

DEVELOPMENT OF "SI BAWOR" ANIMATED STORY VIDEO MEDIA TO IMPROVE SHORT STORY WRITING SKILLS FOR HIGH SCHOOL STUDENTS IN BANYUMAS REGENCY

M. Lukman Leksono¹, Riyatno²

lukmanl@telkomuniversity.ac.id, riyatnopurbowaseso@telkomuniversity.ac.id

Universitas Telkom^{1,2}

Abstract. This study originated from the low short story writing skills of 10th-grade students in several high schools in Banyumas Regency, related to the use of learning media. The objective of this research is to describe the development results of the animated video learning media "*Cerita Si Bawor*" and to determine the effectiveness of the "*Cerita Si Bawor*" animated video in improving short story writing skills based on local wisdom in 10th-grade high school students. The subjects of this study were 10th-grade students from SMAN 1 Banyumas, SMAN 2 Purwokerto, and SMAN 3 Purwokerto. Data collection techniques included questionnaires and tests. The results of the research consisted of media validation, material validation, and pedagogical learning validation, all of which were deemed feasible. The pretest results for short story writing skills based on local wisdom among 10th-grade students at SMAN 1 Banyumas had an average score of 61.5, which increased to an average of 73.5 in the posttest. The pretest results for character education-based short story writing skills among 10th-grade students at SMAN 2 Purwokerto showed an average score of 60, which increased to an average of 70 in the posttest. Meanwhile, the pretest results for character education-based short story writing skills among 10th-grade students at SMAN 3 Purwokerto showed an average score of 61, which increased to an average of 68.5 in the posttest. The "*Cerita Si Bawor*" animated video was found to be effective because it attracted students' interest, encouraged active participation, stimulated imagination, and enhanced students' creativity.

Keywords: Development, "*Cerita Si Bawor*" animated video, short story writing

INTRODUCTION

Literature learning in Senior High Schools (SMA) is still often neglected by Indonesian language teachers. Teachers consider literature learning to be difficult. Consequently, literature lessons are often skipped or ignored. However, the 2013 Curriculum emphasizes that the study of Indonesian language at the SMA/MA/SMK/MAK/SMALB/Package C level includes listening, speaking, reading, and writing skills related to both language and literature, thus aiming for equal and integrated attention to language and literature (Barliana, 2015). Literature learning holds the same importance as language learning, particularly in teaching character education to students. Literary works contain moral messages that can be imparted to students. Literature provides enjoyment and pleasure to readers. Additionally, literature reflects societal life, which can serve as guidance for readers. Therefore, character education in literature is crucial, as individuals with character are expected to possess moral knowledge, moral feelings, and moral actions in accordance with values and norms (Hudhana, 2015). Short stories are often used by authors to share moral messages about life. Short story writers deliberately embed moral messages in their works to teach moral education in an enjoyable, non-preaching way. Students who can control their emotions are better equipped to face life challenges (Sukarti, 2013). One of the literary teachings in schools is short stories. Short stories are chosen as learning material in schools because they feature fewer characters, are 5,000–10,000 words long, and depict conflicts more briefly, yet carry profound

meaning. Thus, short stories are easier for students to study. This assumption aligns with Helda (2017), who states that short story texts are fictional narratives that concisely and directly present the elements of literary works, serving as a form of prose fiction. Short stories typically have a single conflict since their plot is concise, resulting in minimal character development, making it easier for readers to understand the characters' traits. The single conflict presented is a distinctive feature of short stories. The length or brevity of a short story does not diminish its quality, as it fully portrays a conflict. Authors use short stories to convey meaning without being lengthy like novels (Suhita and Purwahida, 2018:43). The concise and meaningful depiction in short stories is highly favored by readers, as they do not require much time to read.

Based on interviews and observations of SMA teachers and students in Banyumas Regency, learning media is a major factor causing teachers' difficulty in teaching short story writing skills. Teachers often struggle to determine suitable teaching media for short stories, leading them to teach character-based short story writing skills without using learning media, which makes students feel bored. The selection of the animated video media *"Cerita Si Bawor"* for teaching short story writing skills is an alternative for character-based short story writing instruction. The animated video *"Cerita Si Bawor"* is appealing as it combines visual and audio elements that can be tailored to students' needs. Teachers can creatively enhance the *"Cerita Si Bawor"* video media to make it more engaging, so students do not feel bored. This aligns with Unsiah, Degeng, and Kusumawardani's (2016) opinion: (1) language learners not only hear the language they are learning but also see the context directly from the video; (2) it increases knowledge of cultural differences; (3) learning materials in the media are easier to remember because they are enjoyable; and (4) videos can boost students' motivation and interest in learning.

Based on the assumptions described above, the research objectives are formulated as follows:

- 1) To determine the improvement in the learning outcomes of character-based short story writing skills using the animated video media *"Cerita Si Bawor"* in SMA throughout Banyumas Regency.
- 2) To assess the effectiveness of using the animated video media *"Cerita Si Bawor"* in enhancing character-based short story writing skills in SMA throughout Banyumas Regency.

In Indonesian language learning in SMA, one of the expected competencies is the ability to write short stories. Writing skills are essential as they serve as a medium for expression, articulating ideas and thoughts in writing. Moreover, short story writing is a creative writing competency included in the 2013 Curriculum for SMA (Kusumarini, 2013). Students are expected to channel their imagination and creativity in crafting short stories. Writing short stories is a language and literary skill with several benefits: expressing emotions, critiquing events, and serving as a form of expression (Kette, Pratiwi, and Sunoto, 2016). Writing short stories is fundamentally the same as other writing skills—complex and requiring support from other skills. Therefore, mastering short story writing requires continuous practice. Writing skills, in general, are more challenging compared to other skills (Ulfah and Soenarto, 2017).

Short story writing lessons in schools are an alternative to developing creative and innovative thinking, enabling students to articulate their ideas. Additionally, learning short stories in schools allows for the sharing of information and experiences, helping readers face life challenges. Short stories also depict human life and contain moral messages. The character education values in short stories are expected to serve as a bridge in cultivating children's character (Wakhyudi, 2015). Furthermore, short stories teach character education and serve other functions:

- 1) As entertainment for readers.
- 2) With beautiful language, short stories provide an enjoyable effect for readers.
- 3) Short stories enhance linguistic intelligence, such as vocabulary mastery and diction.
- 4) Short stories develop critical thinking, imagination, and creativity.

Given the significant benefits of short story learning for students, teachers are encouraged to intensify their efforts in teaching literary works, particularly short stories. So far, literature learning, especially short stories, has been dull and monotonous, especially if teachers only explain short story writing skills theoretically. Writing short stories can be enjoyable if teachers use appropriate learning media. Media selection must suit students' needs while being interesting and enjoyable to engage and motivate students, maximizing their imagination and creativity. Video media, which presents motion pictures and sound, is particularly engaging for students. Video media combines audio and sequential motion visuals (Setyasto and Wijayama, 2017). Moreover, video media provides realistic portrayals of everyday life (Rehusisma, Indriwati, and Suarsini, 2017). Video media effectively addresses spatial limitations and presents concepts that are challenging for teachers to explain. Using video media provides students with experiences and knowledge, instilling long-term memory. According to Arsyad (2011), animated videos are moving images structured to convey specific messages attractively. Mayer (2009) describes animated videos as visually-based learning media that enable viewers to understand information through a combination of images, text, and sound. Meanwhile, Clark & Mayer (2016) define animation as a technology employing interactive visual elements to facilitate learning through visual and auditory comprehension. Animated video media is an effective example of video media for short story learning.

RESEARCH METHOD

This study is a development research (research and development) based on the Borg and Gall model, divided into 9 stages: 1) preliminary research and information gathering, 2) planning, 3) development of the initial product format, 4) preliminary testing, 5) product revision, 6) field testing, 7) product revision, 8) field implementation, 9) final product revision, and 10) dissemination and implementation (Setyosari, 2013:237). The research stages in this study are as follows: First, the researcher conducted initial observations related to Indonesian language learning at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto. Second, based on these observations, similar issues were found regarding learning media and students' short story writing skills in Class X at these schools. Therefore, the researcher designed development research focusing on the development of the animated video media "Cerita Si Bawor" to improve students' short story writing skills based on local wisdom in Class X. Third, the researcher developed the animated video media "Cerita Si Bawor" to enhance the short story writing skills of Class X students based on local wisdom at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto. Fourth, the researcher tested the "Cerita Si Bawor" animated video media by utilizing an evaluation draft completed by validators, including experts in Indonesian language and literature, learning experts, and educational media experts. This trial involved these experts to test and evaluate the developed product, identifying errors, weaknesses, and deficiencies.

Fifth, the researcher revised the draft of the "Cerita Si Bawor" animated video media based on short story materials rooted in local wisdom. Sixth, the researcher tested the "Cerita Si Bawor" animated video media for its impact on improving short story writing skills through questionnaires distributed to several Class X students at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto. Seventh, the researcher addressed the identified deficiencies and errors in the "Cerita Si Bawor" animated video media. Eighth, the researcher implemented the "Cerita Si Bawor" animated video media to enhance students' short story writing skills in Class X at the same schools. The subjects for product validation in this research included learning experts, experts in Indonesian language and literature, and media experts for the "Cerita Si Bawor" animated video. Experts on short story teaching materials consisted of five Indonesian language teachers and university lecturers specializing in Indonesian Language and Literature Education (PBSI). Media experts for the animated video were three teachers and lecturers skilled in "Cerita Si Bawor" video animation, while

learning experts included educators and lecturers in pedagogy. The study's subjects were Class X students at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto.

Data collection techniques in this development research included questionnaires and tests. The questionnaire was used for validation evaluation, containing items to assess aspects of short story materials, the effectiveness of the "Cerita Si Bawor" animated video media, pedagogical aspects, video appearance, and programming aspects, filled in by validators. Additionally, another questionnaire evaluated the media during testing phases, filled in by students. Pretest and posttest instruments were essay-based tests assessing students' ability to produce character-based short stories. Instrument validation included questionnaires for Indonesian material experts, learning experts, and media experts for "Cerita Si Bawor" animated video. The instrument consisted of four evaluated aspects: pedagogy, short story content, character education, and the video animation's visual and programming aspects. Tests were also validated to determine the effectiveness of the animated video in improving students' short story writing skills. Validation involved Indonesian short story experts, pedagogy experts, and animation experts. Analysis and revisions were performed if any errors in the instrument design were identified.

The evaluation criteria for the "Cerita Si Bawor" animated video media were based on validated questionnaire instruments filled in by Indonesian language and animation media validators. Product validation involved five Indonesian material experts, three animation media experts, and three learning experts. Indonesian material validators were Indonesian language teachers specializing in short story content. Animation media validators were ICT teachers proficient in "Cerita Si Bawor" animation media. Learning validators were lecturers with expertise in teaching, ensuring optimal utilization of the "Cerita Si Bawor" animated video media as a learning tool. The results of the product validation for the "Cerita Si Bawor" animated video media were analyzed to determine the feasibility and quality of the media as a learning resource.

$$P = \frac{X}{Xi} 100\%$$

P = Percentage

X = Total respondent answers

Xi = Total ideal score

Table 1. Eligibility Criteria (Arikunto, in Marius, Sihkabuden, and Toenlio, 2016: 1475)

No	Category	Percentage	Qualification	Equivalent
1	A (4)	80%-100%	Valid	Eligible
2	B (3)	60%-79%	Moderately Valid	Moderately Eligible
3	C (2)	50%-59%	Less Valid	Less Eligible

Data analysis of the test in this development research refers to the analysis of test data completed by the students. The tests consist of a pretest and posttest, which were carried out to assess students' short story writing skills. The total score and average of the pretest and posttest are calculated, followed by an analysis of the effectiveness of using the video scribe media. The average formula, as proposed by Irianto (in Noprianti, 2015:227), is as follows:

$$\bar{x} = \frac{\sum x}{n}$$

Explanation:

$\bar{x}$ = average score

$\sum x$ = total score (pretest/posttest) students

n = number of students

RESULT AND ANALYSIS

In the first stage, this development research involved conducting initial observations related to Indonesian language learning in grade X at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto. Based on the observations, the researcher concluded that students had not deeply understood the material on short stories because the teacher could not optimally explain the material for writing short stories. This was due to the teacher's difficulty in determining the appropriate teaching media, resulting in the use of lecture and discussion methods only. Students also felt bored because the teacher rarely used teaching media and relied solely on lecture and discussion methods. This boredom affected the students' enthusiasm for writing short stories, leading to stories that were less creative and imaginative.

In the second stage, the researcher designed research related to teaching media for short story writing skills based on character education by using an animated video titled "Cerita Si Bawor." The researcher developed this animated video as teaching media to enhance short story writing skills rooted in local wisdom. In the third stage, the researcher refined the "Cerita Si Bawor" animated video teaching media for short story writing skills. In the fourth stage, the learning validators, short story material validators, and animated video validators evaluated the media by completing the evaluation draft for the "Cerita Si Bawor" animated video, which contained short story material based on character education. The learning validators assessed the product in terms of pedagogy and the effectiveness of the "Cerita Si Bawor" animated video as teaching media. The animated video validators evaluated the product concerning the program and format of the animated video. The short story material validators assessed the product in terms of content, material completeness, and material readability.

In the fifth stage, the researcher revised the media by correcting errors and adding necessary improvements to the "Cerita Si Bawor" animated video. Validators suggested improvements to the video's presentation, including the addition of audio, more comprehensive short story material, and examples of short stories. In the sixth stage, the researcher tested the "Cerita Si Bawor" animated video media on short story writing skills based on character education through pre-tests, post-tests, and surveys involving several grade X students from SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto. In the seventh stage, the researcher corrected errors and addressed shortcomings in the "Cerita Si Bawor" animated video based on the test results from grade X students in these schools. In the eighth stage, the researcher implemented the "Cerita Si Bawor" animated video in the short story writing skills of grade X students, emphasizing local wisdom. The production of the "Cerita Si Bawor" animated video teaching media includes material on the definition of short stories, characteristics of short stories, techniques for writing short stories, examples of short stories, and methods for conveying moral messages. The subjects for short story writing skills based on local wisdom using the "Cerita Si Bawor" animated video teaching media were grade X students from senior high schools in Banyumas Regency. After the production phase, the next step was validation. During product validation, the researcher engaged three experts in teaching media for the "Cerita Si Bawor" animated video, five Indonesian language subject matter experts, and three learning experts. The validation results from the three teaching media experts showed 87.3%. The validation of the teaching material on short story writing skills by five experts showed 90%. The pedagogical validation regarding cognitive, affective, and psychomotor aspects yielded 83%. Thus, it can be concluded that the "Cerita Si Bawor" animated video teaching media and short story writing material meet the criteria for being feasible and valid. Below is a table summarizing the product validation results.

Table 2: Product Validation Recapitulation for Video Scribe Media

No	Respondents	Validation Results	Criteria
Teaching Media Validation for Video Scribe			
1	Respondent 1	86%	Feasible
2	Respondent 2	84%	Feasible

3	Respondent 3	92%	Feasible
Total	262%		
Average	87%	Feasible	
Validation of Teaching Materials on Short Story Writing Skills			
1	Respondent 1	84%	Feasible
2	Respondent 2	90%	Feasible
3	Respondent 3	100%	Feasible
4	Respondent 4	100%	Feasible
5	Respondent 5	76%	Feasible
Total	450%		
Average	90%	Feasible	
Validation of Learning Experts			
1	Respondent 1	82%	Feasible
2	Respondent 2	87%	Feasible
3	Respondent 3	80%	Feasible
Total	249%		
Average	83%	Feasible	

Based on the table, it is concluded that the "Cerita Si Bawor" animated video teaching media and the short story writing materials are feasible for use. Thus, the "Cerita Si Bawor" animated video teaching media and the short story writing teaching materials can be utilized in the learning process at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto. The product trial was conducted with grade X students at SMA N 1 Banyumas by filling out a questionnaire to evaluate the "Cerita Si Bawor" animated video teaching media. Students completed a questionnaire covering the animated video's appearance, readability of the short story material, interest in the "Cerita Si Bawor" animated video, product efficiency, and understanding of the short story material. Additionally, students were given a pre-test to assess their initial understanding of the short story material, followed by a post-test to measure their comprehension after viewing the "Cerita Si Bawor" animated video teaching material. Below is the table summarizing the questionnaire results for the "Cerita Si Bawor" animated video teaching media trial.

Table 3. Recapitulation of the Validation Questionnaire for the Animation Video Media Product "Cerita Si Bawor" by Students of Class X at SMA N 1 Banyumas

No.	Respondent	Validation Result	Criteria
1	Respondent 1	82	Eligible
2	Respondent 2	87	Eligible
3	Respondent 3	80	Eligible
4	Respondent 4	87	Eligible
5	Respondent 5	83	Eligible
6	Respondent 6	74	Fairly Eligible
7	Respondent 7	85	Eligible
8	Respondent 8	86	Eligible
9	Respondent 9	81	Eligible
10	Respondent 10	78	Fairly Eligible
11	Respondent 11	88	Eligible
12	Respondent 12	80	Eligible
13	Respondent 13	80	Eligible
14	Respondent 14	75	Fairly Eligible
15	Respondent 15	80	Eligible
16	Respondent 16	84	Eligible
17	Respondent 17	70	Fairly Eligible
18	Respondent 18	80	Eligible
19	Respondent 19	86	Eligible
20	Respondent 20	80	Eligible
Total		1626	
Average		81.3%	Eligible

Table 4. Results of the Trial of the Animation Video Media Product "Cerita Si Bawor" in Short Story Writing Skills of Class X Students at SMA N 1 Banyumas

No	Score	Pretest	Posttest
1	Lowest Score	40	53
2	Highest Score	75	86
3	Total	1280	1460
4	Average	64	73

The trial of the animation video media product "Cerita Si Bawor" in the short story material was conducted with students at SMA N 1 Banyumas by randomly selecting 20 students. The students filled out a questionnaire about the effectiveness of the "Cerita Si Bawor" animation video media, their motivation and interest in it, and their understanding of the short story material through the "Cerita Si Bawor" animation video. The results showed an average of 81.3% of students considered the "Cerita Si Bawor" animation video media appropriate for learning short stories. Additionally, students took pretests and posttests to assess the improvement and effectiveness of the "Cerita Si Bawor" animation video media in teaching short story writing. The students' learning outcomes showed success, with the average pretest score of 64 increasing to an average posttest score of 73. Based on the pretest and posttest results from SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto, it can be concluded that the "Cerita Si Bawor" animation video learning media for short story writing based on local wisdom has improved. This was demonstrated by the increase in student scores from pretest to posttest. The average pretest and posttest scores for short story writing skills at SMA N 1 Banyumas went from 61.5 to 73.5. The lowest pretest score was 50, which increased to 53, and the highest pretest score was 73, which increased to 83. The recap of the pretest and posttest learning results at SMA N 1 Banyumas is shown in the following table.

Table 5. Comparison of Short Story Writing Skills Learning Outcomes of Class X Students at SMA N 1 Banyumas

No	Score	Pretest	Posttest
1	Lowest Score	50	53
2	Highest Score	73	83
3	Total	2031	2417
4	Average	61.5	73.5

At SMA N 2 Purwokerto, the short story writing learning outcomes using the "Cerita Si Bawor" animation video media based on local wisdom showed an average pretest score of 60, which increased to 70 in the posttest. The lowest pretest score was 45, and the highest was 73. The posttest's lowest score was 55, and the highest was 78. The recap of learning outcomes for short story writing using the "Cerita Si Bawor" animation video media at SMA N 2 Purwokerto is shown in the following table.

Table 6. Comparison of Short Story Writing Skills Learning Outcomes of Class X Students at SMA N 2 Purwokerto

No	Score	Pretest	Posttest
1	Highest Score	73	78
2	Lowest Score	45	55
3	Total	2040	2383
4	Average	60	70

The results of the pretest and posttest related to character education-based writing learning using the "Cerita Si Bawor" animation video at SMA N 3 Purwokerto showed that the average pretest score of students was 61, which increased to 68.5. The highest pretest score was 75, which increased to 80, while the lowest posttest score increased from 50 to 54.

Table 7. Comparison of Short Story Writing Skills Learning Outcomes of Class X Students at SMA N 3 Purwokerto

No	Score	Pretest	Posttest
1	Highest Score	75	80

2	Lowest Score	50	54
3	Total	1583	1780
4	Average	61	68.5

The animation video media product "Cerita Si Bawor" in short story writing learning based on local wisdom for Class X students at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto was developed to motivate students to be more interested and creative in producing short stories based on local wisdom. Based on validation results from media and short story material experts, the "Cerita Si Bawor" animation video media is considered very effective in teaching short story writing skills based on local wisdom. The overall evaluation by the media and short story material validators shows that this animation video is suitable and good as a learning medium. This assessment covers the program, format, learning process, and content of the short story writing material based on character education.

The use of the "Cerita Si Bawor" animation video as a learning media is highly effective in teaching short story writing based on character education. Based on the validation results and the researcher's observations, the effectiveness of the "Cerita Si Bawor" animation video media in short story writing learning includes: 1) teachers can creatively adapt the material in the video, making the learning experience more enjoyable; 2) teachers do not need to create animations themselves like in other animation videos; 3) teachers can save time since the video can be created quickly based on the video duration; 4) the video learning media allows audio and sound effects to be added according to the teacher's creativity, in line with the short story material; 5) the animation used in the "Cerita Si Bawor" video is more engaging compared to other animation videos; 6) the video learning media can be tailored to suit the specific short story material; 7) the "Cerita Si Bawor" animation video media is suitable for all types of learning material, not just short stories, as it can be adapted to students' needs.

CONCLUSION

The development of the animated video learning media "Cerita Si Bawor" was validated by three teachers and ICT lecturers with scores of 86%, 84%, and 92%, resulting in an average of 87.3%. Meanwhile, the validation of the character education-based short story material was conducted by five Indonesian language teachers and lecturers, with scores of 84%, 90%, 100%, 100%, and 76%, yielding an average of 90%. The pedagogical learning validation was conducted by three learning experts with scores of 82%, 87%, and 80%, resulting in an average of 83%. The conclusion from the validation of the animated video learning media "Cerita Si Bawor" and the local wisdom-based short story material is that they meet the criteria to be considered suitable for use. After product validation, a trial was conducted with 20 students from SMAN 1 Banyumas, with an average pretest score of 64 and a posttest score of 73. The students were also given a questionnaire regarding the video scribe media, which obtained an average score of 81.3%, indicating it was deemed suitable. The final phase involved product implementation at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto. To assess the improvement in learning outcomes and the effectiveness of the product, pretest and posttest were conducted. The learning outcome results in the pretest and posttest at SMA N 1 Banyumas were 61.5 and 73.5, respectively. The lowest score at SMA N 1 Banyumas in both pretest and posttest was 50, which increased to 53. The highest score in pretest and posttest was 73, which increased to 83. At SMA N 2 Purwokerto, the average pretest score was 60, which increased to 70 in the posttest. The lowest pretest score was 45, and the highest was 73, while the lowest posttest score was 55 and the highest was 78. At SMA N 3 Purwokerto, the pretest score was 61, which increased to 68.5 in the posttest. The highest pretest score was 75, which increased to 80 in the posttest. The lowest pretest score was 50, which increased to 54 in the posttest. The animated video media "Cerita Si Bawor" was effective in learning because it could capture students' interest, enthusiasm, and participation, enhance their imagination, and foster creativity in learning local wisdom-based short stories.

It is hoped that X-grade students in Banyumas regency, especially those from SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto, will be able to better imagine and create local wisdom-based short stories through the "Cerita Si Bawor" animated video learning media. It is also

recommended that teachers in X-grade classes across Banyumas regency, particularly at SMA N 1 Banyumas, SMA N 2 Purwokerto, and SMA N 3 Purwokerto, use the "Cerita Si Bawor" animated video learning media, as it is highly effective in producing engaging, innovative, and creative learning experiences. This will keep students more interested in the material and prevent them from getting bored, especially with the short story content. It is advised that schools support teachers and students in successfully using the "Cerita Si Bawor" animated video media by providing the necessary learning media equipment. This will ensure smooth, enthusiastic, and uninterrupted learning activities.

References

- Arsyad, A. (2011). *Media Pembelajaran*. PT Raja Grafindo Persada.
- Barliana, L. (2015). Pengembangan media pembelajaran audio cerita pendek yang bermuatan nilai-nilai pendidikan karakter untuk meningkatkan keterampilan menyimak bagi peserta didik pendidikan menengah. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(1), 1-7.
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Wiley.
- Helda, T. (2017). Menulis teks cerita pendek berbantuan media gambar berseri siswa kelas VII SMP Islam Khaira Ummah Padang. *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia*, 3(2), 216-238. <https://doi.org/10.22202/jg.2017.v3i2.2186>
- Hudhana, W. D. (2015). Pengenalan budaya dan pembentukan karakter melalui folklor pada anak usia dini. *Jurnal Insania: Jurnal Pemikiran Alternatif Kependidikan*, 20(1), 114-122.
- Kette, E. S. S., Pratiwi, Y., & Sunoto, S. (2016). Pengembangan bahan pelatihan menulis cerita pendek bermuatan nilai karakter untuk guru SMP negeri mata pelajaran Bahasa Indonesia se-Kota Kupang. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(4), 698-704.
- Kusumarini, R. (2013). Kemahiran menulis cerita pendek dengan mode sugesti imajinasi media lagu dan video klip peserta didik berintelengensi musik tinggi dan berintelengensi musik rendah SMA 1 Mejobo. *Jurnal Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia Universitas Negeri Semarang*, 2(2), 15-19.
- Mayer, R. E. (2009). *Multimedia learning*. Cambridge University Press.
- Nopriyanti, N., & Sudira, P. (2015). Pengembangan multimedia pembelajaran interaktif kompetensi dasar pemasangan sistem penerangan dan wiring kelistrikan di SMK. *Jurnal Pendidikan Vokasi*, 5(2), 222-235.
- Panje, M., Sihkabuden, S., & Toenlio, A. J. (2016). Pengembangan video pembelajaran bahasa Indonesia teknik membaca puisi. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(8), 1473-1478.
- Rehusisma, L. A., Indriwati, S. E., & Suarsini, E. (2017). Pengembangan media pembelajaran booklet dan video sebagai penguatan karakter hidup bersih dan sehat. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 2(9), 1238-1243.
- Setyosari, P. (2013). *Metode penelitian pendidikan dan pengembangan*. Kencana Prenadamedia Group.
- Setyasto, N., & Wijayama, B. (2018). Penerapan perangkat pembelajaran IPS model TPS dengan media video untuk meningkatkan karakter, aktivitas, dan hasil belajar siswa. *Jurnal Pendidikan (Teori dan Praktik)*, 2(2), 128-133.
- Suhita, S., & Purwahida, R. (2018). *Apresiasi sastra Indonesia dan pembelajarannya*. PT Remaja Rosdakarya.

Sukarti, M. S. (2017). 20 nilai kehidupan sebagai alat pembentuk karakter peserta didik melalui dongeng cerita rakyat dalam pembelajaran. *Jurnal Insania: Jurnal Pemikiran Alternatif Kependidikan*, 18(1), 145-154.

Wakhyudi, Y. (2017). Penanaman nilai-nilai moral dalam cerita anak sebagai upaya pembentukan karakter siswa. *Insania*, 20(1), 99-113.

Ulfah, D. M., & Soenarto, S. (2017). Pengaruh penggunaan media video dan gambar terhadap keterampilan menulis kelas V. *Jurnal Prima Edukasia*, 5(1), 22-34.

Unsiah, F., Degeng, P. D. D., & Kusumawardani, I. N. (2016). A video for teaching English tenses. *JELE (Journal of English Language and Education)*, 2(2), 96-109. <https://doi.org/10.26486/jele.v2i2.224>