



Animated Video Media in Guidance and Counseling Services: Innovations to Improve Student Learning Discipline

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ABSTRACT

Learning discipline is an important factor in students' academic success, but there are still many students who have difficulty maintaining it. This research aims to develop animated video-based guidance and counseling service media to improve students' learning discipline. The research and development (R&D) method was used with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The research subjects included media experts, material experts, and guidance and counseling teachers at SMP Negeri 4 Baubau. The data collection technique used a validation questionnaire with a Likert scale. The validation results show that the animated video media developed obtained a feasibility score of 77.5% from media experts and 85.12% from material experts, indicating that this media is very feasible to use in guidance and counseling services. This media is proven to help students understand the concept of learning discipline in a more interesting and interactive way, while increasing their involvement in the guidance and counseling service process. Therefore, the development of animated videos as a medium for guidance and counseling services can be an innovative solution in shaping students' study discipline habits and contributing to improving students' academic achievement.

Keywords: *Animated Video; Guidance and Counseling Services; Study Discipline.*

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INTRODUCTION

Learning discipline is one of the fundamental elements that influence student educational outcomes. The characteristics or traits that students have to learn at their best can be seen in those who have learning discipline, which is shown by their obedience to rules and regulations (Sari & Hadijah, 2017; Heriyanti et al., 2022). This discipline not only includes regularity in doing assignments, but also relates to the ability of students to follow the rules and procedures set out in the learning process. (Telaumbanua, 2018; Fasya et al., 2022). However, many students experience difficulties in maintaining discipline in learning. Factors such as lack of motivation,

limitations in understanding the material, as well as external distractions often become obstacles for them to be able to study regularly and effectively (Adila & Susanto, 2024). Therefore, an innovative approach is needed to improve student learning discipline in the educational environment (Elly, 2018).

Teachers can offer learning materials more easily due to the technology-based learning innovation known as animated video media (Amali et al., 2020; Ridwan et al., 2020). Animated video media offers brief, easy-to-understand and interesting material. Animated video is a medium that can convey information visually by combining sound and motion elements so that it can provide a fun and interactive learning experience (Mariam et al., 2020; Ruswan et al., 2024).

Previous research shows that videos accommodate various student learning styles, enhancing their understanding and engagement in learning (Delgado et al., 2021). Learning videos allow for more engaging information delivery, reducing boredom commonly found in conventional learning (Astuti et al., 2024). Additionally, studies indicate that animated videos, with their combination of visual, auditory, and motion elements, can help simplify complex concepts and make learning more interactive. However, despite these advantages, the use of animated videos in fostering student learning discipline remains underexplored in educational research (Silfia et al., 2024). Future studies should examine how animated videos can be structured to encourage not only engagement but also long-term learning habits and self-discipline.

The creation of animated video-based guidance and counselling materials service at enhancing student learning discipline is to educate viewers on pertinent information and facts related to education in schools, the workplace, and social and personal growth. It also aims to enable learners to better understand their environment and improve their ability to organize and plan their lives independently (Pradina et al., 2022). Unlike ordinary videos, animated videos can visualize abstract or complex concepts in a form that is easier to understand. The use of animation can help convey messages in a more fun way, so that it can motivate students to be more disciplined in following the learning process (Irawan et al., 2023). The more advanced information and communication technology is, information services can use this technology as a medium, to make it easier for counseling guidance teachers or counselors to convey information (Gafiatulina et al., 2020; Pradina et al., 2022).

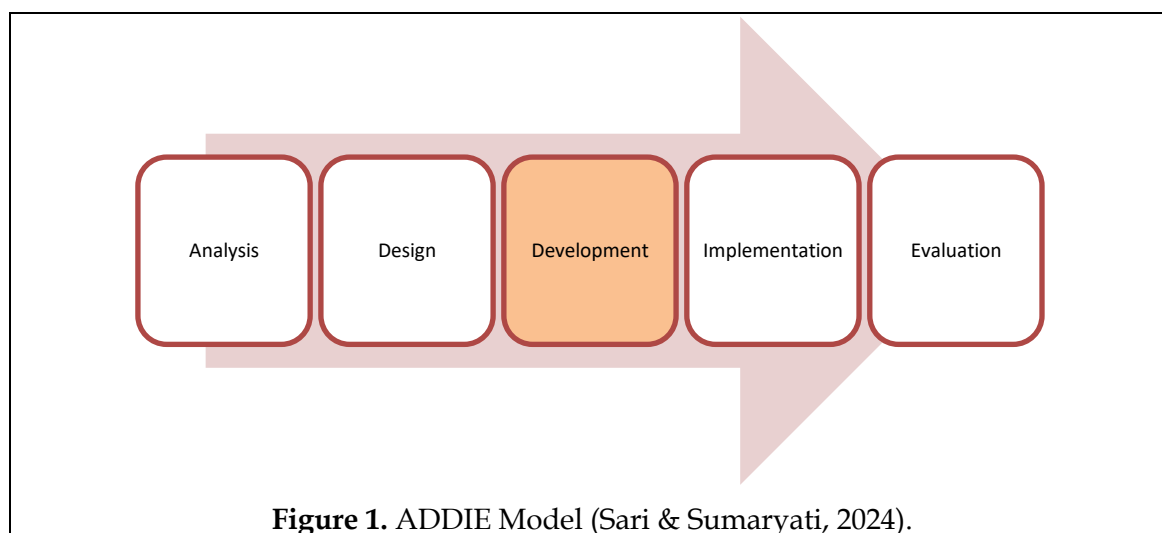
Previous research has mostly focused on the use of technology to support cognitive aspects, such as understanding material or mastering certain skills and focusing on student learning motivation. However, the use of technology for guidance and counseling services is still rarely used as a medium for information services that focus on student learning discipline (Fahriza et al., 2023; Ardi et al., 2017; Abdurrahman, 2021). This gap shows the importance of developing media that not only facilitates the learning process, but also shapes students' characters and attitudes, especially in terms of discipline. In this context, animated videos are one alternative media for guidance and counseling information services that can combine cognitive and affective approaches to improve learning discipline.

The goal of this research is to provide informational material for guidance and counseling service media based on animated videos of student learning discipline. This media will not only deliver service materials but will also build a disciplined attitude through messages that are packaged creatively and interestingly. The creation of this animated video-based information service media is anticipated to have a beneficial

effect on students' learning discipline, which will ultimately affect how well they perform academically

METHOD

To assist students learning disciplinary activities, this study employs research and development (R&D) methods to create and produce animated video-based guidance and counselling medium. This research as well aims to assess the feasibility of the products provided from this study (Hess & Greer, 2016). The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) is an adaptation of the Dick and Carry development model (Khoirunnisa & Nurgraha, 2023). This study's primary focus is on the development stage, particularly in assessing the viability of the animated video media goods we have created. Overall, the research will be conducted in three phases activities, including needs assessment, design and product development of animated video media for junior high school students. These three phases are an integral part of a development research design. The following is a diagram of The ADDIE model was used in the study.



The subjects in this study consisted of 1 media expert validator, 1 material expert validator, and 1 counseling teacher at SMP Negeri 4 Baubau. The data collection technique used an instrument in the form of an animation media product validation questionnaire to support learning discipline in students of SMP Negeri 4 Baubau. The questionnaire in this study uses a hierarchical structure based on a Likert scale with a range of 1 to 4 which includes statements Very unworthy, unworthy, worthy, and Very worthy (Agustin & Ambarawati, 2019).

Instruments for each validator and practitioner were adopted from several relevant studies. For validation by media experts, the instrument used includes aspects of assessment: 1) Text Readability, 2) Image and Animation Quality, 3) Visual Quality and 2) Audio/Music Quality, which was adopted from research (Bustanil S et al., 2019). The instrument used for validation, material experts and teachers as practitioners adopted Ningtyas' research (Ningtyas & Jati, 2018), which consisted of: 1) quality of service materials aspects, and 2) the benefits of service materials aspects, along with indicators on each aspect.

Table 1. Questionnaire For Media Expert

No	Rated Aspects	Scor			
		1	2	3	4
A	Text Readability				
1	Accuracy of font selection				
2	Accuracy of font size selection				
B	Image and Animation Quality				
3	Image clarity				
4	Image size accuracy				
5	Accuracy of animation usage				
C	Visual Quality				
6	Easy access to menu				
7	Flowchart display				
8	Video conformity to material				
9	Video conformity to text narrative				
10	Spacing, line spacing and image settings				
D	Audio/Music Quality				
11	Accuracy of selection accompanying music				
12	Audio clarity				
13	Audio quality				

Table 2. Questionnaire For Material Expert and Practitioners

No	Rated Aspects	Skor			
		1	2	3	4
A	Quality of Service Materials				
1	According to student needs				
2	According to the material with RPL				
3	Relevance of material to service objectives				
4	Accuracy of the material title with the content				
5	Completeness of material				
6	Clarity of material				
7	Conformity between image and material				
8	Conformity between narrative and material				
B	The Benefits of Service Materials				
9	Animated video makes it easier for the students to apply the material presented				
10	Clarity of the examples presented enables a deeper understanding of the material				

The validation results will then be analyzed descriptively and qualitatively using a percentage analysis form. The validity criteria for the assessment of questionnaire data for material experts and media experts in the validation of learning discipline animation media are presented in Table 1.

Table 3. Validation Criteria

Score	Validation Criteria
0% - 24,99%	Not feasible
25% - 49,99%	Less Feasible
50% - 74,99%	Feasible
75% - 100%	Very Feasible

RESULT AND DISCUSSION

Learning discipline is the awareness that exists within a person to be able to control it so that they can learn seriously. This allows students to learn with full awareness on their own without any coercion from any party (Sari & Hadijah, 2017). Students who demonstrate learning discipline can be identified through the characteristics or traits they have, which reflect the awareness within themselves to learn optimally. Also accompanied by compliance and obedience to applicable rules and regulations.

Feasibility of Development

The data obtained from the results of the experts' review are used as the basis for revising the animated video so that the development of animated videos is in accordance with the conditions and needs needed in guidance and counseling information services at school. The testing stage is carried out by following research procedures, including verification from subject-matter specialists, media specialists, and guidance and counselling educators.

Media Expert Assessment

The data obtained after distributing questionnaires containing items assessing the feasibility of animated video-based information service media products to each evaluator, the following are the results of the assessment by media experts.

Table 4. Media Expert Validation Result

Aspect	Percentage	Description
Text Readability	87,5%	Very Good
Image and Animation Quality	50%	Good
Visual Quality	83,33%	Very Good
Audio/Music Quality	83,33%	Very Good
Total	77,5%	Very Good

Table 2 illustrates the results of the validation that has been carried out by media experts on each aspect. The sound/language aspect obtained a score of 7 with a percentage of 87.5% included in the Very Good criteria, the writing aspect obtained a score of 4 with a percentage of 50% included in the Good criteria, the display aspect obtained a score of 10 with a percentage of 83.33% included in the Very Good criteria and the media presentation aspect obtained a score of 10 with a percentage of 83.33% included in the Very Good criteria. So that the overall score was 31 with a percentage of 77.5% including in the criteria Very Good. Thus, these findings suggest that the elements that make up the animated video service media product have met the criteria as guidance and counseling service media from the perspective of media experts.

Assessment of Material Experts and Practitioners

The next validation stage was carried out by material experts, namely Guidance and Counseling teachers at SMPN 4 Baubau who assessed and measured the substance of the animated video material developed and the validation of guidance and counseling lecturer practitioners. Experts as validators also provide input, namely 1) the characters used should describe teachers and students, 2) the language used should be more informative, the data from the validation of the assessment of animated videos by material experts and practitioners can be presented in table 3.

Table 5. Results of Validation by Material Expert and Practitioner

Experts	Percentage	Description
Material Expert	85,12%	Very Feasible
Practitioner	77,5%	Very Good

Table 3 illustrates the results of the percentage of the acquisition score on the feasibility of animated media in guidance and counseling obtained from each validator. The percentage of the total score obtained by the material expert of 85.12% is included in the very feasible criteria. Overall, it can be said that this animated video-based guidance and counseling media product is 'Feasible' by all validators and practitioners as guidance and counseling media in junior high schools and is suitable for tested on students in research or the next stage.

Overall, the information, navigation, and material in this product have met the standards of competence, usefulness, relevance, and factual truth of the material, so that it does not interfere with the guidance and counseling program in the process of guidance and counseling information services. Overall, it can be said that the media product of guidance and counseling service media based on animated videos of student learning discipline is considered 'Feasible' by all validators and practitioners as a medium for guidance and counseling information services in junior high schools and is suitable for tested on students in the next research or stage. The verified media is shown in Figure 2.



Figure 2. Guidance and Counseling Service Media Video Animation of Student Learning Discipline

The picture above shows the steps of students in improving their learning discipline and the impact if students have low learning discipline. The results of this study indicate that the development of animated video guidance and counseling service media to improve learning discipline is considered suitable for integration into guidance and counseling information service activities. Based on the assessment results from experts and counseling teachers, the learning discipline animated video service media has advantages, namely giving students the opportunity to learn independently and the information provided is interesting and fun.

The use of this animated video in guidance and counseling services on learning discipline helps students understand important principles such as responsibility, respect for time, and compliance with rules. This helps to improve students' character (Eliza et al., 2024). The relevance of Technology in guidance and counseling services such as the use of animated videos on student learning discipline in secondary schools shows the development of information service methods that are adapted to the learning tendencies of modern students and utilize visual and interactive technology to improve the quality of guidance and counseling information services.

Animated video media can increase by offering immersive and interactive learning experiences that accommodate different learning styles, educators can increase student motivation, engagement, and retention of knowledge (Pradina et al., 2022). Teachers of guidance and counselling can design very engaging and participatory service material by utilizing the intrinsic motivational elements of animated video service media, which resonates with modern tech-savvy students.

Animated video-based service media offer exciting opportunities to transform traditional guidance and counseling information services in the classroom and encourage students to implement lifetime learning patterns in the contemporary era.

CONCLUSION

Based on the results of research and development of student learning discipline service media in guidance and counseling information services, it can be concluded that the animated video service media for student learning discipline is declared feasible for use in guidance and counseling information services among junior high school students based on the assessment results of media experts, material experts and practitioners.

This research also succeeded in achieving the predetermined objectives, namely creating guidance and counseling information service media products that can be tested by counseling teachers to improve student learning discipline in junior high schools. In general, the validation of learning discipline animated video service media as an effective service media for junior high school students. By combining interactivity with guidance and counseling service materials, especially information services, this media encourages a dynamic learning process that fosters increased comprehension, critical thinking, and skills in a range of areas. Moving forward, animated video service media has a lot of potential to transform conventional guidance and counseling services and equip students to possess requisite abilities to survive in the digital age. This animated video has contributed to the use of technology in guidance and counselling services.

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