



Video-Based Learning on PPKn Education with the Topic of Symbols and Meanings of Pancasila

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ARTICLE INFO

Article history:

Received June 20, 2021

Revised June 21, 2021

Accepted July 11, 2021

Available online August 25, 2021

Kata Kunci:

Video Pembelajaran,
Pembelajaran PPKN

Keywords:

Learning Videos, PPKn Learning



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ABSTRAK

Kegiatan pembelajaran belum dilaksanakan dengan maksimal. Media pembelajaran yang digunakan hanya terpaku pada satu sumber buku ajar, sehingga siswa kesulitan dalam memahami materi. Selain itu, guru hanya mengajar menggunakan metode penugasan dan ceramah. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa video untuk membantu siswa dalam belajar. Jenis penelitian ini adalah penelitian pengembangan dengan model yang digunakan yaitu ADDIE. Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Instrumen yang digunakan dalam mengumpulkan data yaitu kuesioner. Subjek pada penelitian ini ialah media video pembelajaran PPKn topik lambang dan makna sila Pancasila. Pada penelitian ini teknik analisis data yang digunakan yaitu teknik analisis statistik deskriptif kualitatif dan statistik deskriptif kuantitatif. Hasil penelitian yaitu hasil uji ahli isi mata pelajaran yang dikembangkan mendapatkan hasil sebesar 4,84 dengan kualifikasi sangat baik, ahli desain pembelajaran mendapatkan hasil sebesar 4,22 dengan kualifikasi sangat baik, hasil uji dari ahli media pembelajaran mendapatkan hasil sebesar 4,30 dengan kualifikasi sangat baik. Hasil uji praktisi mendapatkan hasil 4,58 dengan kualifikasi sangat baik, hasil uji coba terbatas mendapatkan hasil sebesar 4,79 dengan kualifikasi sangat baik. Dapat disimpulkan bahwa media yang dikembangkan layak diterapkan dalam pembelajaran. Implikasi penelitian ini yaitu media yang dikembangkan dapat memudahkan siswa dalam memahami materi pelajaran PPKn khususnya topik lambang dan makna sila Pancasila.

ABSTRACT

Learning activities have not been carried out optimally. The learning media used is only fixed on one source of textbooks, so students have difficulty understanding the material. In addition, teachers only teach using the assignment and lecture methods. This study aims to develop learning media in the form of videos to assist students in learning. This type of research is development research with the model used is ADDIE. The methods used in collecting data are observation, interviews, and questionnaires. The instrument used in collecting data is a questionnaire. The subject of this research is Civics learning video media on the topic of symbols and meanings of the Pancasila precepts, in this study the data analysis technique used in this development research was using qualitative descriptive statistical analysis techniques and quantitative descriptive statistics. The results of the research are the results of the expert test of the content of the subjects developed to get the results of 4.84 with very good qualifications, the learning design experts get the results of 4.22 with very good qualifications, the test results from the learning media experts get the results of 4.30 with the qualifications very good. The results of the practitioner test got a result of 4.58 with very good qualifications, the results of the limited trial got a result of 4.79 with very good qualifications. It can be concluded that the media developed is feasible to be applied in learning. The implication of this research is that the developed media can make it easier for students to understand Civics subject matter, especially the topic of symbols and meanings of the Pancasila precepts.

1. INTRODUCTION

The era of the industrial revolution 4.0 resulted in rapid technology development (Lase, 2019; Willya et al, 2019). Technological advances can help in developing the nation's intellectual life (Kuswanto & Walusfa, 2017; Warsita, 2017). Development of science and technology demands an increase in the quality of education so that it can improve human resources quality (Lase, 2019; Willya et al., 2019). Education makes someone able to develop competence in affective, cognitive and psychomotor (Chairiyah, 2017; Sutrisno, 2016). Those competences can be developed through various learning activity. One of lessons applied in elementary school is PPKn (Pancasila and Civics Education). Through learning PPKn, students are directed to understand and carry out their rights and obligations as Indonesian citizens who are creative, skilled, intelligent, social dan character (Wahanani, 2016; Winarno et al., 2020).

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The problem that occurs today is that learning has not been carried out optimally (Asmuni, 2020; Pakpahan & Fitriani, 2020). Teachers tend to only give assignments to students so that students do not completely understand the learning material (Sadikin & Hamidah, 2020; Wahyono et al., 2020). Learning which only uses assignment method and teacher-centered learning cause student passivity in learning (Pertiwi et al., 2019; Widiatmika et al., 2017). This is caused of teachers and students have not been able to create an effective learning atmosphere. The same problem is also found in class IV MIN 2 Buleleng, the main problem is about lack of student motivation in PPKn. Students are still passive in the implementation of learning. Student interest in PPKn is not the same as other lessons, thus student lack of understanding in PPKn. Besides that, many also complain that they have difficulty to understand the material due to excessive material and limited resources, plus students only study from home, these are also a factor in decreasing students' understanding of PPKn. Teachers have not used multimedia-based learning media and audio-visual as teaching media. Teachers only use assignment method and is guided by the textbook without using teaching media. If neglected, it will have an impact on student PPKn learning outcomes during the learning process.

A solution that can be offered to overcome the problem is by developing teaching media. Teaching media has an important role in teaching process. Teaching media eases students to understand the learning material (Diputra, 2016; Maqfiroh et al., 2020; Puspitorini et al., 2014). One of the innovative media that can facilitate students in learning is video-based learning. Video-based learning can make it easier for students to understand the subject, so that it can increase student interest in learning (Heo & Toomey, 2020; Kramer et al., 2020; Tegeh et al., 2019; Yusnia, 2019). Video is one of the media that contains audio and visual elements. Through video media students will be able to understand subject matter that is still abstract because of the nature of the video that can concrete the message (Andriyani & Suniasih, 2021; Meyer et al., 2019; Soucy et al., 2016; Taqiya et al., 2019). This will stimulate and increase student motivation in learning. The findings of previous studies have stated that video media can be used in the learning process (Indahini et al., 2018; Krishna et al., 2015; Novita & Pratama, 2019). However, currently in class IV MIN 2 Buleleng, a particular video-based learning on PPKn with the topic of symbols and meanings of Pancasila has never been developed before. In addition, there is no in-depth study on the development of video-based learning in PPKn on the topic of symbols and meanings of the Pancasila in elementary schools. This study aims to develop video-based learning in PPKn on the topic of symbols and meanings of the Pancasila in order to facilitate students in learning. Through this developed media, teachers will be able to help students learn independently. This developed media is expected to facilitate and increase student interest in learning.

2. METHOD

This type of research is a research on the development (research & development) of learning media in the form of video-based learning on the topic of the symbol and meaning of the Pancasila for grade IV Elementary School. The model that is used as a reference in this learning media development research is the ADDIE model (Analysis, Design, Development, Implement, Evaluate) which includes the stages of analysis, designing, development, implementation, and evaluation. The selection of this model is based on the consideration that this model is very easy to understand, has a systematic flow, and is very clear. The subjects in this study are 2 material experts, 2 material and design experts, 2 practitioners and 5 students. The techniques used in collecting data in this study are observation, interviews, and questionnaires. Observations and interviews are used to find out the problems that occur in schools. The questionnaire method is carried out by giving several questions to respondents regarding the learning media that will be developed. The instrument used in collecting research data is a questionnaire. The development design chart is presented in Figure 1 and the grid of data collection instruments to determine the validity of the developed learning media is presented in Tables 1, 2, 3, 4 and 5.

An instrument can be said to be good if it meets the requirements of content validity. Arranged instruments has to be tested through content validity tests which carried out by several experts (judges) who have mastered the variables being studied. The validity of this instrument is tested using the Gregory formula. All of the media assessment instruments have been tested for validity through the analysis of the results of the judges' test. Based on the content validity criteria, the content validity coefficients of the three instruments are in very high content validity criteria. Data analysis methods and techniques used in this development research are using qualitative descriptive statistical analysis techniques and quantitative descriptive statistics. Qualitative descriptive statistical analysis is used in processing the results of reviews, suggestions, inputs done by experts or judges on the developed learning media. Quantitative descriptive statistical analysis was used to process data in the form of numbers obtained from giving assessment sheets of learning media instruments developed to learning media experts,

learning design experts, PPKn content experts and teachers. In making decisions regarding media development, a 5 scale reference is used

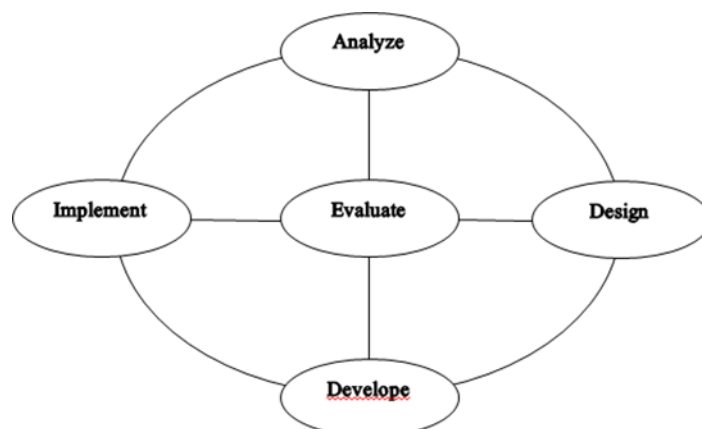


Figure 1. Development Design Chart

Table 1. Grid of Material Expert Test Instruments

No	Aspeck	Indicator
1	Material	a. Indicator b. Learning objectives c. Suitability of material content d. Material breadth/depth e. Material selection
2	Sentence	f. Ease of understanding words/sentences g. Language compatibility with Indonesian rules

Table 2. Grid of Media Expert Test Instruments

No	Aspeck	Indicator
1	Message Design	a. Text b. Picture c. Videos d. Audio
2	Accessibility	e. Have the power of attraction f. Time duration
3	Media Display	g. Identity h. Image Compatibility i. Video Interests j. Color balance k. Text clarity

Table 3. Grid of Design Expert Test Instruments

No	Aspeck	Indicator
1	Learning objectives	a. Learning objectives according to the ABCD format b. Indicator
2	Method	c. The suitability of the method with the learning objectives d. Suitability of learning methods with learning activities (introduction, core, and closing) e. The suitability of the method with the characteristics of students f. The effectiveness of learning methods in learning activities
3	Strategy	g. Material presentation accuracy h. Relevant examples
4	Evaluation	i. The suitability of the questions presented is in accordance with the material provided. j. Feedback accuracy

Table 4. Grid of Expert Practitioners Instruments

No	Aspeck	Indicator
1	Material	a. Indicator b. Learning objectives c. Suitability of material content d. Material breadth/depth e. Material selection
2	Sentence	f. Ease of understanding words/sentences g. Language compatibility with Indonesian rules
3	Method	h. The suitability of the method with the learning objectives i. Suitability of learning methods with learning activities (introduction, core, and closing) j. The suitability of the method with the characteristics of students k. The effectiveness of learning methods in learning activities
4	Strategy	l. Material presentation accuracy m. Relevant examples
5	Evaluation	n. The suitability of the questions presented is in accordance with the material provided. o. Feedback accuracy
6	Message Design	p. Picture q. Audio
7	Accessibility	r. Have the power of attraction s. Time duration
8	Media Display	t. Identity u. Image Compatibility v. Video Interests w. Color balance x. Text clarity

Table 5. Grid of Limited Trial Instruments

No	Aspeck	Indicator
1	Media Display	a. Text clarity b. Image clarity c. Image attraction d. The suitability of the image with the material
2	Material presentation	e. Presentation of material is easy to understand and learn f. Material usefulness g. Systematic accuracy of material presentation h. Sentence clarity i. The suitability of the example with the material
3	Benefits	j. Ease of learning k. Interest in using teaching materials in the form of learning videos. l. Increased learning motivation

3. RESULT AND DISCUSSION

Result

The development of video-based learning in PPKn with the topic of symbols and meanings of the Pancasila has been carried out using the ADDIE development model. Design development begins at stages 1) Analysis 2) Design 3) Development, 4) Implementation, and 5) Evaluation. The first stage is analysis. At this stage, an analysis of needs, curriculum, media and student's characteristics is carried out. In the analysis of needs from the results of interviews conducted, it is clear that there is a need for a learning media that can be used by teachers in classroom. The implementation of curriculum analysis is carried out by analyzing the teacher's guide book and the fourth grade student's book, theme 4 of PPKn Education in order to obtain KI, KD, Indicators as a reference in developing video-based learning. The implementation of media analysis in order to find out in order to know the criteria for good media, while the criteria for good media can be seen from the effectiveness, efficiency, and communication. Furthermore, the analysis of the characteristics of students is carried out by examining the cognitive development of students to

determine the suitability of the design of learning media in the form of video-based learning, so that the existence of learning media makes it a better subject understanding.

The second stage is the design stage. Implementation at the design stage is carried out by compiling media assessment instruments and designing learning media in the form of video-based learning Learning media in the form of video-based learning using dynamic drawing theory about the relationship between symbols and the meaning of the Pancasila. The software used in making the media is Olive with a video duration of 10-15 minutes. The learning media has a resolution of 1080p, with a 16:9 ratio. There are two types of musical instruments used in the video, namely uplifting music and soft flowing music so that the video media becomes interesting. Furthermore, the design of the media concept is made in the form of a storyboard. Storyboards are made to visually display the relationship between the symbol and the meaning of the Pancasila. The learning design that was developed can be seen in the following picture:

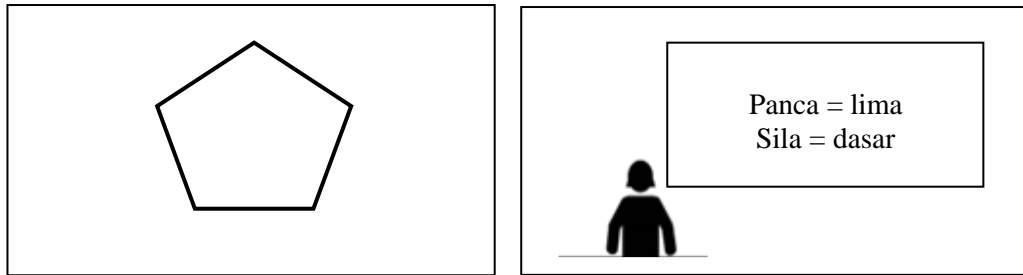


Figure 2. Design of Learning Video Media



Figure 3. Results of Learning Video Media Development

The third stage is the development stage. At this stage, video media is developed. The development of this learning media is designed based on a predetermined storyboard so that the making of learning media is as desired. The results of the development of video-based learning on the topic of the symbol and meaning of the Pancasila are presented in Figure 2. Furthermore, the video media will be tested for validity by subject matter experts, learning designs, and learning media. Based on the results of the subject matter expert test, the media developed in the form of video-based learning obtained an average of 4.84 with very good qualifications. The test results from the learning design experts obtained an average of 4.22 with very good qualifications. The test results from learning media experts obtained an average of 4.30 with very good qualifications. The test results from learning media experts obtained an average of 4.30 with very good qualifications. The average practitioner test results obtained are 4.58 with very good qualifications. The results of the limited trial with students obtained an average of 4.79 with very good qualifications. The suggestions given by experts and trials are presented in table 7.

Table 7. Feedback and Suggestions from Experts and Individual Trials

No.	Video Trial Subject	Feedback and Suggestions
1.	Subject Content Expert Test	Formulating learning objectives in the learning video is not in accordance with the order of the level of knowledge competency achievement in the operational verb guidelines.
2.	Learning Design Expert Test	The title of the video has the wrong word written, namely "video", at the end of the video or at the closing activity it is advisable to give thanks to the parties who contributed to the manufacture of the product
3.	Learning Media Expert Test	"there is sound that is cut off and it doesn't sound very clear" and

No.	Video Trial Subject	Feedback and Suggestions
4.	Individual Trial	<p>“on the video screen there is an image that has distorted lighting which makes the writing not clear to see</p> <ol style="list-style-type: none"> 1. Video quality is good 2. The learning video is good and needs to be maximized

Based on the results of input provided by experts and individual test subjects, product revisions were carried out in order to improve the products developed to be of higher quality. The results of the revisions made are presented in Figure 3.



Figure 4. Results of Revision of Learning Video Media

Discussion

Based on the results of data analysis that has been carried out, the video-based learning on the topic of the symbols and meanings of the Pancasila gets very good qualifications, it means that video-based learning is feasible to be applied in the learning process. Video media on the topic of symbols and meanings of the Pancasila must be developed because this video-based learning can facilitate students to learn independently so that students can understand the learning material easily. In addition, the existence of this learning media can also assist teachers in delivering learning material to students, especially on the topic of the relationship between symbols and the meaning of the Pancasila. This video-based learning has very good qualifications and is feasible to be applied due to several factors, namely as follows.

Pertama, media video pembelajaran pada topik lambing dan makna Pancasila mendapatkan kualifikasi sangat baik dan layak diterapkan disebabkan karena media yang dikembangkan dapat membantu siswa dalam belajar. Selain itu, dari segi aspek penyajian materi, menarik minat belajar siswa, meningkatkan perhatian siswa, dapat memotivasi, dan kejelasan suara. Media pembelajaran dapat menyajikan materi pembelajaran dengan kreatif sehingga meningkatkan minat siswa dalam belajar (Knoop-van Campen et al., 2020; Yuniarni et al., 2020). Selain itu, dari aspek ketepatan, kejelasan pada video pembelajaran memberikan dampak bagi siswa. Hal ini sesuai dengan teori yang menyatakan bahwa media pembelajaran adalah segala sesuatu yang digunakan untuk menyalurkan informasi dari pengirim dan penerima sehingga dapat merangsang pikiran, perhatian, dan minat siswa (Asnur & Ambiyar, 2018; Kurniawan et al., 2017; Maqfiroh et al., 2020; Tegeh et al., 2019). Beberapa faktor yang mempengaruhi hasil belajar siswa salah satunya berasal dari luar seperti penggunaan alat-alat dalam kegiatan belajar mengajar. Manfaat penggunaan media pembelajaran video dalam pembelajaran adalah memperjelas penyajian materi sehingga proses pembelajaran lebih efektif (Pramana et al., 2016; Yudha et al., 2017).

Second, video-based learning gets very good qualifications and is feasible to apply because the media developed makes it easier for students to understand the subject. In terms of visual quality, sound clarity, appropriateness of video presentation, and the use of concrete examples are very good, making it easier for students to understand the material presented in the video. In addition, the material presented in this video-based learning is in accordance with the competencies and learning objectives. In addition, the video is explained through examples to ease students understand abstract subject matter (Gunawan et al., 2017; Muskania et al., 2019; Taqiya et al., 2019). The advantages of video media can be used to convey or clarify messages and can be adjusted based on student needs by applying manipulation techniques (time and display) (Purwanti, 2015; Tarchi, C., Zaccoletti & Mason, 2020; Utari, 2016). Learning media can help students if they have difficulty in understanding the material.

Third, the video-based learning has very good qualifications and is feasible to apply because the media developed can increase student interest in learning. The developed video-based learning can increase students' enthusiasm in participating the learning process, because learning media are able to provide a fun and efficient learning experience (Muskania et al., 2019; Yuanta, 2019). The developed video-based learning contains the stages of the flow, namely the cover, the title of the learning material, the name of the video maker, basic competencies and indicators of achievement, the storyline of the learning video and the explanation of the material through a direct person, making it easier for students to learn. Children are more focused on following the learning process that involves media, teachers and components in videos such as pictures (Rose et al., 2016; Wuryanti, 2016). Based on this, the media was developed by combining several components to produce learning media that can attract interest in learning and add to the learning experience for students.

The findings of previous research regarding video-based learning also state that video can increase students' enthusiasm in learning (Asnur & Ambiyar, 2018; Kurniawan et al., 2017). Other research findings also state that video media can improve student learning outcomes because it can facilitate students in learning (Jatmiko et al., 2017; Sarnoko et al., 2016). Learning media in the form of videos can help students in learning so that learning objectives can be achieved optimally. The advantages of this video media have an attractive appearance according to the characteristics of elementary school students, but this video media only develops on one learning topic. However, this media has only been developed for a limited number of individual trials. It is hoped that further research can develop this research at the implementation stage through the experimental stage. The existence of video-based learning can be used in the learning process of PPKn content, especially on the topic of the symbol and meaning of Pancasila. This media able to facilitate students in learning and easily understand the material.

4. CONCLUSION

Learning media in the form of video on the topic of the symbol and meaning of the Pancasila is appropriate to be applied in the learning process in order to help students understand PPKn, especially on the topic of the symbol and meaning of the Pancasila. In addition, it can help the teacher deliver the material. It is hoped that this media can facilitate students in learning so that learning activities can be carried out effectively and efficiently.

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