

Developing Biographical Texts by Audio-visual Teaching Materials: *Animaker-Web* for High School Students

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ABSTRACT

The development of Web-based platform in teaching English could help teachers to utilize technology in an effort to create more attractive teaching and learning process during online learning. This R&D study works on the development of biographical text materials using Animaker's web-assisted audio-visual teaching materials at the high school level. The frame development model proposed by Borg and Gall consists of 6 stages, namely Potential and Problems, Data Collection, Product Design, Product Validation, Product Revision, and Dissemination. The testing result of Animaker's web-assisted audio-visual teaching materials at the high school level shows an average score of 83.43% which indicates the Animaker-based audio-visual teaching materials are valid and feasible to use in High School Level. The average results of the feasibility assessment of operating audio-visual teaching materials with the aid of Animaker's web at the high school level based on the validator's perception, namely material experts 76.87% and design experts 90% fall into the criteria of good and very good. These results showed that Animaker web - assisted audio - visual teaching materials at the high school level can be used by teachers to create more creative atmosphere in the online class by utilizing technology to motivate and improve students' skills.

1. Introduction

Education in Indonesia has faced new challenges due to the outbreak of the Covid-19 virus. This challenge also applies to all parties, including schools, educators, students, and related parties. Previously, education in Indonesia had undergone a learning transformation from face-to-face learning in schools to distance learning or online during the pandemic. Distance learning requires the use of special strategies, techniques, materials and media to facilitate learning and teaching between students and teachers. It depends on factors such as: subject matter; student needs and context; teacher skills and experience; instructional goals; available technology; and institutional capacity (Razak, 2022).

Over time, situation starting to return to normal and learning process is again carried out face-to-face. However, this has resulted in a change in the educational paradigm with advances in information technology. The learning transformation prepared younger generation to have broad insight and competence in various fields through teaching, training, or guidance activities for their future roles so that they become graduates who are enriched with knowledge and skills (Meilani & Sutarmi, 2016).

However, there are still obstacles experienced by educators and students. One of the perceived obstacles is the necessity for educators and students to adapt to the online teaching environment and still technological developments in distance education in developing countries are still very dependent on printed teaching materials. Thus, self-efficacy has a major role in academic activities, including online teaching (Pumptow and Brahm, 2021).

Improving the quality of an education in transformation now requires teaching and learning activities that run effectively and efficiently both online and offline. An effective and efficient teaching and learning process requires support from educators with the availability of supporting teaching materials. The provision of supporting tools is very necessary in developing the potential of students through teaching materials that cause interaction in the learning process. Teaching materials are tools or materials that become a reference for educators that are adapted to the competence of students as planning and implementing learning. Teaching materials are needed to ease the teacher's task in explaining the material so that it is more economical and easier to accept (Fitri, 2020). Multimedia as teaching material

are able to fulfill educational needs by utilizing multimedia devices in an online learning environment that is easy and can be understood by students independently. Distance and face-to-face learning using multimedia devices can overcome challenges, especially when educators will hold online or face-to-face classes with different presentations of material than before. Therefore, teachers must be able to design teaching materials that are interesting, effective to use and have a purpose to attract students' interest and motivation to learn.

Previous observations shows that students still find it difficult to understand the learning material because the teacher applies less creative learning. The use of interesting teaching materials and media can improve the quality of learning outcomes so that the learning atmosphere is not boring and achieves the expected learning outcomes (Musfiqon, 2012). Students who have high self-efficacy will be significantly able to make their own psychological adjustments with more confidence, which create a pleasant learning environment (Mesidor & Sly, 2016). Meanwhile, educators construct teaching and learning activities to accommodate changes in a good learning environment, are satisfied with their work and integrate technology into teaching in the classroom.

This study aims to examine the development of audio-visual teaching materials on biographical text teaching materials at the high school level. The presentation of Indonesian language learning using Animaker's web-assisted audiovisual teaching materials in the form of animated videos requires students to be active and innovative. Because with animated videos as an effort the teacher guides students in a complex way, through a teaching process that is able to provide interesting and memorable learning for students to study biographical text material. The success of learning process are determined by teaching materials. the selection and use of reaching materials. are very influential towards learning quality (Emda, 2018). Thus, teaching materials are used as learning references used by teachers in the learning process in order to be able to create a conducive learning atmosphere and be able to achieve the desired learning objectives. Therefore, in this study the researchers tried to analyze the feasibility of audiovisual teaching materials made through the Animaker web because they were considered relevant in learning to measure the quality of the teaching materials developed. These findings are very useful for online learning. Even though pandemic situation already over, teaching materials still insufficient for the gerent learning condition. Therefore, it is important to develop teaching materials that are in accordance with the conditions and learning needs.

There are several previous studies that are relevant to this research, including the research of Afifah et al., (2019) who made biographical text

materials using Adobe Flash, Effendy (2021) who made Augmented Reality-based biographical texts, and Putri et al, (2020) who examined learning write biographical text using Powtoon. These three relevant studies are research and development of teaching materials on biographical text materials assisted by interactive media. The difference between this development research from the third research is in the final results of the teaching materials and the use of media or applications used. This development is finally in the form of animated videos made using Animaker.com which is an online website for making animated videos practically that can be accessed by anyone and can be used easily, because everything needed to create or create videos has been provided through the features provided there is.

Initial observation is done by researchers to find out the potential and problems through interviews with direct observations to the SMA Negeri 1 Hamparan Perak school to obtain information related to learning resources and the learning process of class X students. The results of interviews with teachers stated that the learning resources that used so far only based on student handbooks, therefore interest in learning and achievement of student learning outcomes is less than optimal. After that, the researchers conducted an analysis of the biographical text material in student textbooks to be developed into biographical text teaching materials assisted by Animaker's web. Based on textbook analysis, there are several problems occurred in students textbook which is (1) the indicators are not in accordance with basic competencies, (2) there is very little discussion of the content of the material, there is no theory based on expert opinion, (3) there are no practice questions as a learning evaluation, (4) the presentation is still descriptive, causing students or readers to be less interested. to read the entire book, and (5) other problems were also found in the use of the presentation of Indonesian language learning materials and media which was very conventional and less effective. Not only in textbook, in learning process it was found that teachers rarely use varied teaching materials or media by utilizing the facilities provided by the school in the learning process, for example the use of infocus and projectors. In addition, so far there has never been any use of Animaker-assisted teaching materials used in SMA Negeri 1 Hamparan Perak. Seeing this, it is necessary to have an effective and practical teaching material packaged in a contemporary display of biographical text material, namely the creation of audio-visual teaching materials assisted by Animaker web on biographical text learning materials for class X students.

2. Literature Review

Teaching materials contain learning components according to the curriculum. This component acts as content or material that must be mastered by students

in the learning process. Teaching materials are learning tools that contain teaching materials, methods, limitations, and ways of evaluating learning that are structured and designed in an attractive manner to achieve the expected goals such as the achievement of competence or partial competence with a certain level of competence difficulty (Fitri,2020). This states that teaching materials must be designed in accordance with teaching rules and carry out a validation stage so that they are suitable for use and can support the learning process. Meanwhile, according to Purboningsih (2015) the quality of the teaching materials developed must meet the following requirements:

- 1) Aspect of Validity: Learning devices are said to be valid if they have quality in the overall content of the material and the learning approach used. Validity is assessed by the validator based on the validity of the content of the material and the relationship of consistent construct validity.
- 2) Practical Aspect: Learning tools are said to be practical if they are easy to use. And consistent between the curriculum and the learning process.
- 3) Effectiveness Aspect: Learning tools are said to be effective if there is an integration between curriculum, learning experiences and the achievement of student learning processes.

The feasibility of a teaching material is guided by the value determined by the BSNP which includes the feasibility of the content, the feasibility of language, the feasibility of presentation, and the feasibility of graphics. Assessment of quality teaching materials is considered good and suitable for use with revisions or without revisions.

At this time learning combines with audio, visual, animation, text, and so on in one tool (Harefa & Hayati, 2020). It is used as a medium or communication tool so that the teaching and learning process is more effective to achieve educational goals. The same thing as stated by Gagne' and Briggs (1974) who said that learning media includes tools that are physically used to convey the contents of teaching materials, which consist of books, tape recorders, cassettes, videos, cameras, video recorders, films, photo frames, pictures graphics, television, and computers.

In other words, from the opinions of the two experts above, the media is a component of learning resources or physical vehicles that contain materials or teaching materials that can stimulate student learning stimulation (Arsyad, 2019, p.2-5). In a teaching and learning process, the most important element is the learning strategy. This aspect is related to the selection of one particular teaching method that will affect the conditions and learning environment that has been regulated and created by the teacher.

This development utilizes audio-visual-based learning such as video. Video is a very effective medium to help the learning process. Videos are rich in information and complete because they come to students directly. Meanwhile, several advantages of using animated video as a medium (Mashuri & Budiyo, 2020, p. 894-895), namely (a) the level of effectiveness and speed in delivering material is higher, (b) repetition of certain discussions can be done, (c) video can parse a process and event in detail and real, (d) the ability to make objects or materials that are abstract into concrete, (e) durable and low level of damage so that it can be applied repeatedly, (f) the teacher's ability is needed in operation of technology, (g) improving basic skills and adding new experiences for students, (h) this animated media is relevant to the learning objectives and curriculum that focuses on student learning activities.

Animaker is an online web app that can be used to create videos using interesting features. Animaker can be accessed via the web (<https://www.animaker.com>, accessed 23 November 2021). Interesting features such as animations that are supported by animated cartoons, and transition effects that seem alive and easy to use for beginners. Almost all features can be used for learning media. Using the animation in the animaker feature is expected to increase students' interest in learning in the learning process.

The advantages of animaker media in learning are that this media is interactive and can cover all aspects of the five senses. Animaker-based learning media is also easy to use, besides that the use of this media can also provoke creative and collaborative learning so that the learning process becomes fun. Meanwhile, the drawback of Animaker's media in learning is the limitation on the availability of technological support which must be adapted to the existing system and conditions. Existing limitations can reduce creativity and innovation from other types of learning media. In addition, Animaker media also requires the support of professional human resources in operating the media.

The discussion in this development research is related to the biographical text.. Biographical texts are included in narrative texts that are objective or factual. Kosasih (2020, p.154) states that biographical or recount texts are texts that retell past events or experiences. The biographical text is the same as retelling which is presented from a third person point of view. Meanwhile, according to Yusup (2020: 9), biographical text is a narrative text that tells the events or past experiences of a famous figure and has a superior role for the people around him.

According to Setianingsih (Arianti 2020, p.176) and Kemendikbud (2016, p.209-210), describe the characteristics of a biographical text as follows: a) The biographical text is written based on facts without any fabrication. b) Contains the story of a character's life and success in solving a problem until

it is successful, and should be followed by an example. and c) The structure in the biographical text is clear. Further, according to Ario (2020, p.8) and Yusup (2020, p.11-12), the structure of the biographical text is as follows. 1) Orientation is information about the background of the story. and 2) Important events are a series of events arranged chronologically based on the order of time. Arianti., (2020, p.181) describes the pattern of presenting superior characters of biographical figures, namely presentations with explanations of story descriptions and storytelling of characters. Kemendikbud (2017, p.292-293) in the 2017 revised Indonesian language book student explains that the pattern of presenting biographical texts consists of: a) plot, b) storytelling point of view, c) storytelling style, and d) storytelling focus.

Based on the pre-study in several high schools, the researcher saw that the face-to-face learning process at school or dared to make students less active and responsive to new learning to understand a text, especially biographical text. This is because reading is a tedious activity if it is not accompanied by effective learning materials. Teaching materials used by teachers are only guided by textbooks which have an impact on student interest and interest in learning.

Another obstacle in teaching-learning activities is the teacher delivering material using the lecture method without any innovation in learning so that it is boring and the learning objectives have not been fully achieved. Therefore, it is useful if the learning process utilizes teaching materials in the form of animated videos assisted by Animaker media.

In this study, audio-visual teaching materials assisted by Animaker media were used to maximize the learning process so that it was more stable, it would be much more fun and easier for students to understand biographical texts. Therefore, Animaker media-assisted teaching materials must be made in such a way that it can add new insights for students and can attract students' interest in the learning process. The audio-visual teaching materials are expected to accommodate the delivery of material by the teacher and can influence students' interest in learning from the ordinary to being more enthusiastic in the Indonesian language learning process, especially biographical text material so as to achieve the expected success.

3. Method

This Research and Development (R&D) is used to study the development of teaching materials which will be validated by experts to determine the feasibility of the product by evaluating, providing

comments, suggestions and improvements so that the advantages and disadvantages of the product can be known (Sugiyono, 2019). The validation assessment sheet is in the form of a 4-scale questionnaire with an assessment using a Likert scale which is assessed based on aspects of material quality, presentation quality aspects, contextual concept aspects and language quality aspects (Purwono, 2008). The biographical text that was developed based on Animaker was tested for validity to get a good product development and was suitable to be used to produce a percentage value in the criteria of good or very good.

Developments in the field of education have begun to take advantage of renewal as an alternative learning method that can answer the challenges of learning needs. Product developed in this study can train teachers to increase the variety of students' teaching processes in the classroom by making interactive teaching materials that are able to stimulate and motivate. student. This research is a development of previous research with Borg and Gall development model which consists of 6 stages, which are 1) Potential and Problems, 2) Data Collection, 3) Product Design, 4) Product Validation, 5) Product Revision, and 6) Dissemination (Sugiyono, 2019). The concept of the Borg and Gall model is illustrated in Figure 1.



Figure 3.1. The concept of Borg and Gall Development

Research using the steps of research and development of the Borg and Gall model was conducted to determine the development process and analyze the feasibility of the resulting product. Meanwhile, the procedure for this research is as follows:

3.1. Potential and Problem Analysis

The potential problem phase is the investigation phase carried out to determine if there is a problem. The researcher conducted interviews with Indonesian language teachers and analyzed the textbooks of class X students of SMA Negeri 1 Hamparan Perak to find out the analysis of needs in the field. Based on the potential and problems found by the researchers, the researchers were interested in conducting research using education in the form of Animaker videos to explore biographical text material about Indonesian language subjects.

3.2. Data Collection

The data collection stage is the research stage in answering potential and problems in the field by collecting data that can be used to explain and solve problems. Data collection was carried out by obtaining information from teaching materials used by class X students of SMA Negeri 1 Hamparan Perak in the learning process.

3.3. Product Design Development

The product in this development is an animated video made with Animaker media. The planning stage is mapping of educational material competencies, namely identifying materials according to the syllabus, compiling material maps and video scripts. The learning materials made were analyzed from textbooks used by class X students of SMA Negeri 1 Hamparan Perak and combined with additional material from other sources, and added practice questions to improve the discussion of the material and as a learning evaluation tool.

3.4. Product Validation

This product is validated to determine the feasibility of the product by the validator. The validator can evaluate the product by providing comments, suggestions and improvements so that the strengths and weaknesses of the product can be identified. This product is validated by material experts and media experts.

3.5. Product Revision

The product design that has been reviewed by the validator gets information in the form of suggestions and input from the validator which will be used as material for improvement. After initial review, the product was redesigned then reviewed by the validator until the teaching materials developed were said to be free from revisions or were suitable for use and were assessed through a validation questionnaire sheet.

3.6. Dissemination

This stage is the final form of the product being developed. However, because the development product in this research is a digital/non-printed product, what the researcher makes is dissemination.

In the dissemination stage, the researchers distributed it by uploading biographical text teaching materials assisted by Animaker media to the YouTube platform so that students or teachers could easily access it if they wanted to reuse it. Then, for lecturers, material experts, media experts, and Indonesian language teachers, will get the teaching materials in the form of a Compact Disc (CD) which contains the final results of the biographical text teaching materials assisted by Animaker media for class X high school students that have been developed.

4. Result

4.1 Developing Process of Biographical Text

a). *Potential Analysis*

Based on the results of initial observations at SMA Negeri 1 Hamparan Perak by conducting interviews with one of the class X Indonesian language teachers, Mrs. Evi Rasmita, S.Pd. It can be seen that the problems or constraints at that time were obtained from the results of the interviews as follows:

- 1) It is known that during the learning process both online and offline, many students are inactive or lack of interaction during learning.
- 2) Teachers need media or teaching materials that are more effective and innovative in increasing student interest in learning.
- 3) The learning of biographical text material for students of class X MIA 1 was previously less than optimal, as well as other materials due to the online learning process.
- 4) Learning media with Animaker video has never been used in learning at SMA Negeri 1 Hamparan Perak, especially in Indonesian class X subjects.

From the results of the interview, the teacher was very interested in the development of biographical text material assisted by Animaker's video which could potentially increase the variety of teacher learning in the classroom and could increase student interest and success in the Indonesian language learning process both online and offline, and with the availability of facilities or facilities that support some teachers and students in trying to make or access Animaker videos, be it network facilities or internet quotas and electronic devices (such as gadgets, smartphones, and laptops).

b). *Problem Analysis*

In this study, researchers found problems related to learning resources for class X students in the learning process implemented at SMA Negeri 1 Hamparan Perak. The teaching materials used are Student Textbooks from the Ministry of Education and Culture of the Republic of Indonesia in 2016.

The issues in class X student teaching material are indicators in the textbook are not in accordance with

the KD and the contents of the textbook still slightly discuss the terms of the sub-components of the material, there is no theory based on opinions according to experts and the presentation is still descriptive, causing students or readers to be less interested. to read the entire book. And in the textbook there are only task orders (such as; note, repeat, compare, identify) which are the benchmarks as learning evaluation tools and there are no practice questions in the form of multiple choice or essays that can be used as evaluation benchmarks in learning.

Information obtained from problem analysis then used as input for product planning development.

These results are related to the lack of interest in student learning because the materials and media used by the teacher are less varied and there are still many students who do not understand and it is difficult to understand the learning material because the learning resources and presentation of the teaching materials used are less creative. It is necessary to handle which is expected to be able to provide a solution to increase students' interest in the learning process and solving the problem is to developing audio-visual teaching materials assisted by Animaker media on biographical text learning materials for class X. The data obtained regarding potential problems are as follows:

Table 1. Potential Interview Results and Problems

No.	Question	Answer
1	What is the condition of the learning activities of class X students in Indonesian subjects at SMA Negeri 1 Hamparan Perak?	<i>At this time, the learning implemented at SMA Negeri 1 Hamparan Perak is still Limited Face-to-face Learning. Some students study online and face-to-face at school. For students who have gadgets, they get learning instructions from the WhatsApp group and students who don't have devices, then the students pick up learning guide materials to school.</i>
2	What teaching materials are used in learning activities in class X in learning Indonesian?	<i>The teaching materials used by students at this time are Indonesian Class X Curriculum 2013 revised edition 2017 and occasionally use PowerPoint to deliver shorter material so that students can understand the material being taught.</i>
3	The biographical text is part of the learning material in class X. From your experience while teaching, how is the student's interest in the text material in learning in PJJ or PTMT conditions?	<i>Students' interest or interest in learning Indonesian during PJJ and PTMT is lacking. Because there are still many students who are not active and less responsive during the learning process. Especially in the biographical text material at the time of the previous class X, students' enthusiasm and learning outcomes decreased in the condition of PJJ.</i>
4	Does the student's interest in the material have an impact on the value of learning outcomes obtained by students?	<i>Yes, it certainly has an impact. The achievement of student learning outcomes on biographical text material at that time on average decreased.</i>
5	Are the teaching materials used today effective in helping students' learning activities, especially in the current state of PJJ and PTMT?	<i>In my opinion, it is not effective even though I have sent material with PowerPoint through a WhatsApp group, but the students' interest or interest in learning is still lacking. Moreover, in the condition of PJJ or PTMT this becomes an obstacle because there is no direct supervision from the teacher.</i>
6	What do you think, if learning Indonesian in class X uses animated video-based teaching materials?	<i>It would be very good and effective if it was done in the PJJ and PTMT processes. Of course, it will make it easier for teachers to deliver learning and add variety to learning in the classroom. Students will also be more interested and easier to understand the material because they learn to use animated videos. Moreover, if the animated video is designed as attractive as possible based on material criteria.</i>
7	Are there any supporting facilities at SMA Negeri 1 Hamparan Perak, when doing learning using animated video-based teaching materials?	<i>Yes, of course, there are facilities in the form of Infocus and Projectors in schools that can support the learning process using these animated videos.</i>

c). Data Collection

At the data collection stage, researchers seek and collect supporting data that can be used as a reference in the content of product development materials that can be used to explain and solve problems in the field.

The collection of research reference data was carried out by obtaining various sources of information, including information related to effective teaching media needed by class X students in the learning process. The data that was collected by the researchers when interviewing several students of class X was that there were still many students who did not understand and it was difficult to understand the learning material because the learning resources and the presentation of the teaching resources used were less creative. The data that the researcher got is a reference and evidence to strengthen the reason that Animaker video learning media is needed in SMA Negeri 1 Hamparan Perak. Another thing, at SMA Negeri 1 Hamparan Perak there are also adequate facilities if teachers want to use infocus and projectors.

The basic competencies and indicators of competency achievement in the class X Indonesian language book become a reference in compiling content in teaching materials that will be packaged in the form of animated videos. In making these teaching materials, it is not only based on data received from the teacher, but here the researchers also use some other supporting data to maximize the results of developing teaching material products assisted by Animaker media such as the basic materials for making biographies text (including; understanding, characteristics, rules and regulations). language,

structure, presentation patterns of superior characters, and ways of imitating the character's superior personality) from textbooks for Indonesian students and teachers of class X and examples of biographical texts and pictures of community leaders from Google related to the material. The collected materials will be presented as teaching materials in the development of audiovisual teaching materials assisted by Animaker media in the learning materials of biographical texts for class X are:

- 1) Contents of the biographical text (includes; understanding, characteristics, structure, presentation patterns of superior characters, and ways to imitate the character's superior personality)
- 2) Sample biographical text
- 3) Identify the structure, presentation patterns of superior characters, and things that can be followed from examples of biographical texts
- 4) Conclusion of the content of the biographical text
- 5) Practice questions in the form of 20 multiple choice questions related to the material that has been discussed.

Reference research is done by collecting data through various sources of information, including information related to teaching materials used by class X students of SMA Negeri 1 Hamparan Perak in the learning process. The data that was collected by researchers through a literature study of Kemendikbud student textbooks on biographical text material for KD 3.14 and 4.14, namely:

Table 2. Comparison of Contents of Biographical Text Teaching Materials

No.	Appropriate Material Student Class X Textbook by Ministry of Education and Culture	Materials Developed in Animaker-WebTeaching Materials
1	<p>The indicators in chapter VII of the biographical text material at KD 3.14 are:</p> <p>3.14.1 Identifying the characteristics of a biographical text based on its content</p> <p>3.14.2 Identifying the structure of the biographical text</p> <p>3.14.3 Finding patterns of presenting superior characters in biographical texts</p> <p>Meanwhile, at KD 4.14 are:</p> <p>4.14.1 Identifying superior personalities that can be imitated from biographical figures</p> <p>4.14.2 Explaining how to imitate the superior character of a character in a biography with an exposition text.</p>	<p>The indicators developed by researchers in KD 3.14 are:</p> <p>3.14.1 Examining events (life struggles, educational journeys, and careers) in exemplary biographical figures</p> <p>3.14.2 Assessing things that can be imitated from characters in biographical texts based on their contents. Meanwhile, at KD 4.14 are:</p> <p>4.14.1 Analyzing things that can be imitated from characters in biographical texts that are read in writing</p> <p>4.14.2 Restate the things that can be imitated from the events contained in the biographical text.</p>
2	<p>Definition of Biographical Text</p> <ul style="list-style-type: none"> • A biography is a memoir of a person written by another person that presents his or her life history, experiences, to the success story of the person being reviewed. Generally, biographies feature famous figures, successful people, or people who played a major role in something that concerns the lives of many people. 	<p>Definition of Biography Text</p> <ul style="list-style-type: none"> • Biography comes from the Greek word Bios which means 'life' and Grafien means 'to write'. Biography is also often called a retelling. According to Yusup, a biography is a type of recount text, which retells past events or experiences. In this case, what is told is usually about life's struggles, educational journeys, and the career of a famous figure.

3 Characteristics of Biographical Texts

• In student textbooks there is no explanation of the characteristics of a biographical text, only general questions (5W+1H) to describe a biographical text.

4 Structure of Biographical Text

• The explanation of the structure of the biographical text is as follows.

1. Orientation or setting (aim), contains information about the background of the story or event that will be told next to help the listener/reader. The information in question relates to who, when, where, and why.

2. Important events (record of events), contains a series of events arranged chronologically, according to the order of time, which includes the main events experienced by the characters. In this section, the narrator's comments may be included in several sections.

3. Reorientation, contains evaluative comments or concluding statements regarding the series of events that have been told previously. This section is optional, which may or may not be present in a retelling.

• According to Kemendikbud the definition of a biography is a text that tells a character or actor, events, and problems he faced during his life. According to Istiqomah, a biography is a life history of a person who is told through writing through a third person (the author) and has the copyright to the work of the written character (the resource person). According to Toyidin biography is the life history of a person or character written by someone else to serve as an example for many people. Meanwhile, according to Wahono, he added that the biographical text is a factual text because it is delivered based on facts.

• It can be concluded from some of the explanations above, the definition of a biographical text is a text that tells the story or life history of a person who can inspire many people based on the imagination of the author.

Biography Text Features

• Thus, the researcher presents an explanation of the characteristics of the biographical text according to Setianingsih Zahro and Hasanudin as follows:

1) The biographical text contains information based on facts made in the form of a narrative.

2) Contains a story of a character's life in solving problems until it is finally successful, so that it is exemplary.

3) The biographical text has a clear structure.

• In Tarigan adds that there are several characteristics of biographical texts, namely:

1) there is an integrated plot, or play,

2) there is a time frame,

3) there is a storyteller who tells the story,

4) development of actors, and

5) a space or place where the story takes place.

• According to Setyowati, the characteristics that stand out in the biographical text include;

1) has an episodic storyline and can form a time frame,

2) have an integrated play,

3) contains the history of a person's life experience.

4) narrative in the biographical text of a third person (story).

5) development of the characters,

6) There is a setting where the story takes place.

Biography Text Structure

• For the structure that the biographical text has in its provisions, namely orientation, important events, and reorientation. However, researchers took other sources related to structure with explanations and language that were easier to understand.

According to Ario and Muhammad Yusup, the structure of the biographical text is as follows.

1) Orientation is information about the background of the story.

2) Important events are a series of events arranged chronologically based on the order of time.

3) Reorientation, contains conclusions about the series of events that have been told previously.

The structure of the biographical text according to Zabadi and Sutejo, has three parts, namely orientation, events and problems, and reorientation. Unlike Mulyadi, the biographical text does not have an absolute structure. This is because it depends on the way the author describes the characters and events experienced by the characters. The reorientation section is that this section is not mandatory so it is optional. However, in general, there are three structures of biographical text, namely, orientation, series of events, and reorientation

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- 5 **Pattern of Presentation of Superior Character**
- In student textbooks, the pattern of presenting superior characters of biographical texts can be seen from the plot, point of view, storytelling style, focus of storytelling and terms of language use.

Superior Character Presentation Pattern

- The following is the pattern of presenting superior characters according to the Ministry of Education and Culture, including the following:

1. The direct presentation pattern of superior characters is a presentation pattern that is written directly so that the reader does not need to read the entire text and analyze its implied meaning.
2. The pattern of presenting superior characters descriptively is a presentation pattern that is written indirectly by describing or describing characters, such as the way the character faces problems or character traits.
 - a. The pattern of presenting superior characters indirectly through the character's actions is a presentation pattern by writing implicitly in the description of the character.
 - b. The pattern of presenting superior characters indirectly through the narrative of other characters is a presentation pattern by presenting other characters who tell or give statements about superior characters.
 - While Chakra, suggests the pattern of presentation of biographical text characters can be seen from the plot, point of view, writing style, and the focus of the story.

- 6 **Exemplary in Biographical Texts**
- Characters whose life stories are written in biographies usually have superior personalities compared to other people. This superior personality leads a person to achieve success in life.

Exemplary in Biographical Text

- Researchers explain how to identify a superior personality that can be imitated from a biographical character, we can see it from events or problems experienced by someone and how to deal with all of them. And one of the benefits of biographical texts is that listeners or readers can imitate the superior characters of the characters in the biography to be applied in everyday life.

- 7 **Sample Biography Text**
- Biography of B.J. Habibie
 - Biography of George Saa, the Genius from Papua
 - Biography of the Worldwide Indonesian Comic Artist, Ardian Syaf.

Sample Biography Text

- Biography of RA. Kartini
- Biography of Damiri Mahmud (famous literary figure in Hamparan Perak)

The reason the researcher chose the example of the biographical text was because it was based on a figure that was widely known to the public, namely RA. Kartini and literary figures Alm. The famous Damiri Mahmud is in the area where the researcher makes observations and is close to the lives of students.

- 8 **Summary**
- a. A biography written by the character himself is called an autobiography, while a biography written by someone else is called a biography.
 - b. Based on its function or purpose, retelling is categorized as a narrative text, namely a text that aims to narrate an event as real as possible so that the reader or listener seems to witness the event firsthand.
 - c. The structure of the biographical text is orientation, important events, and reorientation.
 - d. To find the superior character of the character, it can be done by identifying what events/problems a person is experiencing and how to deal with them.
 - e. There are two ways of depicting superior characters, namely as follows. 1) Directly, the writer or narrator directly mentions the characters. 2) Indirectly through character dialogues and other characters' dialogues, and what other characters do.

Conclusion/Summary

- a. Biographical text is a text that tells the story or life history of someone who can inspire many people based on the imagination of the author.
- b. The characteristics of a biographical text include: it contains information based on facts, the story problems are always solved successfully, and contains a clear structure.
- c. The structure of the biographical text is orientation, important events, and reorientation.
- d. The pattern of presenting superior characters in biographical texts is divided into two, namely directly and indirectly.
- e. The way of depicting superior characters who can be role models is by directly (the author mentions the characters) and indirectly (the characters are told through the dialogues of the characters or the dialogues of other characters).

- 9 **Practice Questions/Assignments**
- In student textbooks, there are only assignments (such as recording, repeating, comparing, identifying) there are no exercises as learning evaluations.

Practice Questions/Assignments

- In Animaker's media-assisted teaching materials, there are 20 multiple choice questions that can be used as learning evaluation tools.

d). Product Design Development

The product in this development is an animated video made with Animaker media. The planning stage is mapping the competence of educational materials, namely identifying materials according to the syllabus, compiling material maps and video scripts. The learning materials made were analyzed from textbooks used by class X students of SMA Negeri 1

Hamparan Perak and combined with additional material from other sources, and added practice questions to improve the discussion of the material and as a learning evaluation tool.

The following will explain in more detail the design of biographical text materials and the making of designs in biographical text teaching materials assisted by Animaker's media.

Table 3. Preparation of Storyboard Teaching Materials

Steps to Compilation of Developing Biographical Texts by Audio-visual Teaching Materials: Animaker-Web for High School Students

1. Login to the animaker.com page.

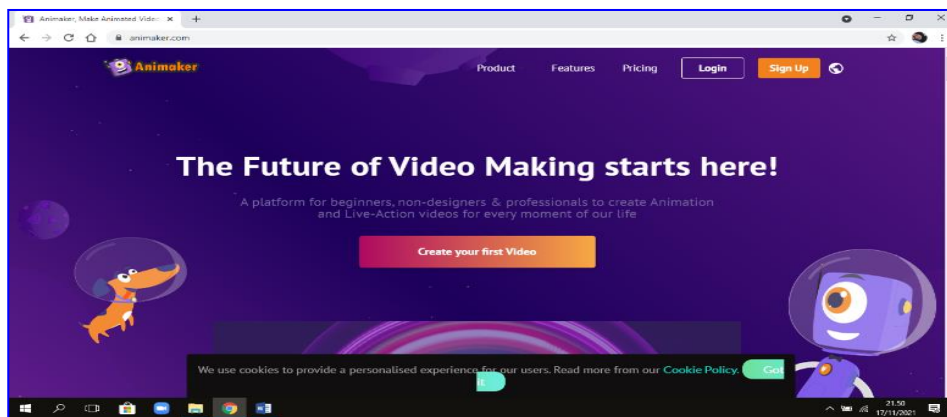


Figure 2. Animaker Home Page

Starting with preparing an Android or PC to open the Animaker application via the web on the Google page using an internet connection. Open the Google Chrome or Mozilla Firefox application, then type www.animaker.com so that the page appears as above. After that, click 'Enter Your Free Video' which is listed on the Animaker page by entering your email so you can immediately make videos for free.

2. After logging in using the account, proceed to create the desired character in the create feature, then create a character.

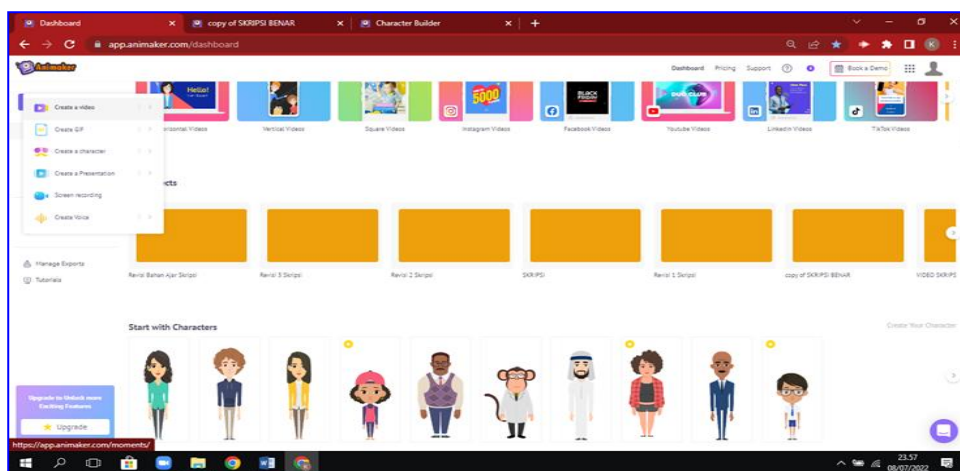


Figure 3. Animaker Dashboard

This display will show after you sign in, you can immediately make videos based on your own needs and creativity. Many features are offered in this Animaker application such as video display size, video theme or background, the character you want to use in the video, and there are many options provided in this Animaker application. In this study, the size needed is 16:9 with the background adjusted to the colorful classroom equipment.

3. The character in this teaching material is adjusted to resemble a teacher.



Figure 4. Animaker Character

The character depicts a teacher who is neatly dressed. There are many other character choices that you can use and the color choices also vary. The animated character used is called Miss Animaker whose role is to explain each material.

4. After the character has been created, proceed to making each scene on the storyboard.

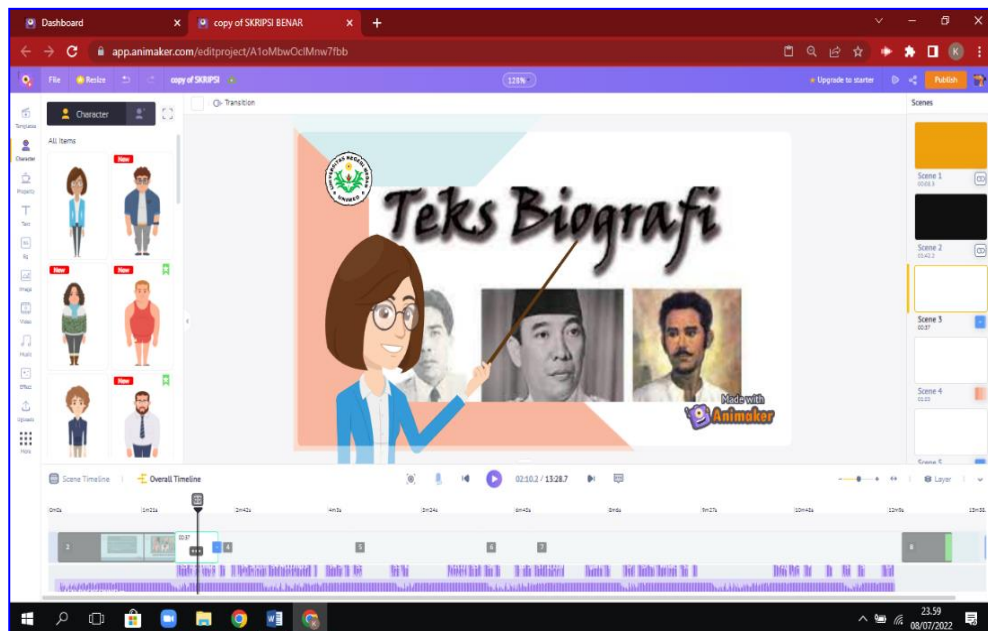


Figure 5. Animaker Storyboard

In this stage, you are free to be creative in making every scene in the animated video. Therefore, according to the study, all the scenes in this video will discuss the nature of biographical text.

5. After the storyboard of each scene has been designed until the last and finished scene. Furthermore, the results of the storyboard work are saved as a video by pressing the Publish button, then Download Video.

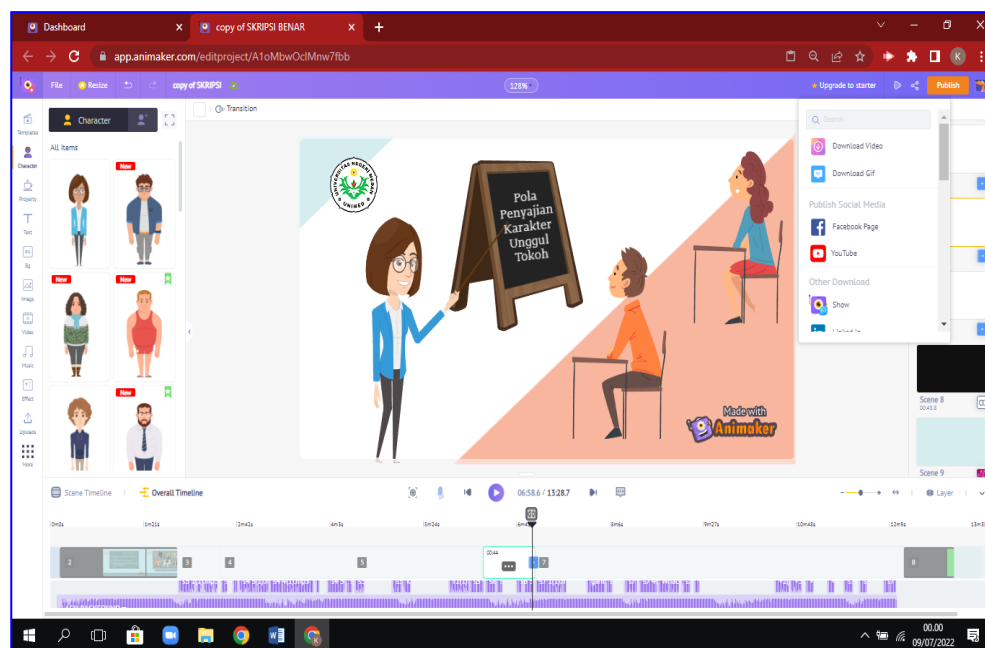


Figure 6. Animaker Publish Button

After all the scenes in the storyboard have been completed. Then the next step is that your video can be saved by clicking 'Publish', then clicking 'Download Video'. Wait a few minutes for the application to prepare your video, when finished your video can be presented in MP4 format and can be played without a network Internet.

e). Product Validation

This development product is validated to determine the feasibility of the product by the validator. Product validation is carried out by 2 expert validators, namely Material Expert and Media/Design Expert. The validator can evaluate the product by providing comments, suggestions and improvements so that the strengths and weaknesses of the product can be identified.

The first validation is product validation to the Material Expert validator. The material expert on the development of biographical text materials assisted by Animaker's videos is Mrs. Frinawaty Lestarina Barus, S.Pd., M.Pd. who is a lecturer at the Department of Indonesian Language and Literature Education, Faculty of Language and Arts, State University of Medan. Validation is carried out with 4 aspects of the assessment, namely material aspects, presentation aspects, contextual aspects, and language aspects which consist of 15 assessment indicators and 40 statement items. This validation instrument was adapted according to the guidelines according to the National Education Standards Agency. The scores for obtaining the feasibility of the Animaker video from the implementation of material expert validation.

Table 4. Material Expert Validation Assessment Results

No	Total score obtained	Max score	Persentase	Criteria
1.	123	160	76,87%	Good

In the process of implementing material expert validation, the validator checks the product and provides four times improvements to the product. The scoring of the questionnaire by the material validator is carried out once, so that the percentage result is 76.87% of the score 123 is included in the classification of good criteria with information that can be used with revisions (valid). Assessment is carried out when the product has completed the revisions expected by the validator. The highest score obtained is in the component part of the feasibility of the content of the material which reaches a score of 41, the feasibility of presentation reaches a score of 28, the feasibility of language reaches a score of 30 and the lowest is in the part of the feasibility of contextual concepts which reaches a score of 24 out of 123 scores obtained.

In addition to validation in terms of material, validation is also carried out in terms of media or design. The media expert in the development of biographical text materials assisted by Animaker's videos is Drs. Mesra, M.Sn. who is the head of the department and lecturer of the Department of Fine Arts, Faculty of Language and Arts, State University of Medan. Validation is carried out with 2 assessment aspects, namely the graphic presentation aspect and the language aspect which consists of 6 assessment indicators and 30 statement items. The results of the implementation of media/design validation.

Table 5. Design/Media Expert Validation Assessment Results

No	Total score obtained	Max score	Persen tase	Criteria
2.	108	120	90%	Very Good

In the process of implementing the media/design expert validation, the media validator checks the

product and does not provide any repairs because the product is in accordance with the validator's expectations. Giving the product feasibility score on the questionnaire by the media validator is only done once, so the results obtained with a percentage of 90% of the score 108 are included in the classification of very good criteria with information that can be used without revision (valid). The highest score obtained was in the graphic presentation aspect which reached a score of 88 and the lowest was in the language aspect which reached a score of 20 out of 108 scores obtained.

f). Product Revision

The product design that has been reviewed by the validator suggestions and input from the validator which will be used as material for improvement. The product was redesigned, then reviewed by the validator until the teaching materials developed were said to be free from revisions or were suitable for use and were assessed through a validation questionnaire sheet. As for improvements or suggestions for product development of biographical text materials assisted by Animaker's videos, there are only material validators as follows:

Table 6. Material Expert Revision

No.	Before Repair	After Repair
1.	In this case, what is told is usually a famous figure and has a great service or role in social life.	In this case, what is told is usually about life's struggles, educational journeys, and the career of a famous figure.
2.	Using several linguistic rules such as conjunctions, reference words, verbs, time, activity, and place.	The linguistic rules of biographical texts include: telling the past time, using first person singular or plural pronouns, using action verbs, using 5W+1H elements, and using noun words that show the names of places and times.
3.	Initially, there were only 5 multiple-choice questions and they were not based on HOTS.	The test questions were changed to 20 selected questions representing each point of the learning achievement indicator and based on the HOTS.
4.	The presentation in the test instrument initially contained several questions that referred to the discussion of the previous question text.	Problem number 13 is given a text discussion, so that it is more focused.

There are no improvements or revisions from media/design experts regarding the development of this Animaker video-assisted biographical text material because the product is in line with what the validator expects. Media/design experts appreciate this good Animaker video and provide positive suggestions so that in the future teaching materials like this can be developed again with other teaching materials.

e. Dissemination

In this dissemination stage, the researcher chooses alternative forms that are easy to access by students and others. The distribution of Animaker's video on biographical text material can be seen at:

- 1). Dissemination via WhatsApps group class X MIA 1 SMA Negeri 1 Hamparan Perak, by including a Google Drive link that can be accessed if the person has this link: https://drive.google.com/file/d/1IeZi_PsEGLM7OzHgQwbqTWG59ZnTbABj/view?usp=sharing
- 2). Upload on the YouTube page, channel belonging to Novhira Putri Paino with the following link: <https://youtu.be/XFlpUf9yQi4>
- 3). In the form of a Compact Disc (CD) for lecturers, material experts, media experts, Indonesian language teachers, and parties in need as evidence of the development of biographical text assisted by Animaker's video in this study.

4.2 Feasibility of Materials: Animaker Web on Biographical Text Learning Materials

In this study, the product of biographical text assisted by Animaker's video went through an assessment process by experts to determine its feasibility through distributing questionnaires. The researcher made as many as 2 questionnaires consisting of a validation questionnaire by material experts and media/design experts. The explanation grid related to the validation of the feasibility of learning media, among others, is as follows:

a. Material expert validation questionnaire

The material validation questionnaire grid was adapted according to the guidelines according to the National Education Standards Agency. The questionnaire consists of 4 aspects of assessment, namely material aspects, presentation aspects, contextual aspects, which contain 15 indicators and 40 statements with a percentage gain of 76.87%.

b. Media/design expert validation questionnaire

The media/design validation questionnaire grid was adapted according to the guidelines according to the National Education Standards Agency. The questionnaire consists of 2 assessment aspects, namely the graphic presentation aspect and the language aspect which contains 6 assessment indicators and 30 statement items with the percentage gain reaching a value of 90%.

Based on the score obtained from the material expert validation, the percentage of the assessment reached 76.87% (good) for use. Furthermore, the results of the media/design expert validation, the percentage results reached 90% (very good) for use. Referring to the explanation above, it can be concluded that the biographical text material assisted by Animaker's video for class X SMA students has an average score of 83,43% including very good criteria, has decent quality and can be accepted as one of the teaching materials or media with very feasible (valid) criteria.

Table 7. Average Total Score

No.	Validator	Persentase Skor	Criteria
1	Material Expert	76,87%	Good
2	Media/Design Expert	90%	Very Good
Average Total Score		83,43%	Very Good

5. Discussion

Based on the results of the development, it can be seen that the product in the form of audio-visual teaching materials assisted by Animaker web on biographical text learning materials for class X students is teaching materials in the form of animated videos. In producing these teaching materials, the researchers carried out six stages of research and development of R&D, namely the potential problem stage, data collection, product analysis design, design validation, product revision and product form. The reason the researchers limited it to only six stages was due to the limited time and conditions for conducting product trials. However, these six stages have answered the problems that have been described in the problem formulation in the form of the process of developing teaching materials and the feasibility of the teaching materials developed (Situmorang, 2018). In the process of this research also perform basic stages, namely analysis of potential needs and problems and expert intervention as a product validator of biographical text teaching materials assisted by Animaker's web. According to Magdalena (2020), learning using media can maximize the learning process so that it is more stable, far away more fun and easier for students to understand biographical texts. By therefore, Animaker-assisted teaching materials had to be designed in such a way that can add new insights for students and can attract students' interest in learning process. The audio-visual media teaching materials are expected to be able to accommodate the delivery of material by the teacher and can influence interest student learning from being ordinary becomes even more enthusiastic in the process Indonesian language learning, especially biographical text material so as to achieve expected success.

In terms of the characteristics of teaching materials, this development is classified as electronic teaching materials. The theory that underlies this is put forward by Gunadharna (2011) regarding the characteristics of electronic teaching materials, including the following:

- 1) Displayed using a computer monitor or screen. The results of the development of audio-visual teaching materials assisted by Animaker's web on biographical text learning materials for class X students are also packaged in a practical and attractive way into animated videos that will be displayed using a monitor or screen either through mobile phones, laptops, and computers. Johnson shows that multimedia learning show characteristics that are more consistent in the context of the material studied. In addition, contextual learning can be stimulating the child's brain to understand the material. In line with this, Shofan put forward the concept of learning identically realistic with using media that is familiar to students (Mashuri, 2020).
- 2) More practical to carry everywhere. Biographical text teaching materials assisted by Animaker web are made to make it easier for students to study biographical text material that is discussed briefly and clearly. Therefore, teaching materials are made to the stage of dissemination so that students can access and study them at any time. The application of multimedia seems to have become a necessity in learning at school. This need refers to increasingly development of public information technology. Currently, students can use multimedia-based technology outside of school to find information related to learning materials freely and without limit (Fajarwati, 2021).
- 3) Using a CD, flash drive, or memory card as a data storage medium. In teaching materials, biographical texts assisted by Animaker web are also packaged into CDs as evidence to lecturers that researchers have developed teaching materials. Use of radio, television, VCD, DVD, network internet, images and various other types of media that are easy to find at Public. If the school is not more advanced in using multimedia in the learning process it will make learning is not interesting and can not stimulate students in learning. The consequence is that the learning material is not optimally delivered. Because one of the main purposes of use media is to stimulate students and build their motivation to receive the message of learning completely (Rima, 2016).
- 4) Using help resources to operate it. To operate this biographical text teaching material assisted by Animaker's media, it is not necessary to use a power source, but to use the internet network to access it. The successful use of audiovisual media is determined by the quality and effectiveness of the audiovisual material. It can only be achieved by organizing and organizing ideas that emerge, plan carefully and apply techniques basis of visualizing any object, concept, information or situation (Pratiwi, 2021).
- 5) The presentation is equipped with audio and video. This biographical text teaching material assisted by Animaker web is an audio visual teaching material so that its contents need to be added several supporting elements such as images, writing, sound, transitions and background music in order to create an impression for the audience. Animaker in learning, namely the media it is interactive and can cover all aspects of the five senses. The use of Animaker media is practical for beginners and can generate creative abilities so as to create processes learning becomes fun (Nisa, 2021).

Making audio-visual teaching materials assisted by Animaker's web for class X biographical text learning materials in the form of animated videos using a laptop using the Animaker.com website. The manufacturing process starts with making a simple animated video that is adapted to the material and script that has been made previously, namely choosing a video background, adding characters, adding voice by recording or dubbing, adding supporting elements (such as images, text, background music and supported transitions), and video length determination (Mashuri, 2020).

In its development, researchers consider the use of backgrounds or colors, use of letters, animated characters, character voices, background music, or other supporting elements tailored to the user, namely class X SMA students so that they can be well received. In selecting the background, the researcher chose a background related to the properties in the school such as blackboards, chairs, tables, and the rest in the explanation of the material the researcher only chose a simple colored background so that students' views were focused when watching the explanation of the Animaker media-assisted teaching materials. The choice of color is also something that must be considered, it is necessary to adjust the color of the writing with the background color, the color of the writing that is almost similar to the color of the object behind it will certainly interfere with the presentation so that a slightly bright and striking color is needed (Munawar, 2020).

The use of letters is also adjusted to the background and images that are around it. In this audio-visual teaching material assisted by Animaker's web in this biographical text learning material for class X students, the researcher only uses several types of letters and the most frequently used is the 'Arvo' typeface and the use of letter effects such as bold, italic, and underline is adjusted to suit the needs of the students. needs. Meanwhile, the selection of animated characters is also the result of several considerations, this biographical text teaching material assisted by Animaker's web, the researcher also introduces himself in the opening and closing of the video.

Furthermore, the researcher attended the Miss Animaker character who became the character of the lesson teacher because the researcher himself became the voice of the character in teaching materials assisted by Animaker's web (Maheswari & Pramudiani, 2021).

The addition of sound in this teaching material, the researchers recorded sound. For the voice of the character 'Ms. Novhira', the researcher still uses the original voice of the researcher, while for the voice of the character 'Miss Animaker', the researcher slightly engineered her voice to look like a cartoon sound with the help of sound effects (Kusumahwardani, 2022). Supporting background music is also used by researchers to make teaching materials more interesting and not boring.

The use of background music with a low medium volume is intended so that when the animated characters speak, the sound of the music can accompany but not interfere and when the animated characters are silent, the biographical text teaching materials assisted by Animaker web also do not feel quiet and empty.

Likewise, other supporting elements must be adjusted and do not need to be used excessively so that the display of teaching materials does not look crowded so that the audience can increase their concentration on the learning content. In addition, the researchers also considered the size of the video teaching materials with a duration of 12 minutes 16 seconds, size 36.2 Mb and a video quality ratio of 720p into Novhira Putri Paino's Youtube channel with the aim that when students want to access it again via Youtube, they can decide for yourself the size of the video quality starting from 144p-720p according to the internet quota capabilities of the students.

Nisa (2021) claim the audio-visual teaching materials assisted by Animaker web on biographical text learning materials for grade X students have advantages and disadvantages. The advantages are: (1) Animaker web-assisted teaching materials can be made on any device, whether on a laptop, computer, tablet, or smartphone, (2) Animaker web-assisted teaching materials can be stopped, repeated, accelerated, duplicated, repaired and downloaded repeatedly. times according to the wishes and needs of its users, (3) Animaker web-assisted teaching materials can be accessed anytime, anywhere and by anyone if they have access to the following link: https://drive.google.com/file/d/1HeZi_PsEGLM7OzHgQwbqTWG59ZnTbABj/view?usp=sharing and <https://youtu.be/XFlpUf9yQi4>. (4) the developed teaching materials use the mp4 format (video format in general) and can be accessed freely with a maximum resolution of 720p and the lowest 144p. While the shortcomings of teaching materials assisted by Animaker web are: (1) Animaker web-assisted teaching materials which are developed only on the

subject of biographical texts, (2) the use of Animaker-assisted teaching materials must be accessed using an internet quota network, except for someone who has files and CDs. teaching materials.

6. Conclusions

In the 21st century, learning has shifted completely with the use of adequate technology in the teaching and learning process such as the use of multimedia-assisted audiovisual teaching materials is an interesting thing to improve the skills of both teachers and students so as to create a pleasant learning atmosphere. The discussion in this study refers to the stages of research and development proposed by Borg and Gall, including: analyzing and collecting data, designing, developing, and disseminating. This research and development has produced biographical text teaching materials on audio-visual teaching materials that are feasible, practical, and effective to use which are designed with the help of the Animaker web. From the validation analysis of Animaker's web-assisted audio-visual development at the high school level, the results obtained a feasibility score of 76.87% for the feasibility of the material and 90% for the feasibility of the design/media. Therefore, it can be concluded that Animaker's web-assisted audio-visual teaching materials can increase students' interest and motivation in learning so that they can create their own skills in the world of education. The results of this study indicate that Animaker's web-assisted audio-visual teaching materials are feasible and effective to use in the learning process for teachers and students.

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