

MOTION GRAPHICS: AN ENTERTAINING AND ACCESSIBLE LEARNING MEDIA FOR THE STUDENTS

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ABSTRACT

In the Covid-19 pandemic, teachers and students must continue learning at home online. Online learning requires teachers to be more selective and creative in preparing teaching materials, including learning media. Learning media must be informative, contain all the material to be taught, and be interesting so students are interested in learning. One of the informative and interesting learning media that is currently widely used is video. Teachers must prepare videos that suit the material and students' abilities. Technology has been and is still being used on a large scale by teachers to assist teaching in the classroom. Both applications and products from these applications support the teaching and learning process and help students understand learning. One technological product currently widely used is video-based learning, and one type of VBL that can be used to create interesting learning media is Motion Graphic learning. MG is the process of designing, writing, and moving images whose final product can be learning media. This Community Service Activity (PKM) is designed to educate teachers on the use of Motion Graphics as a learning medium for students. As a result, it is expected that this training will benefit teachers.

Keywords: *technology, video-based learning, motion graphics learning*

A. INTRODUCTION

Technology is evolving at a very fast pace right now. Teachers and students can use this development for activities related to teaching and learning. As everyone is aware, technology is crucial to the generation and sharing of knowledge and information in the field of education in the digital age. Technology can help teachers become more knowledgeable and motivate and enhance student learning in classroom environments. Teachers and students find that using technology in the classroom is becoming increasingly essential, and one of them is a technology-based teaching strategy.

In the past ten years, social media and technology have been incorporated into classrooms to enhance instruction, including online games and instructional materials (Johnson & Germain-Froese,

2016). Teachers may easily create educational content with these free and user-friendly tools and applications. We can conclude that teachers have been and continue to use technology extensively to support instruction in the classroom, enhance the teaching and learning process, and aid students in understanding what they are learning.

Moreover, the pandemic scenario that has us physically separated from students—teachers teach from home, and students' study at home—forces us to keep up with the latest developments in our fields of expertise. One of them is the previously mentioned guidance for teachers on using technology. The most basic example discovered is the growing necessity for using the WhatsApp application. Unbeknownst to us, the pandemic compelled us to move toward technological adoption and adaptation. Before the pandemic, some teachers did not even own WhatsApp; after it, they had it to connect with other educators and students.

In addition, under these circumstances, educational media play a significant role in the teaching process. While most schools on the island of Java still use fully online learning, the current situation is different. In face-to-face learning, teachers can still interact directly with students, and students can ask questions directly if there are things they do not understand.

Video-based learning is one technological product that is currently in high demand (Perdani, 2022). Additionally, VBL is feasible and frequently borrowed and modified from other sources, like educational YouTube videos and websites offering additional educational videos. VBL, or visual learning, refers to any media in the form of videos that include learning content. Teachers can create these videos or come from other sources as long as they fall under the VBL category. Moreover, VBL, called Motion Graphic Learning, contains more intricate components.

The term Motion Graphics (MG) describes a group of visually driven design or animation pieces that fuse graphic design and film language. To achieve this, a variety of elements are incorporated, including typography, illustrations, music, film, animation, and video (Saputra and Wibawa, 2020). To establish motion graphic design as a crucial force in visual communication and

to give users numerous opportunities to interact and engage with it, MG design is a collection of moving elements in two- or three-dimensional space that can move through time, which is thought of as the fourth dimension (Alamarat and AlFakrah, 2020). As a result, an MG designer needs to understand the morphology of motion graphic design, which includes the structure and form of language systems, inflections, derivations, and compound formation. Furthermore, new forms of MG have been incorporated into new visual forms, where signs and images define the identity of the company because of the introduction of new technologies and other forms of media.

To sum up, MG is a term used to describe a group of visual design or animation works that imaginatively blend graphic design and film language with the goal of enhancing learning. MG is an infographic or design that moves and is presented in a dynamic way, which adds to its visual appeal. Discussion, choosing the design concept, creating storyboards, choosing applications, editing reference searches, rendering scene by scene, compositing, and final rendering are some of the steps involved in MG production. This webinar was held to help teachers and education practitioners prepare learning media in the form of videos so that both teachers and students will be helped in giving and receiving learning material.

B. IMPLEMENTATION AND METHOD

The purpose of this Community Service Activity (PKM) is to educate the instructors regarding the utilization of Motion Graphics as an instructional tool for the students. Therefore, it is expected that this training will provide value to the educators. This activity uses a method to increase teacher understanding regarding The Effectiveness of Motion Graphics in Improving Students' English Ability during the COVID-19 Pandemic, especially the use of videos in learning. The activity takes the form of a webinar, held on November 26th, 2021, from 9 AM to 10.30 AM by using the zoom application. There were 13 participants who registered, and 13 participants who joined fully. All participants are teaching staff, teachers, and lecturers from several regions in Indonesia, including

Jakarta City, Sukabumi Regency, Bandung City and Malang City. This webinar activity begins with participants filling out a registration form via Google Form.

C. RESULT AND DISCUSSION

One viable approach for teachers amidst this pandemic is for them to create their own educational materials. Video is currently one of the most widely consumed forms of media. The popularity of video as a medium stem from its inherent ability to captivate students. Teachers can curate and develop their own educational resources, allowing them to structure and tailor material, theories, concepts, vocabulary, illustrations, and audio to suit the individual abilities of their students.



Pic 1. Material presented by the speaker.

Additionally, the term "video-based learning," or VBL, refers to the general use of video in learning media. The use of videos to impart knowledge or skills is known as video-based learning. There must be a minimum of two components in this VBL: visual and audio. For instance, a video that is recorded using Microsoft PowerPoint and exported as an MP4 file can be classified as VBL because it satisfies the requirements—it contains both audio and video, even though the writing is the only element that moves. But moving writing-only videos are undoubtedly not engaging enough for students.

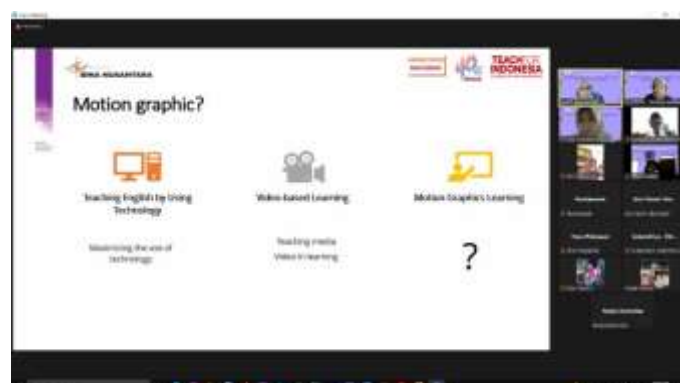
Video Based Learning is one of the media utilized to assist in the process of teaching and learning. Video-based learning is a technique that is applied in a variety of educational contexts,

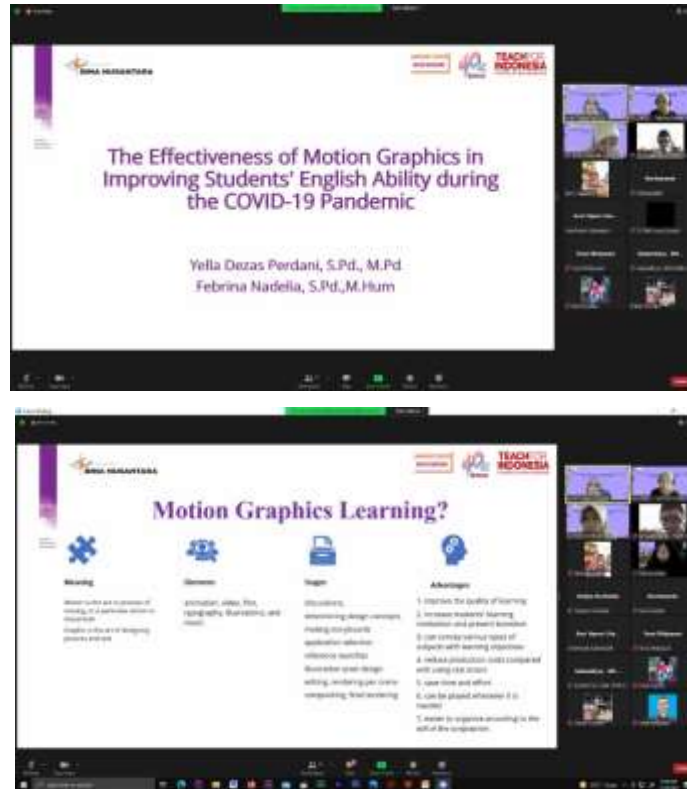
including flipped classrooms, online learning, MOOCs, and casual learning through YouTube, according to Mitrovic *et. al.* (2017). Participants who engage in constructive learning can enhance their conceptual grasp of presentation skills, according to research they have conducted. They also mentioned that they had a better conceptual grasp of the targeted soft skills.

Then, by attracting students' motivation and interest in learning, VBL also significantly contributes to raising the efficacy of the educational process. According to research by Fatmawati *et. al.* (2018), students who received VBL treatment had better average learning outcomes than students who did not.

With the help of VBL, students can become more engaged, imaginative, and passionate in the classroom. This is consistent with the findings of Sukmanasa *et al.* (2019), who discovered that learning video media had an impact on the learning outcomes of Gegerbitung State Elementary School class V students during the academic year 2018–2019. This is demonstrated by the fact that the two experimental class students' post-test learning outcomes for the human and learning environment subthemes had an average score difference of 81.25, which is greater than the control class's average score of 71.05. Since video-based learning is a type of electronic learning that gives viewers access to information and knowledge through videos, the viewpoints can be summarized.

It can be concluded that Video Based Learning is a type of media that can be used to assist in the teaching and learning process. VBL is very useful in increasing the effectiveness of the learning process because it can increase students' motivation and interest in learning. VBL is also a medium that can encourage students to be more active, creative, and enthusiastic in classroom settings, among other things.





Pic 2. The speaker is explaining the material.

Video-based learning is one of the instructional media that teachers can use, as previously mentioned. Motion Graphics Learning is one more intricate and fascinating kind of VBL. Motion Graphics Learning, from now on referred to as MG. MG can be used to fulfil the needs of educators by offering engaging and informative learning materials. A subset of visual communication design known as "MG" uses animation to blend typography, illustration, photography, and videography. Video results are also maximized if VBL only includes the bare minimum of audio and video. This is because motion graphics are much more comprehensive. Motion and Graphics, or simply Graphics as we often refer to them, are the two words that make up Motion Graphics. It can be inferred from the origins of these two terms that MG is also known as motion graphics.

The term "MG" has multiple meanings based on the findings of various research studies. Alamarat and Alfakrah (2020) define MG as a grouping of moving elements in two or three dimensions. To create an aesthetically pleasing MG, a motion graphics designer must research the form, structure, and inflection of the language system in addition to morphology, derivation, and

inflection. According to Saputra and Wibawa (2020), a collection of visual-based design or animation pieces that fuse graphic design and film language are referred to as MGs. This is accomplished by fusing together a variety of elements, including typography, illustration, music, film, video, and animation.

Then, according to Simanjuntak and Deli (2020), MG is a method for producing visual media that blends graphic design and film. This is accomplished by utilizing a variety of components, such as text, music, illustrations, 2D and 3D animation, and film. Prabowo (2020) claims that designers frequently use MG videos to share posts or their work with other professionals in the creative industry. Moving graphic design is one way to characterize MG. When graphic concepts are captured in motion, motion graphics are produced. Shape, typography, and composition are just a few of the design elements that are combined in motion graphics. Animation, which is mostly composed of text, is also known as motion graphics.

Based on the findings of numerous studies, teachers can benefit from using MG in the classroom in a number of ways. First, MG offers students engaging instruction. When learning through videos, MG can be used to enhance the dynamic and moving presentation of the material, making it more engaging to watch (Yahya, 2019). Teachers must first make engaging videos before utilizing MG as a teaching tool. Next, according to Sagala *et al.* (2020), there are multiple steps involved in creating MG, including discussion, ideation for designs, storyboarding, application selection, reference search, illustration asset design, editing, rendering of each scene, composition, and final rendering. Their study's findings demonstrate how more engaging and educational using MG media is. According to Wiana *et al.* (2018), MG can attract students' interests and motivate them to learn.

Second, the use of MG can increase student motivation. Romadonah (2019) stated that there are several benefits for users using MG. First, proper use of MG can increase students' learning motivation and prevent boredom.

Third, MG can improve student learning outcomes. Amali et al (2020) also conducted research on the use of Motion Graphic learning as a learning medium. They found that students' lack of attention and interest in learning affected the learning process in class so that their academic achievement decreased. The research results show that motion graphic learning media, animated videos designed for Indonesian history subjects have a positive effect on student learning achievement and are suitable for use in Indonesian history subjects. Almanfaluthi and Juniar (2020) found that motion graphics can have academic and practical applications. Excellence in the academic field can be used as a reference in compiling design work based on a nation's traditions. Meanwhile, the practical benefits include the use of motion graphics to introduce kites as part of this nation's culture as a medium for conveying stories and information through multimedia content. This type of content can be shared via websites and social media platforms.

In conclusion, MG refers to a collection of visual-based design or animation works that creatively combine film language with graphic design language and can be used to improve the quality of learning. Motion graphics are a design or infographic that is presented dynamically and movingly, making it more interesting to watch. Making Motion Graphics includes several stages, including discussion, determining the design concept, making a storyboard, choosing an application, editing, searching for references, rendering per scene, compositing, and final rendering.

D. CONCLUSION

Community service activities with a web-seminar or webinar concept with the theme The Effectiveness of Motion Graphics in Improving Students' English Ability during the COVID-19 Pandemic, have been implemented. Not only is the material delivered, but there is also a question-and-answer session which can increase the understanding of participants in community service activities. Accordingly, it can be concluded that there is an increase in participants' understanding of the importance of preparing themselves to face job interviews in English.

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