

Media Product of Let's Memorize Animated Film to Improve the Ability to Memorize Daily Prayers

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ABSTRACT

Background. This study aims to determine the use of animated film media products let's memorize to improve the ability to memorize daily prayers. Because this research is motivated by the lack of interesting learning media in memorizing daily prayers

Purpose. This study uses a research approach of Research and Development (R&D).

Method. In this study the population was class 2A students of SDN 2 CITALANG, and the sample taken consisted of 15 students.

Results. , Thus, judging from the results of student research.

Conclusion. it is effective by using animated films let's memorize in improving the memorization ability of class 2A students of SDN 2 CITALANG.

KEYWORDS

Ability, Improve, Memorization

INTRODUCTION

Memorization is an activity that implants material in the memory so that it can be remembered at a later date in accordance with the original material (Nazir dkk., 2019). In memorizing not just remembering (Mason & Sayner, 2019). However (Wang dkk., 2020), when memorizing, of course, it must be applied in everyday life, one of which is memorizing daily prayers. Prayer is a form of worship and surrender to Allah. For this reason, memorizing daily prayers is a form of surrendering a believer to Allah in carrying out his activities. Among them are Do'a leaving the house, Do'a entering the house, Do'a entering the mosque and Do'a leaving the mosque. Therefore, the daily prayers must be applied and practiced in every school.

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As in learning activities in addition to using methods must also use media as a tool to create a more interesting and not boring learning atmosphere (Zivar dkk., 2021). Most children at the elementary school level are now more interested in watching cartoons or can be called animated films (Abd El-Hack dkk., 2020).

Animated films are a series of images that are arranged one after another and if sorted and plotted quickly enough will appear to move (Bumblauskas dkk., 2020). In addition (Ben-Daya dkk., 2019), animated films can also make it easier for children to understand the meaning contained in displays such as unique images and words in accordance with the audio and can be played back as needed in children's learning (Li dkk., 2020).

Based on the observations found by the researchers (Duan dkk., 2019), regarding memorizing daily prayers at school (Xie dkk., 2020), there is a lack of information on how to memorize the daily prayers (Magnavita dkk., 2021).

RESEARCH METHODOLOGY

This research uses a Research and Development (R&D) type research approach (Zheng dkk., 2020). The research and development method or in English Research and Development is a research method used to produce certain products (Campanale dkk., 2020), and test the effectiveness of these products (Liao dkk., 2019). This research uses the Borg and Gall research method (Ferlay dkk., 2021), which is a research method consisting of ten steps, namely :

The research instrument used is a questionnaire sheet for validation of material experts, media experts and education experts. The data analysis used in this study is an analysis of the validity of the media, and the effectiveness of the use of media in completing class student learning outcomes. Analysis of the validity of this animated video learning media was carried out to test the validity of the media before the product trial was carried out. The method of obtaining data in this study used interviews and questionnaires. Questionnaires were used to collect the results of assessment data from experts and trial subjects, namely student responses, research instruments for student responses in the form of questionnaires designed using a 4-step scale as follows: a) Giving a score for each item with the answer is very feasible (4), very smooth, (3) smoothly (2), quite smoothly and (1), not smoothly

RESULT AND DISCUSSION

The results of the analysis of memorizing daily prayers during observation before using animated film media let's memorize (Yi dkk., 2019). In the initial observation (Setti dkk., 2020), several factors were obtained (Ferlay dkk., 2019), namely the teacher was too fast in delivering the message (De Veirman & Hudders, 2020), the teacher did not understand the character of each student in the delivery (Moradi & Groth, 2019). This is evidenced by testing how memorized students are (Ferlay dkk., 2019).

Table.1 Student Memorization Analysis

No	Student Name	Animated Movie							
		Before				After			
		M.R	K.R	M.M	K.M	M.R	K.R	M.M	K.M
1	Andryan	C	C	C	L	SL	SL	L	SL
2	Annisa. F	L	C	C	L	SL	SL	L	SL
3	Aqeela	L	L	L	C	SL	SL	SL	SL
4	Dita	C	L	L	C	L	L	L	SL

5	Daren	TL	C	TL	TL	C	SL	C	L
6	Dimas	C	L	C	C	L	SL	L	L
7	Dzaki	L	L	C	C	L	L	L	L
8	Dianti	L	L	C	C	L	L	L	L
9	Eka	L	L	C	C	L	SL	L	L
10	Fitri	C	C	TL	TL	C	SL	C	L
11	Fani	L	L	L	L	SL	SL	L	L
12	Gilang	C	C	L	L	C	L	SL	SL
13	Mandala	C	C	C	C	L	L	L	L
14	Yusuf	TL	TL	TL	L	C	L	L	SL
15	Zaenal	L	C	TL	TL	SL	L	L	L

Table. 2 Analysis of Student Memorization Before and After Using Animated Film

No	Daily prayers	Before				After			
		SL	L	C	TL	SL	L	C	TL
1	Home Entry	0	7	5	2	5	6	4	0
2	Out of the House	0	7	7	1	8	7	0	0
3	Enter Mosque	0	4	7	4	2	11	2	0
4	Exit the Mosque	0	5	7	3	6	9	0	0

Research conducted at SDN 2 CITALANG PURWAKARTA provides several learning media, but the media is rarely used by teachers (Sokal dkk., 2020). Teachers predominantly use media in the form of blackboards and textbooks as teaching resources (Coman dkk., 2020). Basically (Dey dkk., 2021), learning media is a teaching aid to achieve learning objectives effectively and efficiently (Song dkk., 2019).

In this study (Ferlay dkk., 2019), the media used is animated film media to improve the ability to memorize daily prayers (Magnavita dkk., 2021). The application of the video is carried out through two stages (Bai dkk., 2020), which are as follows. The first is the preparation stage (Dawood dkk., 2020). The preparation stage is the initial activities before implementing the video. This stage is very important because it prepares the video in accordance with expectations. Some of the activities that the author did in the preparation stage were the first to analyze the material and learning objectives in elementary school, which had been set in the Semester Program. The second is to identify the accuracy of the animated video content and its suitability for learning objectives. In the video, there are pictures and sounds of someone reading a prayer with clear pronunciation and intonation slowly and accompanied by a quiet song (not disturbing the sound of the prayer recitation). so the child can listen to the sound of the prayer while seeing the Arabic writing of the prayer being studied. Students can repeat the video to help memorize the prayer. With this daily prayer video, it is hoped that the students can memorize the prayer.

CONCLUSION

Based on the results of research and analysis that has been carried out regarding Memorizing daily prayers at DN 2 CITALANG, it can be concluded that animated films can improve students' memorization of daily prayers. Thus, the memorization of daily prayers before using animated films is still quite low. As for after using animated films, children have increased even though there are still some students who are still categorized as sufficient but it has been a fairly significant increase

in most students in critical thinking interest has increased well. In the sense that from the activities before and after this there is an increase.

So, it can be concluded that the use of animated film media can improve student memorization so that the expected goals of teachers and students can improve memorization of daily prayers.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft

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