EXPERT VALIDATION OF ANIMAKER FOR FRESHMAN IN KH.A.WAHAB HASBULLAH UNIVERSITY

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Abstract

This research aims to develop and validate audio-visual learning media using Animaker, an artificial intelligence tool, to assist freshman students in the English Department of KH. Abdul Wahab Hasbullah University in understanding grammar, especially English tenses. The study employs a Research and Development (R&D) approach using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). The results show that media and material validations very positive scores (material: 70% and 80%; media: 88% and 84%). Furthermore, student responses indicated high satisfaction (89%) with the media. The Animaker-based media effectively engages students through audio-visuals, making grammar learning more enjoyable and comprehensible. Recommendations include expanding offline capabilities and exploring diverse media for broader application
.
Keyword: Animaker; artificial intelligence; grammar; English learning; audio-visual media.

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan memvalidasi media pembelajaran audio-visual menggunakan Animaker, sebuah perangkat kecerdasan buatan, untuk membantu mahasiswa baru Jurusan Bahasa Inggris Universitas KH. Abdul Wahab Hasbullah dalam memahami tata bahasa, khususnya tenses bahasa Inggris. Penelitian ini menggunakan pendekatan Penelitian dan Pengembangan (R&D) dengan model ADDIE (Analyze, Design, Develop, Implement, Evaluate). Hasil penelitian menunjukkan bahwa validasi media dan materi mendapatkan skor yang sangat positif (materi: 70% dan 80%; media: 88% dan 84%). Lebih

lanjut, tanggapan mahasiswa menunjukkan kepuasan yang tinggi (89%) terhadap media tersebut. Media berbasis Animaker secara efektif melibatkan mahasiswa melalui audio-visual, sehingga pembelajaran tata bahasa menjadi lebih menyenangkan dan mudah dipahami. Rekomendasi yang diberikan meliputi perluasan kemampuan luring dan eksplorasi beragam media untuk aplikasi yang lebih luas.
Kata kunci: *Animaker; kecerdasan buatan; tata bahasa; pembelajaran bahasa Inggris; media audio-visual.*

Introduction/Pendahuluan

According to English Proficiency Index (EPI), the world's largest ranking of countries and regions based on English language skills, more than 1 billion people speak English as a first or second language, and hundreds of millions as a third or fourth language. Sometimes difficulties in learning English, this lack of self-confidence arises because of fear or embarrassment of making mistakes when expressing sentences. There are many rules to remember when using verbs, nouns, as well as present, past and future tense formulas in starting a conversation.

Grammar is one of the most important elements in language learning. Correct grammar is your key to speaking English fluently and confidently. Even in terms of a person's social life, grammar matters. Tenses are one of the concepts in language that is most likely to seem difficult to understand. (Putra et al., 2014). An essential component of English grammar is tense.

The supporting facilities to implement character education applications is an important part that must be provided because it is seen as a tool to improve teaching performance in implementing instructional activities.(Ramdhani & Muhammadiyah, 2015)

According to (Hasan et al., 2021) Explained that the learning process will be more effective and successful if educators are able to create learning media that are appropriate to the material and age level of students. Artificial intelligence, many of their activities are helped by this technology, many students and the public have used this technology to help with their daily activities.

One of them is the Animaker application, which is an AI-powered video creation platform. This application allows users to create high-quality animated videos easily. Animaker is an application for making or creating movement effects by adding sound and switching from one movement effect to another with learning material so that it is more interesting.(Amiruddin & Diani, 2023).

With the rapid progress of countries in the world, whether in the fields of technology, social or culture, like it or not, we, the Indonesian people, as a developing country, must follow this progress (Pinkan Maulida et al., 2024). The development in the education field that always follow and innovate learning media. The article then examines gamification and AI, discussing how gamification can be used to increase student engagement and motivation, and how AI can enhance the effectiveness of gamified learning environments (Pendy, 2023).

(1) AI-powered individualized learning is made possible by an analysis of students'learning style preference, and strength. It maximizes learning result by adjusting content, speed, and evaluation to each student's needs.

(2) AI-driven personalized learning platforms are becoming more and more popular. They provide students with real-time feedback, individualized recommendations, and adaptive content that improves engagement and learning result.

(3) Future Directions: More personalization, engagement, and inclusivity are possible with AI in education. Immersion learning enviroment, learning analyticis powered by AI, and integrating AI with cutting-edge technologies.

Artificial intelligence is a technology breakthrough that is currently on the rise. Artificial intelligence is a branch of computer science that aims to create machines or systems that can perform tasks that usually require human intellegence. (Mustofa et al., 2023). Artificial intelligence, many of their activities are helped by this technology, many students and the public have used this technology to help with their daily activities

Research Methods

A research design is a plan for employing empirical data to address your research issue. Design research aims to design and develop educational interventions to solve complex learning problems and also to increase

understanding of the characteristics and interventions and how to design and develop them (Putrawangsa, 2019). The researcher selects ADDIE model to do steps of research it happens because this development model is flexible and easy to do. Research and Development (R&D) is a process or steps for developing a new product or improving an existing product. Research development is one type of research that can be a link or breaker of the gap between basic research and applied research (Okpatrioka, 2023).

The research models that are used in this research proposed by ADDIE (Analize, Design, Development, Implementation and Evaluation). Therefore, there are five steps for data collection research. (Figure 1) models ADDIE model is one of the most common models used in the instructional design field as a guide to producing an effective design.

Figure 1. *ADDIE* Model

1)   Analysis

In this process, the researcher analyze the freshman of English department in K.H. Abdul Wahab Hasbullah University. Based on the analysis of the results through the distribution of questionnaires, interviews.

2)   Design

In the design product process, the researcher start to design the product of audio visual. The researcher learns about the material grammar for freshman of English department in K.H. Abdul Wahab Hasbullah University.

3) Development

After the Annimaker application product was designed, the product and its materials were consulted with experts before the product was tested on students.

4) Implementation

After the Annimaker application product and materials were declared valid, a product trial was conducted in the English learning process for freshman of English department in K.H. Abdul Wahab Hasbullah University.

5) Evaluation

In the last stage, the researcher provides a quiz via the quiziz application which can be accessed by students to try out the skills.

Results and Discussion/Hasil dan Pembahasan

The Animaker-based learning media effectively addressed the challenges faced by freshman students in learning grammar. It allowed for simplified explanations of complex tense structures using a 'marriage formula' approach.

Material Expert Validation Result

In this study, researcher created audio-visual learning media that focused on English material in grammar courses for new students majoring in English. The experts in this study were Iin Baroroh Ma'arif, S.S., M.Pd. and Nurul Afidah, M.Pd. as a lecturer in the English department and a lecturer from KH. A. Wahab Hasbullah University and in this study. The material validation instrument used

by researcher to evaluate audio-visual learning media was a validation questionnaire. The Eligibility Criteria Based on Validation Results Table 1 validation results that have been filled in by material experts are presented in Table 2 and the validation results that have been filled in by media experts are presented in Table 3

Table 1. Eligibility Criteria Based on Validation Results

Interval	Criteria
81,25 < NRS ≤ 100%	Very Positive
62,5 < NRS ≤ 81,25	Positive
43,75 < NRS ≤ 62,5	Less Positive
25 < NRS ≤ 43,75	Not Positive

(Nunung, 2019)

Table 2. The Result of Material Validations

No.	Assesment Aspect	Score	
Curriculum Aspect		V1	V2
1	Suitability of material with basic competencies	4	3
2	Suitability of material with learning objectives	4	4
3	Truth according to theory and concept	4	4
4	Development of learning motivation	3	3
Material Aspect			
5	Ease of learning to understand	4	4
6	Clarity of learning instructions	3	5
7	According to students' abilities	4	4
Language Aspect			
8	Student interactivity with media	3	4
9	Easy-to-understand delivery	3	5
10	Providing feedback on evaluation results	3	4
	Total	35	40

Based on the validation results from the validators of material experts, there are several aspects that need further attention. Media expert validators provide suggestions and comments as follows.

1) Capitalization.

2) Grammar.

3) Formulation of tense rules.

Material Expert Validation Result

From the total results above, the two validatiors of this material obtained scores of 70% and 80%, so it can be concluded that the material contained in this media is positive. However, material experts still provide suggestions for revisions in several parts.

Table 3. The Result of Media Validations

No.	Assesment Aspect	Score	
media engineering aspects		V1	V2
1	Ease of materials	4	5
2	Accuracy in selecting tools for development	5	4
3	Clarity of instructions for using media	3	3
visual communication aspects			
4	Communicative (easy to understand language)	5	4
5	Suitability of audio visuals that support the material	5	5
6	Harmony of color selection	5	5
7	Color composition	5	4
8	Neatness of design	4	5
9	Audio visual display presented	4	3
10	Attractiveness of design	4	4
	Total	44	42

Based on the validation results from the validators of material experts, there are several aspects that need further attention. Media expert validators provide suggestions and comments as follows. additional way to enter learning media, not only with links but also by using barcodes, which made it easier.

Media Expert Validation Result, From the results that have been calculated above, from the two media validators obtained a score of 88% and 84%, so it can be concluded that the material in the media is very positive to be applied, it is concluded that the audio visual media is good.

Discussion

In this section, the researcher discusses the explanation of how the learning media product can help students in learning English. The data obtained through the student response questionnaire shows the criteria for the product to be suitable for use as a supporting medium for English learning for students. Meanwhile, according to the results of the data analysis that had been submitted by the researcher, the development of audio-visual learning media has advantages and disadvantages.

This product research was tested on 33 freshman of English department in K.H. Abdul Wahab Hasbullah University. This product has a level of feasibility to be tested, namely obtaining a total score of 70% and 80% for material validation and obtaining a total score of 88% dan 84% for media validation. The supporting facilities to implement character education applications is an important part that must be provided because it is seen as a tool to improve teaching performance in implementing instructional activities.(Ramdhani & Muhammadiyah, 2015).

The ability to learn English really needs encouragement from learning media to improve students English skill. Have important updates in exploring the potential of using animation as a technology based learning medium and discussing its practical impilications in the context of curriculum development and learning practices in educational institutions. (Melati et al., 2023)
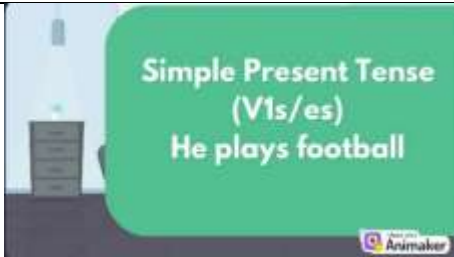
One of them is the Animaker application, which is an AI-powered video creation platform. This application allows users to create high-quality animated
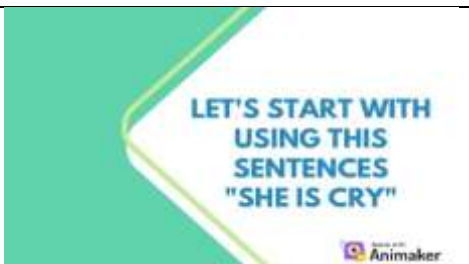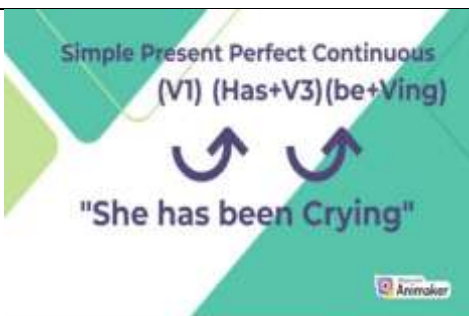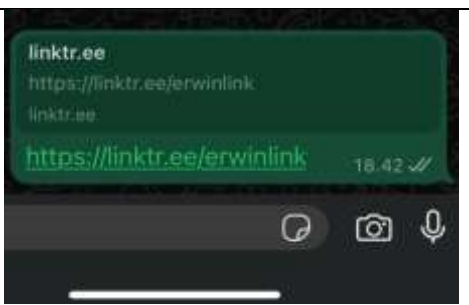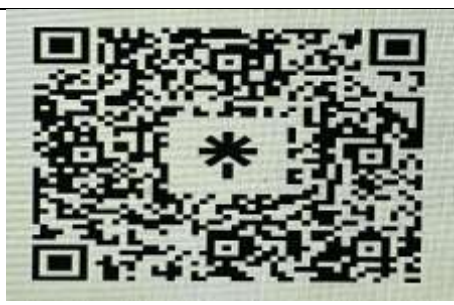
videos easily. Animaker is an application for making or creating movement effects by adding sound and switching from one movement effect to another with learning material so that it is more interesting.(Amiruddin & Diani, 2023). The animation sector is one that has been impacted by AI. Despite the fact that until recently, artificial intelligence was limited to using it for character arrangement and creating animated films. An animaker uses frames to create movements, which can also be rendered sounds. Animated movements can include everything from sitting, eating, and hand gestures,reading and other activities.(Rahmah et al., 2023).

In this study, a product was produced, namely audio-visual learning media for 33 freshman of English department in K.H. Abdul Wahab Hasbullah University. Audio-visual learning media based on animation is a learning media that helps teachers to create a more enjoyable learning atmosphere by using animated videos to explain material to freshman of English department in K.H. Abdul Wahab Hasbullah University. This research product goes through four validators, namely material and media validators. For material validation, it is assessed by material experts, namely lecturers of English Language Education courses. While for media validation, it is assessed by lecturers who teach learning media. The results of the product revision developed can be seen in Table 4.

Table 4. Product Revision by Subject Matter Experts and Media Experts

No	Before Revisian	After Revisian
Revision Based on the Advice of Subject Material Expert Validation		
1		

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	There is no use of capital letters.	After the fix and use of capital letters.
2	Rules in using grammar	Things that are in accordance with grammar rules
3	No origin of formula	Addition of the origin of the formula
4	Lack of login access to the application	Adding access to the application with a barcode

Conclusion

In this study, a product was produced, namely audio-visual learning media for 33 freshman of English department in K.H. Abdul Wahab Hasbullah University. Audio-visual learning media based on animation is a learning media that helps teachers to create a more enjoyable learning atmosphere by using

animated videos to explain material to freshman of English department in K.H. Abdul Wahab Hasbullah University. This research product goes through four validators, namely material and media validators. For material validation, it is assessed by material experts, namely lecturers of English Language Education courses. While for media validation, it is assessed by lecturers who teach learning media.

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