

USE OF ANIMATION IN LEARNING CATHOLIC RELIGIOUS EDUCATION LEVEL HIGH SCHOOL

Dewi Sartika Simbolon^{1*}

¹Sekolah Tinggi Pastoral St.Bonaventura Delitua Medan

*Corresponding author: dewitikasimbolon@yahoo.com

Abstract- multimedia in teaching the catholic religion only as an alternative and not as well as the goal of learning itself. Because many positive elements contained therein but also there are various negative factors that go with it. Thus the ability and skills of teachers to create and take advantage of multimedia become very urgent demands. But remember also that learning with multimedia is much better than verbal learning methods. Researchers also found that the teaching of the catholic religious education teacher with the conventional style and has not been able to invite learners to construct the material presented by multimedia. Based on this, the authors created a flash based applications as a medium of learning to help students who have difficulty studying catholicism because there are many religions in school educators who are able to master multimedia-based learning constructively. This research aims to helping teachers teach the material heavy, difficult and abstract, to achieve the mission and goals of catholic religious education. The results showed that: learning catholicism high school level is done by using multimedia and animation media, are more effective than teachers teaching religion through stories with Figures. Learning catholicism high school level is done by using multimedia and animation media, it can be easier for students to make sense of learning. Learning catholicism high school level is done by using multimedia and animation media, master easier to transform the material to students. Learning catholicism high school level is done by using multimedia and animation media, more concretize abstract material.

Keywords: learning animation, catholic religious education

1. INTRODUCTION

Subjects Religious Education Catholic often conveyed only by means of oral and reading from the handbook, and learning process in the classroom are more likely often impaired due to environmental factors, such as: The number of students is too much resulting in all of the students are not monitored, space adjacent a sound one collide with another, more visual device using the blackboard that takes more time to do any type of writing teaching materials, books as learning resources are static.

This makes students bored and tired to study Catholic religious education. Catholic Religious Education teachers teach with the conventional style and has not been able to invite learners to construct the material presented by multimedia. To attract the attention of students to study religion with advanced technological age, the peseta learners should be given an interesting learning through multimedia. Advances in information technology and computers have penetrated into various elements of society. Computers have become part of everyday life for most people in the last decade. Thanks to technological advances, children today are more familiar with computers than with the natural world around. But keep in mind, that multimedia in teaching the Catholic religion only as an alternative and not as well as the goal of learning itself. Because many positive elements contained therein but also there are various negative factors that go with it.

Thus the ability and skills of teachers to create and take advantage of multimedia become very urgent demands. But remember also that learning with multimedia is much better than learning without any media. Catholicism is directly entering the world of education through the Church. The authors also found that the Catholic Religious Education Teachers teach with the conventional style and yet can invite learners to construct the material presented by multimedia.

Definition multimedia is a combination of video, audio, graphics, and text in a multilevel production based computers that can be experienced interactively [2]. To create a medium of learning it takes a couple of multimedia objects. Objects in multimedia including text, image, animation, audio, video, and interactive links.

Animation is an attempt to create a static presentation into life [1]. Animation is visual changes over time that give great power on multimedia projects and web pages are created. Dasaranimasi

concept [2] including: (a) Movie: Animation made in flash is generally called a movie. In making animation, someone will set the storyline of the animation. Create multiple objects and arranged them into an animated movie clip called. (b) Objects: Object first made before the animation, and then set the object movements. Flash provides a tool to create simple objects. (c) Text: Text is the basis of word processing and multimedia-based information. Text is data in the form of characters, in this case is code ASCII (American Standard Code for Information Interchange). In the delivery of information is usually used text. And (d) Voice: Sound is a physical phenomenon resulting from vibration. Presentation audio is another way to further clarify the concept of information. For example, the narrative is the completeness of explanation seen via video. Sounds can better explain the characteristics of an image, such as music and sound effects (sound effect).

Storyboard is a story idea will form a manuscript and the manuscript illustrations set forth in [3]. Storyboard is a series of vignettes depicting a sequence of parts used in a movie. In the storyboard creation does not require the illustrator can draw good sketches, but preferably the understanding of the image by others who had a role in making the film. Moreover, if we work in a team, the illustrator is required to give a simple description of the end result in the camera viewpoint.

Media is a tool that has the function to convey the message [3]. Adalahsebuah instructional media tool that serves and is used to convey the message of learning. Learning is a process of communication between learners, teachers and teaching materials. Many restrictions or understanding yan presented by experts on the media, which are: the Association of Communication Technology and Education (Asosociation of Education and Communication Technology (AECT).

From the above understanding, in general it can be said that the substance of learning media is the shape of the channel, which is used to distribute messages, information or material subject to the recipient of the message or the learner can also be said that the learning media are different types of components in the environment within the learner can stimulate learners to learn

The purpose of learning media as a learning tool, is as follows: facilitate the learning process in the classroom, improve the efficiency of the learning process, maintain the relevance of the subject matter with the aim of learning, helps concentration learners in the learning process.

The benefits of learning media as a tool in the learning process is as follows: Teaching more attention so as to motivate learners to learn. Teaching materials will be quite vague, so it can be understood learners, and enables the learner to master the purpose of teaching well, Learning methods vary, not solely verbal communication only through the spoken word narrative of teachers, learners are not bored, and teachers are not exhausted. Learners more learning activities, because not only listen penjelasan of teachers, but also other activities that do like to observe, perform, demonstrate and other.

Education Catholic religion is the work done in a planned and sustainable in order to develop the ability for students to strengthen the faith and devotion to God Almighty according to agam Catholic, while maintaining respect for other religions in hubungan inter-religious harmony in the community to realize the unity national.

More explicit it can be said that the Catholic religion in school education is one attempt to enable students to interact (communicate), to understand, to struggle and living the faith. With the ability to interact between the understanding of the faith, struggling faith and appreciation of the faith, it is expected students increasingly strengthened faith.

Catholic Religious Education essentially aims to make the students have the ability to build a life that is more faithful. Building a faithful Christian life means building loyalty to the gospel of Jesus Christ, who has the sole concern, namely the Kingdom of God. The kingdom of God is the situation and rescue events: the situation and the struggle for peace and justice, happiness and prosperity, brotherhood and loyalty, environmental sustainability, which is desired by all people from various religions and beliefs.

The scope of learning in Catholic Religious Education includes four aspects that have relevance to one another. The four aspects are discussed in more depth the appropriate level of comprehension ability learners are: *Personal learners*; Aspect is about understanding ourselves as men and women who have the capabilities and limitations, strengths and weaknesses in relationships with each other and the surrounding environment. *Jesus Christ*; This aspect is about how to emulate the person of Jesus Christ proclaim God the Father and the kingdom of God., *Church*; This aspect discusses the meaning of the Church, how to realize the reality of life menggereja in everyday life. *Community*; This

aspect is discussed in depth about living together in society according the sovereign/ Word of God, the teachings of Jesus and the teachings of the Church.

2. METHODS

2.1 Analysis of Issues

Subjects Catholic Religious Education is often delivered only by means of oral and reading from the handbook, Catholic Religious Education Teachers teach with the conventional style and has not been able to invite learners to construct the material presented by multimedia. Description problem that was going on is as follows: The number of students is too much resulting in all of the students were not monitored. The room adjacent a sound one another clash. The more props using the blackboard that takes more time to do any type of learning content authoring. The book as a learning resource is static.

2.2 Design Animation

Expressed video photo of Listening to the story of about the subject matter, with the flow as follows: Featured video photo/ image in the media were given a background voice narration from paragraph by Bible text, Featured video/ photo/ image on the next subject followed by the image / photo, Featured video photo/ image reasons abortion by background narration bible text and show the basic text. Expressed as an illustration of the video Figures on subject matter with basic texts and audio narration of bible text. Expressed video photo/ image Given the background of the narrative voice, with Article and displayed the basic text of the verse. Expressed video photo/ teaching of the Bible Given the background of the narrative voice book of bible text and displayed the basic text of the verse. Published text with media deepening Ms-Power Point. Catholic Church teaching (eg, Gaudium et Spes, art. 27 and 51; Humanae Vitae 13; KHK Kan.1398) about abortion. Attitude: Respect life itself and others., Behave both during and after the learning activities.

3. DISCUSSION

This animation was tested on class X SMA and teacher. As for the animation-based learning scenarios are as follows: Preparation, researchers prepare all purposes for testing animation. Preliminary, before using the test, teachers say their classes to students, researchers explain the material with the use of animation. Testing, researchers conduct research directly to the subject of the research are: Catholic High School Budi Murni 3 field consisting of 30 students and 2 teachers. Divide the questionnaire, Problem sheet Kueioner researchers use to gauge interest and students' response to learning that uses animation. Similarly, the teacher before class ended researchers distributed questionnaires to be filled sheet student. Published text with media deepening Ms-Power Point. Catholic Church teaching (eg, Gaudium et Spes, art. 27 and 51; Humanae Vitae 13; KHK Kan.1398) about abortion. Attitude: Respect life itself and others. Behave both during and after the learning activities.

4. CONCLUSIONS

Based design and implementation of learning using animations can be drawn some conclusions, namely: Learning Catholicism high school level is done by using multimedia and animation media, are more effective than teachers teaching religion through stories with Figures. Learning Catholicism high school level is done by using multimedia and animation media, it can be easier for students to make sense of learning. Learning Catholicism high school level is done by using multimedia and animation media, Master easier to transform the material to students. Learning Catholicism high school level is done by using multimedia (media Animation), More concretize abstract material.

REFERENCES

- [1] Arsyad, Azhar. 2004. *Media Pembelajaran*. Jakarta: PT Raja Gafindo Persada
- [2] Beranda Agency. 2015. *Presentasi Menarik dengan Multimedia dan Animasi Kreatif*. Jakarta: PT Elex Media Komputindo

- [3] Daniel Tirta, 2016. *Menciptakan Presentasi mengagumkan dengan microsoft powerpoint anda*
Sidoarjo : Media Cerdas.
- [4] Teleambanua, Marinus. 2005. *Ilmu Kateketik: Hakekat , Metode , dan Peserta Katekese Gerejawi*
Jakarta: Obor.

