan oleh guru atau pendidik. Saat membaca, mata akan mengenali kata tersebut sementara pikiran menghubungkannya dengan maknanya. Agar tercipta hubungan yang baik antara pendidik, peserta didik dan orang tua peserta didik, maka penyusunan tujuan pembelajaran sangatlah penting dalam rangkaian pengembangan desain pembelajaran. Pada tahap ini guru akan menentukan tujuan pembelajaran yang menjadi acuan untuk menentukan jenis bahan pembelajaran, strategi pembelajaran, metode pembelajaran, dan media pembelajaran yang akan digunakan dalam proses pembelajaran. Materi pembelajaran tidak hanya dapat disalurkan melalui buku materi, namun pengembangan media pembelajaran dalam bentuk 2 dimensi juga dapat menjadi inovasi dalam pengembangan model dan materi pengajaran di kelas. Hasil penelitian menunjukkan bahwa kegiatan pembelajaran di kelas I masih menggunakan media sederhana dalam kegiatan membaca. Tidak semua siswa mempunyai kemampuan membaca pada permulaan. Video animasi membaca permulaan cocok digunakan dalam kegiatan pembelajaran di kelas.

Kata Kunci: membaca permulaan, video animasi

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*Corresponding: Ciana Aning Putri, Program Studi PGSD Universitas Islam Riau, Pekanbaru, Indonesia

INTRODUCTION

Rahayu, et al (2022) In today's modern era, several schools from elementary school to university level have started to apply the Independent Curriculum as a reference guide in learning activities. In fact, the Independent Curriculum is the result of additions and improvements to the previously existing curriculum. When preparing the latest curriculum, you should pay attention to several points as to why the curriculum needs to be changed or improved. The Merdeka Curriculum itself has a new resolution on student learning styles, namely that students can study more relaxed but still focus on learning. Apart from that, students can also develop their talents and interests through learning activities that are more relaxed and enjoyable, of course. However, behind the successful implementation of the Independent Curriculum, there are teaching staff who play a big role in teaching students. This is because before being taught in class, the teacher must study and really understand what the Independent Curriculum is and what things it contains are in accordance with the previous curriculum. Beginning reading activities have always been taught since elementary education in grade 1. However, not all students have the ability to read from the start of elementary school. Because each student has a different background and condition when entering elementary school.

Therefore, initial reading skills need to be re-developed through teaching implemented with learning models and media presented by teachers or teaching staff. Readers will gain a comprehensive understanding of reading by connecting previously held knowledge, for example concepts in reading about word forms, sentence structures, expressions, etc. Therefore, when reading, the mind also processes the information in the reading so that reading is a complex process. Many teachers try various learning media that are used during lessons to make learning activities more meaningful. However, not all teachers understand and are able to operate the media displayed in class. The main cause is that the increasingly rapid development of the times has caused students to experience several changes, both in terms of attitudes and ways of absorbing or receiving the transfer of knowledge. In order to create good relationships between educators, students and parents of students. Setting learning objectives is very important in the series of learning design development.

At this stage, the teacher will determine the learning objectives which will become a reference for determining the type of learning material, learning strategies, learning methods and learning media that will be used in the learning process. Without clear goals, learning will become an activity without direction, without focus, and will be ineffective. Learning material can not only be distributed through material books, However, the development of learning media in 2-dimensional form can also be an innovation in developing teaching models and materials in the classroom. The meaning of "Animation comes from the word "Animation" which in English is "to animate" which means to move. Learning animation videos are a medium where there is a combination of two objects, namely visual and audio. And learning animation videos have the aim of stimulating students' development in receiving data transfer as we usually call it with the word "science". Animated videos themselves are an alternative learning media that can be used in the classroom during teaching and learning activities. Field facts at SDN 160 Pekanbaru state that not all students have the same ability to receive learning in the classroom. Because every student has different characteristics and characters. For example, in 1 class there are several students with various backgrounds. In the initial reading material, some students complained about their ability. This applies to students who have a slightly slower grasp compared to other students who have a faster grasp. Therefore, when using beginning reading media, some students who already know or are able will feel bored more quickly than students who complain that their beginning reading ability is a little slower.

The problem of media use at SDN 160 Pekanbaru is still at a stage that needs to be developed. Because teaching staff still rely on non-technological media. If it is related to developments over time, media use has become more varied. Based on interviews with the Class I teacher which was carried out on January 11 2023, it was concluded that the initial reading learning activity was quite difficult to carry out, because not all students were able to quickly absorb the material being taught. In initial learning to read activities, teachers only rely on letter card media in implementing learning to read. This certainly causes different reactions between students according to the abilities possessed by each individual. And from the statement from the homeroom teacher, he stated that he had never used animated video media or anything other than letter cards to learn to begin reading. Apart from that, SDN 160 Pekanbaru also provides facilities that can support learning activities such as laptops, infocus and also wifi which teachers can use in teaching and learning activities in class.

THEORETICAL SUPPORT

The Nature of Learning Media

According to Djamarah (in Afridzal Aulia: 2018), the media is a vehicle for conveying messages. Media is any physical tool that presents messages and stimulates students' learning. In other words, learning media can help carry out learning activities in achieving the goals that have been designed. Syastra, et al (in Firmadani, 2020) stated that media is anything that refers to the learning process carried out in the classroom. This can later help teachers in delivering the material, making it easier for students to understand the learning material. Referring to the theory above, the definition of learning media is a tool that can be used in classroom learning activities. This is shown by the interaction between students, teachers and the media presented. Because the media aims to make it easier to convey the information provided and as an alternative new learning solution.

Benefits and Functions of Learning Media

According to Istiqlal (2018), learning media has quite significant benefits. Among them are: 1) The learning process becomes interesting because of the implementation of the learning media used; 2) The learning process becomes more interactive. This is because communication between educators and students becomes more active. 3) Create positive effects. Namely, teaching and learning activities can improve close relationships between educators and students. According to Sanjaya (in Aghni: 2018) states that media has various functions including: 1) Communicative function, namely the visuals displayed in the media can facilitate communication between the sender of the message and other parties; 2) Motivational function, namely students can have a motivated impact after implementing the learning media displayed. 3) Meaningful function, namely that media can increase information from all cognitive aspects of students; 4) Function of equalizing perceptions, namely students are expected to have the same perspective after delivering material via learning media; 5) Individuality function, namely the media can meet the needs of each student in the subject area.

Types of Learning Media

Hamalik, et al (in Umar: 2014) stated that learning media has several types, namely: 1) Auditive media, namely media that only relies on audio or sound capabilities; 2) Visual media, namely media that only displays visuals or image in application. 3) Audio visual media, namely media that has audio and visual elements. This can be in the form of moving or still video. Examples include TV films and sound pictures. 4) Yunita, et al (2017) Learning Video Media, namely media that displays images and sound simultaneously in one broadcast. However, learning videos are divided into several types, such as documentation videos, presentation videos, tutorial videos, and others.

Criteria for Selecting Learning Media

According to Umar (2014), in developing learning media, you must pay attention to the terms and criteria in selecting the appropriate media to use. One of the main criteria in choosing the right media to use is that as a teacher you must adapt it to the learning objectives and competencies you want to achieve. Because, if this is done, then the use of media can run smoothly and learning



activities become more meaningful. According to Mansur (in Dewi: 2018) in developing learning media in the classroom, a teacher must pay attention to the following things before applying learning media in the class, namely as follows: 1) The learning media that will be used should pay attention to the developmental conditions of the students in the class; 2) In its development, the materials needed for media development must be easy to find and search for in the surrounding environment; 3) Do not use tools or materials that are dangerous for students when implementing them; 4) In accordance with the learning objectives that have been designed.

Understanding Animation Video

As is already known, animated videos are a combination of audio and visuals displayed in 2 dimensions. In Muzakir, et al (2020) stated that animated learning videos must pay attention to the needs and age of students. Apart from that, the use of animated videos can attract students' interest in learning activities. According to Ramadan and Desiyanti (2021), animated learning videos are videos that contain material with interesting cartoon content according to the characteristics of elementary school students. This aims to make it easier for educators to deliver material and create mutually beneficial relationships between teachers and students. Furthermore, according to Ramadan and Rahmawati (2021), the aim of using animated learning videos is to make it easier for students to understand the material in the field of educational knowledge which is presented according to the specific material outlined in the learning animated video.

Techniques in Animation Videos

According to Fauzi and Wibowo (2021), in developing animated video media, there are techniques that can be used during design. One of the techniques in developing animated video media is Motion graphics, which is an animated video design technique where the video combines images and sound that move in space and time. Usually this technique is used in television broadcasts or films. The motion graphic technique functions to convey the message contained in a story in an animated video. According to Maryanti and Kurniawan (2017) Stop motion is a technique in planning animated videos. The definition and purpose of stop motion is an animated video that combines sound and images, but the difference is that stop motion animated videos make an object created through a manipulation process so that it appears to be moving physically. And the stop motion technique is a technique for developing animated videos with a simple concept. Reporting from Retnowati and Mardhatillah (2015) frame by frame animated video is a technique in developing animated videos. The definition is a development technique designed by changing the object in each frame displayed.

The Nature of Reading and Beginning Reading.

Reading is a skill in the field of language. Because the word reading is absolutely included in the study of writing and reading. According to Tarigan (in Herianto: 2020) reading is a process carried out by readers with the aim of obtaining information from the material they have read. This activity is characterized by analyzing and sorting information received from the reading process. According to Rahim (in Pratiwi: 2017) reading is a basic ability that every student must have before finally moving on to the next lesson. Just like other things, this aims at the process of receiving information and interpreting teaching material. Because students will have the ability to categorize material based on objects and other things. According to Ariawan, et al (2017) In initial reading activities, students have absolutely no ability or expertise in reading. Reading ability is a process of understanding the meaning of material or teachings in written form. Reading ability is a complex ability that requires cooperation between a number of abilities. To be able to read something, someone must be able to use the knowledge they already have. Reading is one of the activities that is very important in the process of absorbing knowledge. Because through this activity, students will listen, practice receiving the results of the transfer of knowledge from the teacher and from teaching material that has been read previously. As a teacher, you should be able to teach good learning in the classroom. Not just teaching



to do assignments alone. This is aimed at the different abilities of students - each individual. Because school is a place where students gain knowledge with the teacher who is in charge of the class. When teaching initial learning in class, students will be taught basic things from the teacher, both in learning to write and read. Seeing from the background of the students, not all of them can read, a teacher needs to pay attention to this before carrying out learning activities. Learning activities are carried out through learning methods and strategies that have been designed by the teacher. A teacher must be able to understand the character and background of students before choosing the learning methods and models that will be implemented in class. This statement concerns students' initial reading activities.

Types of Reading

According to Suparlan (2021), reading has several types in its implementation, namely as follows: 1) Reading aloud, is a reading activity where you sound out the material you are reading in a loud tone. However, the sonorous sound here has a regular tone and intonation so that it has a reading that looks orderly and neat when heard; 2) Reading silently, is a reading activity that is carried out without speaking, aka not making a sound during its implementation. This aims to enable readers to interpret the material they read in more depth; 3) Shallow reading, is a reading activity aimed at entertainment. This refers to entertainment activities that come from readers, such as reading novels, comics, newspapers, etc.; 4) According to Dwi, et al (2016) Beginning reading is a reading activity that refers to recognizing symbols or signs in letters. Generally, in beginning reading activities, many students experience difficulties because they have backgrounds that come from external and internal to the students themselves; 5) According to Dewi (in Alpian and Yatri 2022) Reading comprehension is a reading activity carried out by repeating and reunderstanding the message or content of the reading that has been read.

Characteristics of Class I Elementary School Students

Children have their own way of adapting to their surrounding environment. Each student has different individual characteristics. Therefore, a teacher needs to study and understand the characteristics of students before starting activities learning. According to Irdawarni, et al (2021), there are several characteristics of lower class students, including: 1) Looking at objects as a whole and simultaneously; 2) The thinking process is carried out operationally 3) In the study the groupings are still in order according to objects; 4) Able to utilize cause and effect relationships. Referring to the theory above, students have several very diverse characteristics and can be a differentiator between individuals. Characteristics include being able to view objects as a whole, having real thinking when solving problems and being able to link cause and effect correlations. The teacher is the person who will always meet students in class, therefore the teacher must know the students' characteristics.

METHOD

This research uses a type of development research. According to Sugiyono (2022) development research is a method or process that validates product development. Apart from creating products, development research is also included in the function of developing pre-existing products. This means that updated products go through a revision period before new products are created. This research functions to develop products and for writers or researchers to test the success of the products that have been developed.

Development research is a systematic way of designing learning projects in the classroom. Because the products created are not only based on print media such as books, worksheets, modules, but also technology-based such as PowerPoint, learning videos, animated videos and educational content films that can support classroom learning activities. Also, researchers used the Thiagarajan development model in research. Thiagarajan (in Sugiyono, 2022:37) stated that development research uses the 4 D model, which stands for Define, Design, Development and Dissemination. The following



is an explanation of 4D: 1) Define, which is the activity of determining the product to be developed; 2) Design, is the activity of designing the product that will be carried out; 3) Development, is a testing activity or validity of the product being developed; 4) Dissemination, is an activity to disseminate products that have been successfully tested and developed. However, researchers only limited it to the third stage, namely Development.

The development of animated video media was carried out by carrying out various series of processes according to procedures. The first step before conducting research is to determine the research location. Next is the stage where pre-research activities are carried out using the interview method with the IA class teacher and 4 students at SDN 160 Pekanbaru. This interview activity aims to find out and analyze teacher needs, student needs and analysis of the learning environment at the school. Then, the next step is for researchers to start designing animated video media which will be developed with the title beginning reading for class I students. The animated video media being developed needs to go through a validation process carried out by several expert validators in their fields. The fields in question are media experts, material experts and language experts. Some of the validator experts are as follows: 1) Mr. Ivan Taufiq, S.Ikom., M.Ikom (Lecturer in Communication Sciences, Riau Islamic University); 2) Mrs. Nesha Yulita, S.Pd., M.Pd (Teacher at SDN 160 Pekanbaru); 3) Mr. Dede Permana, S.Pd., M.Pd (Primary School Teacher Education Lecturer, Riau University); 4) Mrs. Sri Jumiati, S.Pd (Teacher at SDN 160 Pekanbaru); 5) Mr. Latif, S.Pd., M.Pd (Primary School Teacher Education Lecturer at Riau Islamic University); 6) Mrs. Fitriyanti, S.Pd (Teacher at SDN 160 Pekanbaru).

Validation is carried out through the process of developing media that is being developed so that the product is declared suitable for use. In the initial or defining stage, the researcher conducted interviews. Interviews are carried out in order to obtain information that can be used to obtain research data results. The research was carried out with the class I teacher at SDN 160 Pekanbaru. The results of interviews conducted with the homeroom teacher showed that the media used was still not varied. The learning media used in class is still simple due to the limitations of the class teacher in developing learning media. After that, researchers carried out student needs analysis, teacher needs analysis, learning environment analysis, and curriculum analysis. At the student analysis stage, the results obtained from this interview were the students' description of what they wanted in developing animation media containing attractive images and icons and adding children's themed background sound.

Therefore, the researcher tried to find a solution to the problem of needs desired by class I students. In the analysis of teacher needs, the results of the researcher's findings in the analysis activity were that teachers needed fresh and interesting media when demonstrated in class. So that learning activities become more lively. Accompanied by simple material that is easy for students to understand. Apart from that, we also add icons as a reference and attract students' interest when applied. Next, at the learning environment analysis stage, class I has diversity in its students, especially in student background. This causes differences in receiving information and absorbing the material provided. Students in class I on average have an active attitude and easily get along with their peers. And the final step is curriculum analysis, the school has implemented and used the independent curriculum as a learning reference, especially in class I. The teachers have some new knowledge regarding the independent curriculum and experience quite significant differences compared to the previous curriculum. Because the changing curriculum brings changes to teachers and students in classroom learning activities. At the design stage, researchers carry out product design activities. Product design activities consist of presenting material, writing scripts, and creating storyboards. The development stage continues, namely the researcher carries out activities to combine or edit the development of animated video media, starting from selecting letters, layout, adding music, interesting icons and of



course material that is easy for students to understand.

RESULTS AND DISCUSSION

The research conducted is a development research, namely the development of animated video media for beginning reading of grade I students in elementary schools. To develop animated video media, researchers use the stages of the model, namely define, design, and end with the development stage. researchers conduct research activities coherently according to procedures so that the products developed produce quality products as well. The development of this animated video media was carried out by carrying out various series of processes according to the procedure. The first step before conducting the research was to determine the research location. Next is the stage where conducting pre-research activities with the interview method with the homeroom teacher I A and 4 students at SDN 160 Pekanbaru. This interview activity aims to find out and analyze the needs of teachers, student needs and analysis of the learning environment in the school.

The researcher began designing the animated video media to be developed with the title of beginning reading for grade I students. First, the researcher makes a script that concerns the material and media that will be developed in the video content. The script itself has a purpose to facilitate researchers in designing and developing products that will be made according to the initial objectives. In addition, the script also serves as an initial description to start the activity of making animated video media. Second, is making a storyboard. The purpose of a storyboard is a picture or visual of a work to be created. Usually, storyboards are used in making animated videos, short films, and feature films. Third, researchers began editing by adding some material in the form of text. In addition, researchers also added audio such as songs adopted from Youtube, the addition of voiceovers and decorations such as moving stickers and backgrounds that are attractive and have bright colors so that when the audience sees with the naked eye can be interested in watching.

In the research activities that have been carried out by researchers taking the 4D development model developed by Thiagarajan. Researchers only take up to the third stage in the 4D model, or in other words limit research activities. The limitation of research activities in this model is up to the validation stage. In the 4D stage, the researcher's first step is to conduct an interview stage with teachers at SDN 160 to obtain data and problems that will be used as topics for making products. Then the next step, researchers began designing the product. Researchers used the Capcut and Pinterest application in developing media with a 16:9 ratio and letter fonts, namely Aurora. In addition, researchers also determine the material presented in media products is the ability to read beginning, especially grade I elementary school students. Not to forget, researchers made some practice questions that could test the limits of students abilities. Starting from practicing from letters, words and sentences one by one in a row and slowly so that students like and enjoy the media presented.

The researcher then carried out validation activities. Validation is carried out to find out feasibility of the product being developed. Validation is carried out with validators who are experts in their fields, namely media experts, language experts and material experts with 2 validators each in each field. The following are the validation results from the development of animated video media:

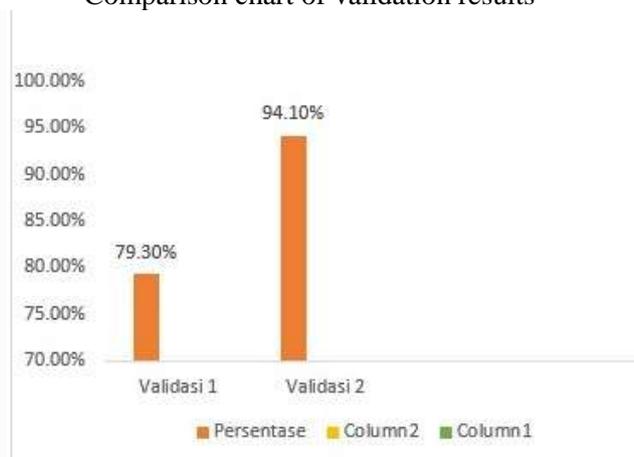
Data Result Table

Aspek yang	Validasi 1	Validasi 2
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dinilai	Persentase	Kategori	Persentase	Kategori
Media	88.8%	Sangat valid	100%	Sangat valid
Bahasa	95.3%	Sangat valid	99.2%	Sangat valid
Materi	54%	Kurang valid	83.5%	Sangat valid
Rata-rata	79.3%	Valid	94.1%	Sangat valid

In the validation activity, the validator provided improvements, namely on the duration of the video which was too short from the media and material experts. In addition, there were also improvements, namely articulation when explaining more clearly and not explaining quickly. Because the target of this media is grade I children. It can be seen from the table above that the data results from validation activities have received marks in each expert field. In the field of media experts, the results were 88.8% in the first validation and 100% in the second validation. This refers to the validation results, which are very valid and suitable for use without revision. Then, in the second expert field there were data results, namely 95.3% for the first validation and 99.2% for the second validation. This means that the product being developed has passed validation or feasibility tests. For experts in the last field, namely material, there were data results that were 79.3% for the first validation and 94.1 for the second validation. There are differences in the data results for the two, namely valid in the first validation and very valid in the results of the second validation.

Comparison chart of validation results



The animated video media for beginning reading has passed the validation stage, starting from the revision period to the period where the developed product has passed the feasibility test which is assessed directly by validators who are experts in their fields. Therefore, this development product is suitable for use in classroom learning activities. When later used in the classroom, it is hoped that it can improve the problem of beginning reading skills in grade I students, and is also expected to improve the quality of student learning in order to realize the educational goals that have been designed according to procedures. So, teachers do not only rely on letter card media as a support for learning activities in early reading learning, but can already apply animated video media as a reference or addition to early reading learning activities in class I.

Over time, the use of technology-based learning media can be applied by all teachers. This is not only following the times, but also as a renewal in the model in learning activities. The goal is to make the classroom atmosphere not become monotonous and students feel at home and comfortable when learning in class. So that later learning activities become more meaningful and more effective. So



that later learning activities become more meaningful and create a cheerful and fun class atmosphere without having to rely on material books alone as a guide and reference in the absorption of knowledge.

CONCLUSIONS AND RECOMMENDATIONS

The benefit of this research is that the results of the research carried out are expected to help and add insight into knowledge for researchers and readers regarding learning media based on learning animation videos. And it is also hoped that the media can be useful during class learning activities. For further researchers, it is recommended to test the practicality of the product.

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