Improving Learning Outcomes of 2nd Grade Students Through Video-Based Learning Media

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ABSTRAK

Rendahnya hasil belajar siswa yang disebabkan karena kurangnya media pembelajaran menyebabkan siswa kesulitan memahami materi pembelajaran. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis video tentang sifat-sifat benda di sekitar kita pada tema 2 subtema 1 kelas 2. Penelitian ini menggunakan jenis penelitian *Research and Development* (R&D) dengan model pengembangan 4D yang terdiri dari empat tahapan yaitu *define, design, develop,* dan *disseminate.* Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Data dianalisis menggunakan statistik deskriptif. Pengembangan media video valid dengan: (a) hasil *review* ahli bahasa mendapatkan kualifikasi sangat baik, (b) hasil *review* ahli media pembelajaran mendapatkan kualifikasi sangat baik, (c) hasil *review* ahli mata pelajaran mendapatkan kualifikasi sangat baik, (d) hasil uji coba perorangan mendapatkan kualifikasi sangat baik, (e) hasil uji coba kelompok kecil mendapatkan kualifikasi sangat baik, dan (e) hasil uji coba lapangan mendapatkan kualifikasi sangat baik. Jadi, penelitian ini menunjukan bahwa validitas media pembelajaran berbasis video pada kualifikasi sangat baik dan dapat meningkatkan hasil belajar siswa.

ABSTRACT

The low student learning outcomes due to the lack of learning media make it difficult for students to understand learning material. This study aimed to develop video-based learning media about the properties of objects around us in theme 2, sub-themes 1 grade 2nd. This study used a Research and Development (R&D) type of research with a 4D development model consisting of four stages, namely define, design, develop, and disseminate. The methods used in collecting data were observation, interviews, and questionnaires. Data were analyzed using descriptive statistics. The development of video media is valid with: (a) the results of the reviews by linguists get very good qualifications, (b) the results of the reviews of instructional media experts get very good qualifications, (c) the results of the reviews of subject matter experts get very good qualifications, (d) the results of the trial individuals get very good qualifications, (e) the results of small group trials get very good qualifications, and (e) the results of field trials get very good qualifications. So, this study showed that the validity of video-based learning media on qualifications is very good and can improve student learning outcomes.

1. Introduction

Education is an important means of improving the quality of human resources in ensuring the sustainable development of a nation. One of the implications of the development of education in Indonesia at this time is that all schools in Indonesia have used an integrated curriculum. Learning curriculum 2013 is learning that deliberately links or combines several competencies (Suyanto, 2018; Upayanto, 2017). The basic competencies and indicators of the curriculum / standard content of several subjects become one unit to be packaged into one theme. The theme of knitting the meanings of various basic concepts so that students do not learn basic concepts partially but holistically (overall). Therefore, learning provides complete meaning to students as seen in the various available themes. Suryana inside (Astini, Nurhasanah, & Nupus, 2019) stated that the theme is a tool or a forum for introducing various concepts to students as a whole ". In learning, themes are used to unify curriculum content into one unified whole, and are able to introduce various concepts to students easily and clearly. The 2013 curriculum has been implemented in elementary schools. The learning process that is emphasized is meaningful learning. Learning with the word can improve

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students' abilities and knowledge (Jailani, 2017). Teachers must design meaningful learning so that students learn more easily, but designing it is not easy. Teachers must pay attention to factors that affect the learning process such as student motivation and interest, and teacher readiness in designing learning (Donas Ahmad Najib & Elhefni, 2016). The development of science and technology requires teachers to be more innovative in designing the learning process so that students can more easily understand learning material.

Students will find it easier to understand the learning material if the teacher is able to prepare interesting learning for students. But the problem that occurs today is that many students experience problems in understanding the learning material. In addition, many students are passive in class learning. (Anika & Fajar, 2020; Astini et al., 2019) also stated that some students are not active which will have an impact on the learning process that is not optimal. This is because teachers do not prepare learning activities so that students feel bored quickly. The teacher should be able to make it easier for students to learn so that students can understand the learning material easily. This is also found in one of the results of observations made in an elementary school. Based on the results of observations and interviews by guardian teachers conducted in grade 2 SDN Cibungkul, it was found that many students scored below the KKM. The learning process is mostly with conventional learning using the lecture method and seems monotonous. Besides that, another problem that was found was the lack of learning media that could facilitate students in learning. Lack of learning media will make students digest and understand the learning material. This is also proven by research conducted by (Nida, dkk, 2020; Wulandari, dkk, 2020) which stated that the learning media will make it easier for students to understand the learning material so that it will improve student learning outcomes. If this problem is ignored continuously it will have an impact on low student learning outcomes.

Based on the problems above, the solution to improve student learning outcomes is to assist learning media. Research conducted by Oktapiani, Sumardi, & Girtini (2020) also stated that learning media can improve student learning outcomes because students are interested in learning using learning media. Attractive learning media can increase student motivation in learning (Nida, dkk, 2020; Sukmanasa, Windiyani, & Novita, 2017). Teaching media is one of the factors in learning success With these media students can be motivated, actively involved physically and psychologically, maximize all students' senses in learning, and make learning more meaningful. Media is a means of communication and a source of information (Fadhli, 2015). Derived from Latin which means "between", the term refers to anything that carries information between the source and receiver. It is said to be learning media, because everything conveys a message for learning. The learning media functions for the implementation of instructions where information is conveyed in the media and must involve students both in mind or mentally and in the form of real activities so that learning can occur. Learning media fulfills three main functions when the media is used for individuals, groups, or large groups of listeners, namely (1) motivating interest or action, (2) presenting information, (3) giving instructions (Arsyad, 2019). One of the learning media that can increase student motivation in learning is learning videos.

Instructional videos are learning media that present audio-visual material. Learning videos have the advantage of conveying information quickly, attractively and effectively to students so that students are more interested and motivated in learning. Research conducted by (Taqiya, Nuroso, & Reffiane, 2019) stated that videos can increase student motivation in learning. Research conducted by (Naharir, Dantes, & Kusmariyatni, 2018) stated that learning videos can support the learning process so that it can improve student learning outcomes. Research conducted by (Novita, Sukmanasa, & Pratama, 2019; Widjiningsih, Sugiyono, & Gafur, 2014) stated that video media make students motivated and interested in learning so as to improve student learning outcomes. Based on this research, it can be concluded that instructional video media can increase student motivation in learning so that it has a positive impact on student learning outcomes.

Based on this explanation, the research objectives were formulated, namely to develop video-based learning media about the properties of objects around us in theme 2, sub-theme 1, grade 2. The learning video media development model used was 4D which consisted of four stages, namely define, design, develop, and disseminate. With the application of this instructional video media, it is hoped that it can be an alternative for teachers to innovate learning that can increase student motivation in learning so that it can improve student learning outcomes.

2. Research Method

This study was a Research and Development (R&D) development research, which means that this study was directed in the form of producing video-based learning media. Research and

Development (R&D) is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2016). This study used a 4D development model. The 4D research and development model consists of 4 main stages, namely define, design, develop, and disseminate ".

This study only tested the feasibility of learning media using a questionnaire by validation of linguists, media experts, material experts, teachers, and student responses. For the product development test, conducting a one-on-one trial involving 2 randomly selected 2 grade students, a small group trial involving 5 randomly selected grade 2 students, and a big group trial involving 10 students of SDN 2 Sindangsari. The validation instrument used a Likert scale.

The data analysis technique in this study used descriptive statistics. Descriptive statistics are statistics that are used to analyze data by describing or describing the data that has been collected as is without intending to make general conclusions or generations (Sugiyono, (2016). The use of this analytical technique was intended to test how the results of video-based media about the properties of objects around us to students in learning. This analysis was needed after the data was obtained through the instruments that have been selected and would be used to answer problems in the study. Data obtained from interviews with homeroom teachers in grade 2, questionnaire data from media experts, material experts, linguists, teacher responses and student responses to the products made were then analyzed.

The data analysis technique needed in this development research can be in the form of validity analysis techniques, based on the data from the validation results of learning media from several experts, it can be determined the average aspect score given by each validator. The steps used in data analysis to provide criteria for the quality of the product developed include: 1) data in the form of assessment scores from media experts, material experts, linguists and those obtained from teacher and student questionnaires. In the questionnaire, five options were provided to provide responses about product quality, namely very good (5), good (4), sufficient (3), lacking (2), and very poor (1), and 2) After the data was collected, then calculating the average score of each aspect of the assessed criteria

3. Result and Discussion

The results of this study resulted in a product in the form of video-based learning media about the properties of objects around us on theme 2 sub-theme 1 grade 2 SDN Cibungkul. The resulting learning media is used to help students understand the material about the properties of objects and test the feasibility of video-based learning media products. The first step was to validate storyboards, scripts, and questionnaires to linguists. The data results from the linguist validation, namely:

Table 1. Linguist Validation Results

No	Aspect	Aspect Value	Average Score	Category
1.	Language	75	5	Very Good
	Total	**75**	**5**	**Very Good**

Based on the results of data from linguists in the language aspect above, the suitability of the language used with the characteristics of the students, the suitability of the language presented in the video with material about the properties of objects, the language used is informative, the language used is communicative, the language is not ambiguous, the language used is formal. By obtaining 75 of the 15 statement indicators, so that it gets an average score of 5 in the language aspect with a very good category. Furthermore, validation for material aspects by material experts. The data results from material expert validation are:

Table 2. Material Expert Validation Results

No	Aspect	Aspect Value	Average Score	Category
1.	Material	75	5	Very Good
	Total	**75**	**5**	**Very Good**

Based on the results of the material expert validation data that prioritizes the suitability of material topics in the media is clearly formulated, the suitability of indicators and basic competencies is presented in the media, the suitability of the material in the media with the material for grade 2 elementary school, the material is presented clearly, the material is delivered informatively, the

suitability of form objects and explanations of their properties shown in the video with material on the properties of objects around us, the suitability of media to student characteristics, video-based media can make it easier for students to recognize the form of objects and their properties. By obtaining a value of 75 from 15 statement indicators, so that the average score on the material aspect is 5 in the very good category. Further validation of the video aspect by media experts. The results of data from media experts, namely:

Table 3. Media Expert Validation Results

No	Aspect	Aspect Value	Average Score	Category
1.	Video	50	5	Very Good
	Jumlah	**50**	**5**	**Very Good**

The results of data from media experts in the video aspect include the suitability of the video with grade 2 elementary school material, the suitability of the properties used, the suitability of the objects shown in the video supporting the material, the delivery of the material is very clear, the suitability of the expected video quality, very complete features , the suitability of the color in the media with the characteristics of low grade students, the suitability of the media using effective time. By obtaining a score of 50 out of 10 statement indicators, so that the average score on the media aspect is 5 in the very good category. For teacher validation covers all aspects. The results of data from teacher validation are:

Table 4. Teacher Validation Results

No	Aspect	Aspect Value	Average Score	Category
1.	Language and Material	75	5	Very Good
2.	Video	50	5	Very Good
	Total	**125**	**5**	**Very Good**

Based on the results of the validation from the teacher in all aspects including language, video, and material. In the language aspect there are 15 statement indicators including the suitability of the language used with the characteristics of students, the suitability of the language presented in the video with material about the properties of objects, the language used is informative; the language used is communicative; the language is not ambiguous; the language which is used is formal. The value of the validation results by the teacher for the language aspect obtained 75 with an average score of 5 and the category was very good.

In the one-on-one trial phase, it was carried out on grade 2 elementary school students. This trial was to assess the feasibility and attractiveness of the media that has been made. This one-on-one trial involved 2 randomly selected students. At this stage students were given a little explanation of the material that would be displayed on video-based learning media, then students were given a questionnaire to assess the media. The data results from filling out a one-on-one trial questionnaire involving 2 people, namely:

Table 5. Results of One-on-One Trial Questionnaires

No.	Name	Score	Average Score	Category
1.	Ainurrohmah Apriliani	47	4,7	Very Good
2.	Nazwa Firiana Ramadan	48	4,8	Very Good
	Total	95	4,75	Very Good

Based on the results of the data above, the student's assessment of video-based learning media obtained a score of 95 with an average score of 4.75 which was categorized as very good. Therefore, this video-based learning media has very good criteria to be used as a teacher's aid in delivering material on the properties of objects around us for grade 2 elementary school students. The small group trial stage was a continuation of the one-on-one trial. To be able to conduct small group trials, a sufficient assessment of the previous trials must be obtained. The results of the assessment from the one-on-one trial obtained an average score of 4.75 which was categorized as very good, then the

product would be retried to find out the student's assessment on a small group scale. The small group trial involved grade 2 students with 5 randomly selected students. The data results from filling out a small group trial questionnaire involving 5 people, namely:

Table 6. Small Group Trial Questionnaire Results

No.	Name	Score	Average Score	Category
1.	Alvin Rizki Febriansyah	47	4,7	Very Good
2.	Bryan Saga	49	4,9	Very Good
3.	Raka Putra Anggara	48	4,8	Very Good
4.	Rizki Mulya Sani	47	4,7	Very Good
5.	Sena	47	4,7	Very Good
	Total	**238**	**4,76**	**Very Good**

Based on the data above, there are the results of the calculation of small group trials regarding students' assessments of video-based learning media, the material properties of objects obtained a score of 238 with an average score of 4.76 which is in the very good category. Thus, video-based instructional media have very good criteria for use in the material properties of theme objects 2, sub-themes 1, grade 2 elementary schools.

To continue with large group trials, the previous trials must meet the minimum enough assessment criteria. The results of the previous assessment obtained an average score of 4.76 in the very good category, so the product was retried in a large group involving 10 grade 2 students conducted at SDN 2 Sindangsari. The process of learning the material properties of objects around us during one meeting was using video-based learning media. First the researcher made an introduction, after that he delivered his apperception, then the researcher conveyed the learning objectives to students. For this activity, students were given a video about the properties of objects. After that, the researcher asked students about the properties of the objects and conveyed the contents of the video again. Then, the researcher distributed questions containing 5 essay questions according to the questions previously used by the grade 2 teacher for students to work on the properties of the objects. After students worked on the questions, the researcher distributed student response questionnaires to find out students' responses to video-based learning media. Students filled out a questionnaire with the guidance of the researcher. The teacher had previously conveyed this material but only used the media improperly and got a score that to met the Minimum Completeness Criteria. The data on the final score of students used makeshift media using video-based learning media, as follows:

Table 7. Student Final Score Data

No.	Aspect	Minimum Completeness Criteria
1.	The teacher uses makeshift media	76,5
2.	Researchers used video-based learning media	8,3

Based on the table above, it can be seen that the final score of students when learning the properties of objects using only improvised learning media such as pictures in student books gets 76.5 while learning on the material properties of objects using video-based learning media has increased, namely getting 8 , 3. The results of this study are as expected, namely the final score of students does not really meet the KKM (Minimum Completeness Criteria), and video-based learning media is suitable for use for grade 2 elementary school students on the material properties of objects. The results of the student questionnaire assessment for the media in large group trials are as follows:

Table 8.
Large Group Trial Questionnaire Results

No.	Name	Score	Average Score	Category
1.	Alya Fitri Syapia	47	4,7	Very good
2.	Atep Nurhalim Hilmi	48	4,8	Very good
3.	Erwin Kurniawan	48	4,8	Very good
4.	Mika Apriliana	48	4,8	Very good
5.	Muhammad Aziz Azhari	49	4,9	Very good

6.	Qanita Alzahra Y	50	5	Very good
7.	Rizki Mubarok Maryono	46	4,6	Very good
8.	Sania Daniati	47	4,7	Very good
9.	Widi Gustiar Ramadan	47	4,7	Very good
10.	Zilal Alfarizi	49	4,9	Very Good
	Jumlah	**479**	**4,79**	**Very Good**

Based on the results of student assessment data in large group trials for video-based learning media, the score was 4.79. So in conclusion, the average score obtained was 4.79 from the assessment of students in the large group test which was categorized as very good. It proves that video-based learning media about the properties of objects around us on theme 2 sub-theme 1 grade 2 elementary schools have very good criteria to be used in learning the properties of objects in grade 2 elementary school. Several factors that influence the instructional video media to get very good qualifications are as follows.

First, instructional video media can increase student motivation in learning. Presentation of material in interesting learning videos can motivate students to learn. The using of proper visualization could deliver the materials properly as it can be received easily by the students (Sudarma et.al., 2015). Video learning has unique features that make it an effective learning method that can enhance and partly replace traditional teacher-led and classroom-based learning approaches. Research conducted by (Purwanti, 2015; Tegeh, Simamora, & Dwipayana, 2019) also stated that videos can help students by visualizing how something works, showing detailed information, attracting students' attention, thereby leading to better learning outcomes. Research conducted by (Aditya, 2017) also stated that the use of audio-visual learning media can motivate students in learning so that it can improve student learning outcomes.

Second, the instructional video media could make the students learn independently. Instructional video media can have advantages over other media, namely being able to explain real situations, being able to enrich the explanation when integrated with other media such as text or images, users can repeat certain parts to see a more focused picture, very helpful in teaching material in behavioral or psychomorphic domains, are faster and more effective in conveying messages than text media, and are able to clearly demonstrate simulations (Tegeh et al., 2019). Learning media can make students learn independently because they are able to explain real about the learning material. This is also confirmed by the results of research conducted by (Wulandari et.al., 2020) which stated that the learning video can be used by students independently. Learning media that are able to make learning residue independently can make students study anywhere and anytime because of its practicality so that it can improve student learning outcomes.

Third, instructional video media have an effect on students' knowledge competencies. Learning media is the key in implementing the learning process that can be used in delivering learning material so that students can easily understand the subject matter (Irwandi, 2020; Qondias et.al., 2016). which stated that the learning video can be used by students independently. Learning media that are able to make learning residue independently can make students study anywhere and anytime because of its practicality so that it can improve student learning outcomes. Third, instructional video media has an effect on students' knowledge competencies. Learning media is the key in implementing the learning process that can be used in delivering learning material so that students can easily understand the subject matter.

4. Conclusion

Based on the results of data analysis, it was found that the validity of linguists, media experts, learning material experts got very good qualifications. The results of individual trials obtained very good results; small group trials obtained very good results. In the large group trial, the results were very good and for filling in the questions it resulted in a good Minimum Completion Criteria. Based on the results of the data above, it can be concluded that the product of video-based learning media is suitable for use and can improve the learning outcomes of grade 2 students at SDN 2 Sindangsari.

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