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Character Education-Based Learning Video Media on Science Content for Fifth Grade Elementary School

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ABSTRAK

Kurangnya media pembelajaran menyebabkan guru kesulitan dalam menjelaskan materi. sehingga siswa kurang bersemangat dan kesulitan memahami materi dalam mengikuti proses pembelajaran daring. Penelitian ini bertujuan untuk mengembangkan media video pembelajaran berbasis pendidikan karakter pada muatan IPA tema 1 subtema 2 di kelas V. Model pengembangan dalam penelitian ini adalah model 4D yang meliputi tahap define, design, develop dan disseminate. Adapun subjek yang digunakan dua orang dosen ahli materi dan madia, dua orang guru ahli pembelajaran, dan 10 orang siswa kelas. Metode pengumpulan data menggunakan wawancara dan metode angket. Teknik analisis data yang digunakan yaitu analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Hasil analisis yang diperoleh hasil uji ahli materi soal diperoleh rata-rata 3,9 dengan kualifikasi sangat dengan baik. Uji ahli desain mendapat kualifikasi sangat baik dengan rata-rata 4,2, hasil uji ahli media diperoleh rata-rata 4,3 dengan kualifikasi sangat baik, hasil respon praktisi dengan kualifikasi sangat baik diperoleh persentase 90,5% dan hasil respon siswa mendapat kualifikasi sangat baik diperoleh persentase 84%. Hal ini menunjukkan bahwa media yang dikembangkan layak digunakan dalam pembelajaran.

ABSTRACT

The lack of learning media causes teachers to have difficulty in explaining the material. So that students are less enthusiastic and have difficulty understanding the material in following the online learning process. This study aims to develop learning video media based on character education on the content of science theme 1 sub theme 2 in class V. The development model in this study is a 4D model which includes the stages of define, design, develop and disseminate. The subjects used were two material and media expert lecturers, two learning expert teachers, and 10 class students. The methods in collecting data are using interviews and questionnaire. The data analysis technique used is descriptive qualitative analysis and descriptive quantitative analysis. The results of the analysis obtained by the expert test results obtained an average of 3.9 with very good qualifications. The design expert test got very good qualifications with an average of 4.2, the media expert test results obtained an average of 4.3 with very good qualifications, the response results from practitioners with very good qualifications obtained a percentage of 90.5% and the student response results received qualifications very good percentage obtained 84%. This shows that the media developed is suitable for use in learning.

1. INTRODUCTION

Learning is a learning process carried out between teachers and students interacting with each other to develop themselves for the better (Strouse et al., 2018; Wahyuni et al., 2021). Learning has a goal to develop various skills and potential of students which will be useful in everyday life (Pranata & Jayanta, 2021; Putri et al., 2021). The skill development can be done through lessons in the education unit. One of the subjects in elementary school is science. Science lessons are assignments that are considered to be suitable to grow the character of students. The thing of science learning is to develop methodical chops through scientific methods such as observation and trial (Atmojo et al., 2020; Isnaeni et al., 2021). These activities require scientific attitudes such as curiosity, openness, honesty, thoroughness and so on (Haryadi et al., 2021; F. F. K. Sari & Lahade, 2022). Previous study state that science learning process in elementary schools has character values that need to be instilled by students, namely priority character values and supporting character values (Narut & Supradi, 2019). The priority character values are character values that must be instilled by educators in science learning activities including honesty, discipline, responsibility and hard work (Fajri & Mirsal, 2021; Tanto et al., 2019).

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Meanwhile, the supporting character values are character values developed by educators to support the cultivation of priority character values so that they can run well, including religious, togetherness, independence, curiosity, conscientiousness, cooperation, confidence, courage, and caring for others environment (Juanda, 2019; Tanto et al., 2019). Through character education in science learning, it is hoped that the character values of students can be developed optimally. Thus, the learning activities need to be well designed so that learning can run smoothly and learning objectives can be achieved. A learning can be said to be successful if learning can be student-centered.

In fact, the science learning currently requires maximum effort because it is to achieve its own science learning objectives and does not come out of the nature of science. This situation was exacerbated by the implementation of a full online learning process due to the Covid-19 outbreak (Ozdamli & Ozdal, 2018; E. P. Sari & Yuhendri, 2021). Several studies have stated that the online learning process is still ineffective and this is a new challenge for teachers and students (Çinar et al., 2016; Pratama et al., 2021). In the process of online learning, of course, teachers find it difficult to control all students to stay concentrated on lessons (Kaban et al., 2021; Pajarianto et al., 2020; Putra et al., 2021).

Based on the results of interviews with teachers at SD Negeri 1 Kubutambahan, during online learning some teachers only use textbook sources, so students have difficulty understanding the material and doing the assignments given. In addition, the learning activities tend to be monotonous so that it makes students bored. In addition, the lack of learning media causes teachers to have difficulty in explaining the material. Thus, the students are less enthusiastic and have difficulty understanding the material in following the online learning process. Based on the results of the needs analysis, it is known that there was a lack of media to support the learning process, so that teachers find it difficult to transfer subject matter. In addition, the teachers still use the lecture and assignment methods as the most dominant method. The assignments made by the teachers regarding the content of the material sometimes have to be memorized by students, so that in the learning process students tend to memorize the contents of the subject matter rather than interpret or understand the contents of the material being studied. Teachers find it difficult to create media so that in the online learning process only use conventional methods in other words only explain without using learning media. If these problems are not immediately addressed, it will have an impact on students' science learning outcomes.

These problems can be answered by using intriguing and innovative learning media in online learning. Learning media is a tool that can help teachers explain the material and help students more understand the material (Ar et al., 2021; Pamungkas et al., 2018). Learning media is being that contains information that's used to support learning conditioning to be more effective and effective so that a person can gain knowledge, chops, and stations (Pranata & Jayanta, 2021; Yusup et al., 2016). Through learning media can make the literacy process more meaningful and delightful for scholars. One of the media that can grease students in learning is a learning video. Learning video is one of the media that can be used in the learning process because it contains audio and visual elements (Semara & Agung, 2021; Zaneldin et al., 2019). In addition, by using videotape media students can understand the subject matter more primarily (Jatmiko et al., 2017; Wisada et al., 2019). Videotape media can concentrate students' attention in the learning process because it's equipped with clear sound and images. The results of the study show that videotape media can increase students' interest and provocation in learning (Semara & Agung, 2021; Yendrita & Syafitri, 2019).

With this video, it is hoped that students can help students understand the material during online learning. Learning videos will be more effective if they are combined with other learning models (Handaya et al., 2021; Rokhim et al., 2020). However, in the research that distinguishes the video media developed from previous research, namely the learning video media developed based on character education on science content. Character education is defined as education that develops cultural values and national character in students so that they have values and character as their own character, applies these values in their lives, as members of society, and religious, nationalist, productive citizenz and creative (Birhan et al., 2021; Darmayasa et al., 2018; Saputro & Murdiono, 2020). Building character must be carried out systematically and continuously involving all aspects of knowledge, attitudes and skills starting from elementary school age. So, the purpose of this research is to create a learning video media based on character education on the science content of theme 1 sub-theme 2 for fifth grade elementary school. The existence of this media is expected to make it easier for teachers and students to learn the material and create a more interesting learning atmosphere, so as to improve student learning outcomes.

2. METHOD

This type of research was development research. The research method used a 4D model. The 4D models are used to develop learning tools. The 4D model consists of 4 main stages, namely Define, Design, Develop and Disseminate. The initial stage in the 4D model was the definition of the development requirements. Simply, at this stage was the needs analysis stage. The second stage in the 4D model was design. There were 4 steps that must be passed at this stage, namely the constructing criterion-referenced test (making of test standards), media selection, format selection, and initial design. The third stage in the development of 4D model learning tools was development. The development stage is the stage to produce a product development. This stage consists of two steps, namely expert appraisal (expert assessment) accompanied by revisions and delopmental testing (development trials). The development trials were carried out to get direct input in the form of responses, reactions, comments from students, observers on the learning tools that had been prepared. The trials and revisions are repeated with the aim of obtaining effective and consistent learning tools. The last stage in the development of 4D model learning tools was the dissemination stage. The dissemination stage is carried out to promote the product developed to be accepted by users by individuals, groups, or systems. Packaging material must be selective in order to produce the right shape.

The data collection methods used were interviews and questionnaires to collect data from the review results of test experts, teacher and student trials. The subjects involved in this study, namely two material and media expert lecturers, two learning expert teachers, and 10 fifth grade students from SD Negeri 1 Kubutambahan. The data collection techniques in this study using a questionnaire. The instrument used in this development research was a rating scale. The data analysis technique used in this research was descriptive qualitative analysis and descriptive quantitative analysis. The grid of instrument validity sheets is in Table 1.

Table 1. The Grid of Media Validity Sheets

No	Aspect	Indicator	Numbers of Item	Items
1	Format	Harmony of colors, text, and images on media	3	1, 2, 3
		Use of letters and font sizes is easy be read.	2	4 dan 5
		The suitability of the layout media	1	6
		The suitability between the material in the media and the indicators in the syllabus.	1	7
		Media can explain the topic of the human body movement system	1	8
		Learning video media can help teachers in explaining the material and students can also understand the content of the material.	2	9 dan 10
		The completeness of materials/information contained in the media.	1	11
2	Content	The content of the media arouses students' curiosity.	1	12
		The language used is easy to understand.	1	13
		Standards of language used.	1	14
		The effectiveness of the sentences used.	1	15
3	Language	The use of words according to standard spelling.	1	16
4	Practical	The use of media does not require much assistance with supporting facilities	1	17
		The use of media can be repeated.	1	18
		The use of media streamlines student learning time.	1	19
		The use of media can be individual and/or group.	1	20
5	Effective			

After calculating the content validity using the Gregory formula, it can be obtained a content validity value that reflects the entire item of the instrument. The determination of the classification of content validity coefficients can be seen based on the criteria in Table 2. The average score obtained was then converted using a five-scale conversion guideline to determine the validity of the developed learning video media. The five scale conversion guidelines used can be seen in Table 3.

The five-scale conversion guidelines in Table 3 were obtained using the calculation of the ideal average (Mi) and the ideal standard deviation (SDi). This study aims to develop media on the solar system

topic of fifth-grade in elementary school. The indicator of the success of this research is the average score of minimum learning media validation in the good category with a range of 3.33 < X 4.01.

Table 2. The Criteria of Content Validity Coefficient

Koefisien	Validitas
0,80-1,00	Very high content validity
0,60-0,79	High content validity
0,40-0,59	Medium content validity
0,20-0,39	Low content validity
0,00-0,19	Very low content validity

Table 3. Five Scale Conversion Guidelines

Rentang Skor	Klasifikasi/Predikat
4,01< X ≤5,01	Very Good
3,33< X ≤4,01	Good
2,66< X ≤3,33	Enough
1,99< X ≤2,66	Not Good
0,99< X ≤1,99	Very Not Good

3. RESULT AND DISCUSSION

Result

This research was carried out using 4D model consisting of 4 main stages, namely Define, Design, Develop, and Disseminate. The research results from each stage. The define stage was the needs analysis stage. There are five activities that can be done to carry out a needs analysis, including: Based on the results of observations at SD N 1 Kubutambahan, it was found problems related to learning materials and media for science content in fifth grade. The science content learning materials, especially on theme 1 sub-theme 2 in student books are still not broad, not deep, and incomplete so that teachers do not have other sources other than student books. In addition, teachers have not found relevant media for science learning content.

The analysis of the student characteristics in this study was carried out by examining the proposition of cognitive development to determine the appositeness of the design of educational media in the form of learning vids that were developed according to the characteristics of students. The analysis of the interviews results with fifth grade science teachers at SD Negeri 1 Kubutambahan via telephone, which stated that students really like to see pictures and videos. This interest will help students understand the concepts and content of the subject matter. On the other hand, there were student habits that are not appropriate for learning, where students tend to memorize the content of the material rather than interpret or understand the content of the material being studied. The teachers of SD Negeri 1 Kubutambahan used the conventional method of lecturing and explaining without using learning media. Then, the teachers give assignments and students have to memorize the assignments given by the teachers so that students' understanding becomes shallow and not strong. This concept analysis includes an analysis of competency standards which aims to determine the amount and type of teaching materials and analysis of learning resources. The following are the competency standards for fifth grade science subjects can be seen in Table 4.

Table 4. Basic Competencies and Indicators for Fifth Grade Science Subjects

No	Bacic Competency (KD)	Indicator
1.	3.1 Identify the parts of the human movement organs, namely the general movement organs and joints in humans	3.1.1 Understanding the parts of the organs of human movement in general 3.1.2 Understanding examples and parts of the human joint

The second stage was the design. This stage begins with the making of the video assessment grid to match the content with the expected goals. The assessment grid was based on the characteristics and criteria of a good learning video, designing learning media, and selecting learning resources. In the design, the video made was in the form of a power point video without a narrator in it. This aims to provide space

for the teacher to directly explain the important points contained in the video. This research was carried out by making a media design that was developed, in which the design has been adapted to the analysis of needs, curriculum, media, and student characteristics that have been previously analyzed in the form of a powerpoint video.

The third stage was the development stage. This development stage includes expert confirmation and development trials. It's known from the results of expert confirmation and trials, also revisions are made until the media is doable and can be used as teaching materials. The assessment or confirmation by the experts can be determined by the eligibility criteria attained from the average score of the repliers. The average score of the repliers that has been attained is also converted according to the feasibility conversion table to determine the feasibility position of the literacy media according to the repliers. To determine the feasibility of learning video media, confirmation was carried out by material experts, media experts and design experts. The results of the average score are converted to a five-scale conversion guideline to determine the qualifications of the instructional media in the form of learning vids. It's known that the average validity score in terms of overall material was3.9 qualifications good according to the five-scale conversion. The average validity score in terms of design experts was 8 qualifications veritably good. The average validity score in terms of media experts ws 9 qualifications veritably good. This showed that the videotape literacy media in the fifth- grade science subjects developed has been valid. The development trials were carried out to get direct input in the form of responses, responses, commentary from students, observers on the learning media that had been prepared

The last stage in the development of 4D model learning tools was the dissemination stage. The learning media that have gone through various stages of development and are declared feasible, are then distributed in a limited way to guardian teachers to then be used in science learning. The product trials in this development research were carried out by reviewing the audio-visual learning media that had been developed to material experts, media experts, design experts, and practitioners as well as individual trials to find out whether the audio-visual learning media was feasible or not to be used. The product trial was conducted by giving the instrument to 2 practitioners (teachers), and 16 fifth grade students (limited trial) which were grouped into 8 small groups. The results of these trials were then recapitulated and analyzed the percentages as a test of practitioner and student responses to the feasibility of instructional video media. Then the results obtained by the teachers' response with a percentage of 90.5% with very good qualifications, while based on the results of trials conducted by students, the response was obtained with a percentage of 84% with very good qualifications. From the results of very good responses from both parties, it can be concluded that video learning media was very effective in using science learning of theme 1 sub-theme 2 for the fifth grade.

Discussion

The results showed that the use of video literacy media grounded on character education was plant in the wisdom content of theme 1 subtheme 2 for fifth grade elementary school attained applicable and effective results so that it's able for use in science literacy for fifth grade elementary school. The literacy vids developed are different from the being learning vids, because the learning vids grounded on character education on the science content of theme 1sub-theme 2 for the fifth grade of abecedarian academy don't yet live. This videotape media was developed grounded on the results of the analysis of the conditions of teachers at SD Negeri 1 kubutambahan, especially the fifth grade. In addition, these learning vids are made as seductive as possible, and are supported with the help of technology. Through this character education- grounded learning videotape media, it's hoped that it can help scholars understand the material and develop character values. The learning videotape media grounded on character education on the science content of theme 1 subtheme 2 for the fifth- grade elementary school got veritably good qualifications and merited to be applied due to several factors.

First, the advanced character education- grounded literacy videotape media can help scholars understand the material. Judging from the aspect of presenting the material, the material presented is in agreement with the literacy objects and capabilities that must be achieved. In addition, the material presented in this videotape media is clear so that it attracts scholars' interest in literacy. A literacy material that's presented in a simple or concrete way according to the characteristics of scholars, making it easier for scholars to understand the material. Learning media is a tool used to help channel dispatches from senders and donors so that they can stimulate scholars' studies, enterprises, passions and interests (Ar et al., 2021; Dewi et al., 2021; Pranata & Jayanta, 2021). Learning media greatly influences pupil learning issues (Tegeh, I. M., Simamora, A. H., & Dwipayana, 2019). The actuality of learning media can attract interest in literacy, pupil literacy provocation and good literacy issues (Tegeh & Dwipayana., 2019; Utama et al., 2021). In addition, the use of media through image media in audio-visual/ videotape can ameliorate pupil learning issues because scholars fluently understand the material (Novita et al., 2019;

Syahroni et al., 2020). Second, the literacy videotape media grounded on character education is doable to be applied to the literacy process from the design aspect. The character education- grounded literacy vids are presented with clear filmland and audio. This can attract scholars' interest in literacy and can produce fun and effective literacy. Scholars will be more interested in sharing in learning if learning conditioning use intriguing literacy media similar as filmland or sounds (Fitria, 2018; Novita et al., 2019).

In addition, the actuality of character- grounded videotape media will make it easier for scholars to learn. With the development of character- grounded cotillion vids, scholars will be suitable to learn singly as well as the character values in the material can be bedded in literacy. Scholars who have character are veritably important because character is a moral geste in someone who'll form a better human being in the future (Asbari et al., 2019; Sufanti et al., 2021). Grounded on this, the media developed by combining several factors can attract interest in literacy and add to the literacy experience of scholars more meaningfully. The findings of former exploration regarding literacy vids are doable to be applied to the literacy process because they can increase scholars' enthusiasm and provocation in literacy (Widiyasanti & Ayriza, 2018). Videotape literacy media is suitable for use in the literacy process in abecedarian seminaries (Panjaitan et al., 2020; Wuryanti & Kartowagiran, 2016). Videotape media can also increase scholars' interest and provocation in literacy (Hua et al., 2020; Permatasari et al., 2019; Stoll et al., 2021).

From the discussion, the literacy videotape media grounded on character education have implication to help scholars learn so that they can help ameliorate pupil learning issues and develop character values. The advantages of this videotape media that have been made have noway been that anyone has developed a character- grounded videotape media on the wisdom content of theme 1 sub theme 2 for the fifth- grade abecedarian academy. The vids that have been developed have language that fluently understood by abecedarian academy scholars. In addition, the presence of filmland and audio can attract scholars' interest in literacy, so learning isn't boring. The character- grounded videotape media on the wisdom content of theme 1 sub theme 2 for the fifth- grade abecedarian academy can be used without using an operation, making it easier for scholars to use videotape media. Still, this videotape media only develops on learning content, videlicet the wisdom content of theme 1 sub theme 2 for the fifth- grade abecedarian academy. This media can also help scholars to increase learning provocation because it's in agreement with the analysis of the requirements of scholars who really like filmland and vids so that this literacy media can be fluently absorbed its content and help scholars understand fluently what's being explained. The counteraccusations of this exploration are anticipated to ameliorate wisdom literacy issues and increase character values in scholars.

4. CONCLUSION

The character-based video media on the science content of theme 1 sub theme 2 for the fifth-grade elementary school was suitable for use in the learning process. The video media that was developed on the science content of theme 1 sub theme 2 for the fifth-grade elementary school can increase student participation in learning. In addition, with the video, the students can also learn more meaningfully so that the learning process and student learning outcomes will increase.

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