

Development of Animation Video Media Using Flash Player Class XII Department of Boga Vocational School 1 State Vocational School, Bandar Lampung

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Abstract:-This study aims to produce the products of class XII students of SMK. This research is a research development of career information services with flash player-based video animation media for readiness to enter the workforce. Subjects taken in this study using a random technique that is 49 students. Methods of data collection using questionnaires, observation and interviews. Analysis of the data used is quantitative descriptive. The results showed that career information services with animated video media have the potential for work readiness at SMK Negeri 1 Bandar Lampung and career information services with animated video media produced effectively assist students in preparing to enter the workforce with the effectiveness of animated video media by 77.84%. Career information services using animated video media can be used as an additional reference for school counselors to make decisions in the selection of students' careers.

Keywords: career information services, video animation media, readiness to enter the workforce

I. PRELIMINARY

In the field of counseling, career guidance is one type of service from the guidance and counseling program. Institutionally and mentoring and counseling are part of the overall education program in schools, aimed at helping or facilitating students (students) to achieve optimal self-development.

Difficulties, confusion, doubt, and lack of stability in making career decisions due to several factors, the first is because students do not understand who they are, such as their talents, interests and self-potential. Secondly, the information that students have is not mature enough, some of them get information from the internet and brochures, but they feel less satisfied with the information obtained.

In order to achieve the goal of quality education, guidance is needed in dealing with a problem. The guidance in the form of career guidance information service is considered as one of the ways to overcome that graduates of vocational students have the readiness to face the world of work.

Judith O. Wagner (2007), states that work readiness is a set of skills and behaviors needed to work in any form of work. Wardiman (2003), explained some of the skills that need to be possessed by vocational students approaching the workforce, believing they have basic skills and adjusting to the

development of science and technology, being able to find information, being able to communicate ideas, being able to organize activities, being able to work together, being able to solve problems, think logically and able to speak globally.

According to Slameto (2003) factors that influence work readiness are interest, attitude motivation, and personality. Regarding the factors that affect work readiness can be divided into four, namely: (a) psychological factors (mental condition, emotions, desires or interests, enthusiasm or motivation, readiness for achievement, maturity of thinking), (b) physiological factors (five senses, nervous system conditions, muscles that function properly), (c) experience factors (knowledge and skills needed at work), (d) external factors (environment, education, family environment, and the world of work).

According to Suparno (2007) vocational students are expected to have the necessary provisions in dealing with the world of work, namely with knowledge, skills, mental and attitude, and integrity. That way Vocational Students are expected to have work readiness to enter the workforce so that students are required to have professional skills and attitudes in their fields, and SMK graduates should be able to fill employment opportunities in the business / industrial world because their graduates have certification through competency tests.

Work readiness according to Slameto (2010) has several aspects, including maturity, intelligence, motivation, skills, and health. High or low vocational student work readiness can be measured based on the characteristics or indicators in the form of physical readiness, mental readiness, critical thinking, ability to overcome problems, like challenges, like activities with moderate difficulty level, have clear goals, mastery of knowledge in the field of expertise, work in team, and adaptation to the environment. .

According to the guidance and counseling teacher and students in the interview, the implementation of career guidance at SMK Negeri 1 Bandar Lampung was conducted using the lecture method. Although guidance and counseling teachers have class hours, in providing career guidance services it has not been maximized. This is due to the lack of supporting facilities in the provision of career guidance services. Students tend not to be interested and feel bored in career guidance service activities at SMK Negeri 1 Bandar

Lampung. Teacher guidance and counseling often uses lecture methods in providing career guidance services, so the material provided is less varied.

Based on the description, the interest of students in SMK Negeri 1 Bandar Lampung is still small, this is because the use of methods by teachers is not suitable in service delivery. Based on this background, a research about career planning information service media will be conducted with flash player-based video animation media for students of class XII Catering in SMK Negeri 1 Bandar Lampung.

II. RESEARCH METHODS

This research uses the type of development research. The development model used in conducting development is a procedural model. Procedural models are descriptive models that describe the flow or procedural steps that must be followed to produce a product. While the development method used in the development of instructional media is research and development methods. Research and development methods Research and Development is a research method used to research to produce new products, and then test the effectiveness of these products (Sugiyono, 2013: 407). Procedurally the steps of research and development are modified from the Borg and Gall R&D model in (Sugiyono, 2013: 409). This research was conducted at SMK Negeri 1 Bandar Lampung, which is located on Jl. P. Morotai No. 33 Jagabaya 3 Kec. Wayhalim Bandar Lampung. This research was carried out in January 2019 - March 2019. The development research procedure describes the procedural steps taken by researchers in making animated video media. This research development was carried out until the eighth stage, which is up to the testing phase of usage, the research procedure of developing animation video media. In this research development there will be three stages of trials, namely individual trials (one to one trying out), small group trials (small group tryouts), and field trials (field tryouts). According to Dick & Carey as quoted by Punaji Setyosari (2012: 225) that individual trials are conducted on subjects 1-3 people, small group trials involve subjects consisting of 6-8 subjects, and field trials involve subjects in classes that are larger consisting of 15-30 subjects.

To make it easier to obtain the data needed in this study, researchers need to use techniques data collection namely questionnaires, interviews and documentation. This study uses a data collection instrument in the form of a questionnaire about the feasibility of flash player-based video animation media in career planning information services in vocational high schools. The questionnaire was prepared based on the criteria contained in the evaluation of information services and readiness to enter the workforce. The questionnaire was made for material experts, media experts, counseling guidance teachers and students with different questionnaires according to their respective functions and interests. The feasibility of the flash player-based animation video media uses a Likert scale with 5 alternative answers (Sugiyono, 2010: 134).

The expert test assessment instrument by both design experts and media experts follows the rating scale which has 4 answer choices according to the content of the statement. Whereas the content expert uses a rating scale with 2 answer choices according to the question content. From this assessment, the percentage of each score is then interpreted as feasibility, the 100 percent formula used according to Anas Sudijono (2009: 43) is as follows:

$$P = f / N \times 100\%$$

To find out the effectiveness of using animated video media with compare each initial stage of product trial to the final stage of product testing. Before an analysis of the results of the effectiveness test is performed, first the analysis of the test requirements is tested for normality and homogeneity. The normality test uses the Kolmogorov-Smirnov test while the homogeneity test uses the Leven's Test

III. RESEARCH RESULTS AND DISCUSSION

Based on the results of observations made at the State Vocational High School, the level of knowledge and information about the working world of students is still low. This can be seen from the results of observations in the field showing that there are a lot of class XII students who lack understanding about the world of work, every day students who consult to the GUIDANCE AND COUNSELING room only look for information about the world of work. The majority of students lack understanding of knowledge and information about the world of work.

At the planning stage the researcher carries out a concept analysis relating to:

1) Establish the material, 2) Assess the eyes Based on the results of the material expert validation questionnaire above results obtained 81.43% for the aspects of the content and effectiveness of the product. As for the aspect of displaying product results obtained 86.92% of the total maximum value of 100%. It can be concluded that career information services with video media Flash player based animation for readiness to enter the workforce is very good.

The media expert in this study was Dr. Adelina Hasyim, M.Pd as a lecturer in Educational Technology. Data validation by media and design experts was obtained from the results of a questionnaire using a Likert scale. In its implementation, media and design experts try to use and examine media products and then provide assessments, comments, and recommendations for revisions relating to the media.

After the product is revised according to the advice of material experts and media experts, a product trial is conducted. The trials were carried out in 3 stages, namely individual trials, small group trials and field trials.

Based on the total field score of the operational field of animated video media about readiness to enter the workforce, the evaluation of this animated video media received a percentage of 77.84 and included in both categories. The level

of eligibility and effectiveness in both good and effective categories helps students in their readiness to enter the working world of this animated video media.

Based on the results of the field trials it can be concluded that the animation video media about readiness to enter the workforce is included in the good category so that it is feasible separately to be used in providing information services to students. Development of video media products animation in this study has gone through the validation stages of design experts, media experts, material experts and GUIDANCE AND COUNSELING teachers, individual trials, small group trials, and field trials. This stage is carried out to obtain suggestions, criticisms, comments and assessment of the feasibility of the product that has been developed.

The basis for decision making is based on probability. If the probability value > 0.05 then H_0 is accepted. If the probability value is < 0.05 then H_0 is rejected. Seen in a significant column after using animated video media (Asymp. Sig (2-tailed)) is 0.974 or a probability of more than 0.05 then H_0 is accepted, which means the population is normally distributed.

Based on the analysis of the normality test results in table 4.10 it can be concluded that the significant value in the Kolmogorov-Smirnov column is greater than 0.05, which means the sample comes from a population that is normally distributed.

From the results it can be seen the significance of 0.441. Because the significance value is more than 0.05, it can be concluded that the two data groups have the same or homogeneous variants. The Levene Statistics shows that the smaller the value, the greater the homogeneity. Because the results of the normality and homogeneity of the data are met, the data analysis uses statistical parametric Paired Sampels T-Test. This means that H_0 is rejected and H_1 is accepted. In other words, career information services with animated video media to readiness to enter the workforce more effectively than those who do not use.

IV. CONCLUSIONS AND SUGGESTIONS

Based on data analysis and the research process carried out from the beginning to the field test, the researcher concludes several things: the previous discussion, it can be concluded that:

1. Career information services for readiness to enter the workforce at SMK Negeri 1 Bandar Lampung the level of knowledge and information about the working world of students is still low.
2. Career Information Services with animated video media produced effectively assist students in readiness to enter the workforce. This can be seen in the effectiveness of animated video media by 77.84%.

Suggestions from this research are:

1. For schools, career information services with animated video media can be used as an alternative learning to improve effectiveness, learning efficiency and be able to improve students' career planning after graduating school.
2. For teachers, for guidance and counseling teachers who have teaching hours in career information service classes can be used as a teaching method that varies one of them with animation media to be able to take their decisions in the future in the career selection of students after graduating from school.
3. For other researchers who will come, it is better for product trials to be carried out more broadly so as to produce a good career information service that can be widely used.

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